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Subseries 3: Lead Communities, 1988–1997.

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MEF. Educators Survey. Correspondence, 1993-1997.

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

Memorandum

TO: Annette Hochstein
c/o Mayflower Hotel
Please hold for arrival on Friday, March 12
cc: Virginia F. Levi

FROM: Shulamith Elster and Ellen Goldring

RE: The Educator Survey

DATE: March 9, 1993

Having had a series of conversations with one another and with the field researchers and with Ruth Cohen in Milwaukee, Chaim Botwinick in Baltimore and Lauren Azoulai in Atlanta and with Isa, we would like to schedule a telecon with you to discuss some issues related to the Educator Survey.

We have spoken to one another about several key stages in the quantitative process:

1. Development of the instrument
2. Administration and management of the survey
3. Data entry and analysis
4. Preparation of reports
5. Presentation and discussion of findings

At the moment, the focus is on the development of an instrument for use in the three communities. While there is a value in each community's undertaking its own instrument development, given the "state of the art" in Jewish education, it appears to be an appropriate CIJE-support service/technical assistance project for us to bring together the 3 communities, Isa (and perhaps Ron Reynolds/Bruce Phillips), the field researchers and the two of us for a one day consultation that should result in an instrument for use in all of the Lead Communities. There might be a standard form and then sections for use by the individual communities that relate to their unique/special needs and concerns. Thus stage one above would be a joint effort.

Stage two would clearly be a local effort with advise from the consultation reflecting the experience of Isa and others in the management of the process.

Stage three would be another local effort with input from our consultants to ensure that the communities will have the type of analysis that will answer their questions and assist in planning.

Regarding stage four, there might be some wisdom in similar formats and presentations especially as I expect it will be in the work of the field researchers on the qualitative piece. An opportunity to present findings and discuss them (stage five) might be another CIJE-sponsored consultation.

Please contact Ellen regarding a "best time" for our conversation. Monday (3/15) is good for both of us.

*file
educator survey*
MAR 19 1993

Memorandum

TO: Ellen Goldring
copy to Annette Hochstein
Steve Hoffman
Barry Holtz
Ginny Levi
FROM: Shulamith Elster
RE: Educator Survey Consultation
DATE: March 15, 1993 (with March 16th update)

The purpose of this memorandum is to review our conversation this morning regarding the consultation/ meeting to be held before the end of this month involving representatives of the three lead communities and the CIJE staff/consultants.

Participants:

Community's key staff person or his/her designee
Atlanta: Lauren Azoulai
Baltimore: Chaim Botwinick
Milwaukee: Ruth Cohen
CIJE Staff and consultants: Goldring, Elster, Aron (by telecon for segments of the meeting)
Field researchers: Tammivaara/Rottenberg/Goodman

Logistics: preferred date: March 29, 1993 (Monday)
day-long (10 a.m. to 5 p.m.)
with Washington as a possible location/ given the geographic distribution of participants and availability of direct flights
from number of participants
Washington/Baltimore: 3
Milwaukee/Madison 2
Atlanta 2
Nashville 1

8

Agenda:

CONTENT:
CIJE/Importance of Educator Survey
The State of the Teacher Surveys (ISA?)
Communities/What we need and want to know?
CIJE/ The specific issues for policy development
The Qualitative Segment: The Lives of Educators

LOGISTICS:
Managing an Educator Survey
Administration
Timeline
Budget

TECHNICAL/CONSULTING:

Local resources
Data Collection
Analysis/Reporting
Use of local consultants

Update: 3/16/93

Baltimore:

I spoke with later in the day on 3/15. Due to the pressure of budget season, Passover and the like he is not available until after Passover for our meeting. Nancy Kutler is likewise tied up and the two of them are the key people. I think Chaim is essential to such a meeting and his first available date is not until after April 19th (Monday). That is considerably later than we had planned or even discussed and I have called him back today to discuss how Baltimore plans to have a survey in May without this consultation in March. I will provide an update on this discussion.

Atlanta

They are simply not ready to go ahead at this time with a survey. I doubt they will even participate in the week of May 10th meetings in Cleveland. I put in another call to Lauren and I think we will have to go ahead without their participation if it cannot be arranged.

Milwaukee

Ruth wants to move as quickly as possible (yesterday) and is willing for Milwaukee to take the lead here.

Fax Memorandum

TO: Professor Seymour Fox and Shmuel Wygoda

copy to Ginny Levi

FROM Shulamith Elster

RE Update on Educator Survey

DATE April 2, 1993

Yesterday (Thursday) Ellen received the second draft of the questions generated by last Monday's meeting in Baltimore on the Educator Survey. She is working with these now and she and I have plans to meet on Sunday evening (when she will be in Washington to spend Pesach with her family here). We will

do our best to "turn our work around" on Monday (erev yom tov) and have material forwarded quickly to Israel in time for you to work on it chol ha'moed. I think we should set a time for a telecon on Friday between Israel, Ellen and myself based on materials you will receive by Wednesday. At that time Ellen will be back at Vanderbilt. Can you make a telecon on Friday?

ETCn

From my visit to Ramaz, regards from Haskell Lookstein, Jay and other colleagues. Lookstein referred to the Commission, Best Practices and other aspects of the work of the CIJE in his formal remarks to the Evaluation Team. Their work at Melton/and the Strategic Plan figured prominently in their presentations

I am on my way now to Baltimore to a meeting to plan the May "launch" activities.

Shabbat Shalom! Chag Samech v'kasher..... S.

Fax Memorandum

TO: Seymour Fox and Annette Hochstein
Steve Hoffman and Henry Zucker
Barry Holtz
Ginny Levi
FROM: Shulamith Elster
RE: ETC: Lead Communities, Educator Survey
DATE: Sunday afternoon, April 11th

In anticipation of our telecon on Wednesday, I want to report to you on a number of items related to the LC Project and the Educator Survey.

I. Atlanta

Atlanta appears to be moving right along. Barry, Ellen and I will be at meetings in Atlanta on April 19/20th. Among those scheduled are sessions with Rabbis, key educators, the Commission, Bill Shatten and Gerald Cohen (with Barry), and meetings with Ken Stein (and perhaps others from the Emory faculty) and Henry Stern, the director of the JCC. We have arranged for materials to be sent in advance and, all in all, I think we are on the way.

Lauren will attend the May seminar and we received input from her regarding the Educator Survey.

II. Baltimore

Our next step in Baltimore is the meeting Barry and I have scheduled later this month regarding the pilot projects and the "launch" activities for May/June. I think that Marshall was going to be in touch directly with either Steve and/or Seymour and Annette regarding some specific concerns and items for the agenda for the May seminar. Has anyone heard from him?

Barry has the proposal for the teacher specialist program and if Chaim has not already sent you a copy I will do so after we speak on Wednesday.

III. Educator Survey

Ellen and I have spent a good deal of time working together on the draft survey. We had a telecon with Annette and Seymour last Friday and they have in hand the first draft. By Wednesday, I hope that you will all have a copy of the second draft. I will try to fax it Tuesday (after yom tov). It is going on Wednesday morning to the field researchers and to the three communities for a first review. Ellen was to get it to Jim Coleman as per our conversation with Jerusalem.

IV. May Seminar

Ellen has asked me to get clarification on the participation of the field researchers in the May meetings. There is, she knows, a meeting scheduled that will involve them on Monday evening. What role will they play (if any) in the meetings on Tuesday and Wednesday? Are they to plan to attend? Is one of them to attend?

Will someone please clarify and let Ellen know. I imagine that Ginny is the logical one to ask to coordinate their schedule. If you know before Wednesday please send a fax to Ellen in Atlanta: She is at the Hyatt Regency phone: 404-577-1234 or FAX 404-588-4137. Please mark fax hold for arrival if she has not yet checked in.

V. Educator Survey Analysis:

Ellen asked me to report that she will not be able to "price" the data analysis in time for the Wednesday telecon. She also asked that I inform Seymour and Annette, in particular, that she and Adam agree that they will be able to find the right individual for the technical analysis but they either she or Adam ought to be the ones to make formal presentations on the findings and not have the presentation of the findings to various public be part of the job description for the consultant. Ellen and I also wanted a reaction to their suggestion that CIJE consider using the City University of New York group that did the work for the CJF Population Study. Perhaps this is for discussion only between Ellen and Adam and Seymour and Annette.

Chag Samech! I will speak with you all on Wednesday morning.



Memorandum

TO: Lauren Azoulai
Chaim Botwinick
Ruth Cohen
FYI: Ginny Levi
Ellen Goldring
From: Shulamith Elster
RE: Educator Survey: DRAFT
DATE: April 14, 1993

I hope that your yom tov was lovely and that the very many matters that are awaiting for you this morning on your respective desks will not diminish the pleasantness of the holiday.

Ellen and I have been busy at work on the Educators Survey. We took advantage of the fact that Ellen was visiting with her family in Washington to work together and we are very pleased at the progress we made. We completed a first draft and I plan to have it to you no later than tomorrow morning (Thursday) for your review and comment. I am hopeful that we will meet the deadlines that we discussed at our meeting in Baltimore.

You may want to think about the "short list" of educators in your community - individuals who will not be taking the survey itself - to whom you want to pass along the draft for comment.

The CIJE staff has a telecon this morning from approximately 9-11 and I plan to call you sometime after that to "check in" and to discuss our respective agendas for the balance of this month.

Best regards,

S.

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To	Benny		
From	SE		
Co.			
Dept.			
Phone #			
Fax #			

Memorandum

TO: Steve Hoffman and Ginny Levi
 FROM: Shulamith Eliot
 RE: Educator Survey: DRAFT
 DATE: April 15, 1993

Attached is the first draft of the Educator Survey that is to be administered to the formal and informal educators in the three Lead Communities. It reflects the input of the community representative (Lauren in Atlanta, Chaim in Baltimore and Ruth in Milwaukee) and the field researchers as well as Ellen and myself. The questions were drafted following the meeting in Baltimore where the Los Angeles survey (developed by Isa) and several other survey instruments were used as the basis for discussion along with a number of instruments from general education.

Questions are divided into eight categories.

At this time, work has to be done on the following:

- The order of the categories
- The order of specific questions within these categories
- Review of content of questionnaire
- Attention to the length of the survey
 (conventional wisdom says that it should take no more than 20 minutes to complete)

We are now circulating this document to the communities, asking them to have some key educators (who will not be participating) review the document, and for feedback on the matters outlined above.

Ellen and I spoke with Seymour and Annette last Friday (4/9). They received a copy of the survey the day before. They asked Ellen to forward a copy to Jim Coleman, Adam will find a copy waiting for him on his return to Scotland and Annette was to have given one to Mike Inbar for review. As of this time, there has been no feedback on either content or other issues.

It is important that we MOVE on this rather quickly as both Milwaukee and Baltimore will have to administer the survey before the close of the current school year.

S.

cc: Ellen Goldring

Fax Memorandum

TO: Ginny Levi
FROM: Shulamith Elster
RE: ETC/Educator Survey
DATE: April 16, 1993

Good Morning!

Educator Survey

Last night I sent you a copy of the DRAFT of the Educator Survey via Federal Express. Will you please make a copy and forward to Steve along with the attached memorandum (I forgot to put it in the package.) I will leave it up to you to decide if you think Henry should see it at this stage.

It is now a week since Ellen and I sent a copy to Israel and there has been no response on the content and we are hoping to finish this off in a week or so... oh well!

ETC

AKK-FYE!
Ellen has been using the CIJE Sprint number and card for calls as she is travelling a good deal this month. Just wanted to alert you about that because I anticipate that the April bill will be OUTRAGEOUS... the cost of doing business. If the MEF phone expenses are to be kept separate, let me know and I'll sort the calls before I send the next bill to you.

Also, for your information: When I called your office last week before sending some materials FedEx to the communities and the field researchers and you were not available, I did get the Fed Ex account number and I used that for a mailing earlier this week and for the materials I sent out last night to you, Adam and the Covenant Foundation.

Have a nice weekend... I'll stay in touch.

S.

SHULAMITH R. ELSTER

APR 26 1993

Fax Memorandum

TO: Ginny Levi
copy to Ellen Goldring
FROM: Shulamith Elster
RE: Educator Survey
DATE: April 22, 1993

Ginny:

In the round of activities related to the planning and development of the Educator Survey, administrative and clerical support has come through "my office" here in Rockville. For the earliest stages- initial draft- it fit into the usual responsibilities of Paulette Canter who provides secretarial and administrative support.

At the second stage of our work and in preparation for the final drafts, the survey form had to be designed for our use with attention to the entry to data into a database. This work was undertaken by Data Exchange Group, Inc. (DXG) in Gaithersburg,

The expense related to the development of the survey form was not pre-approved and, to the best of my knowledge, in discussions related to the "communities picking up the costs related to the survey" no provision was made for the work that had to be done by the CIJE (other than consulting time) to prepare the survey itself.

Was a budget ever submitted and/or approved for The Educator Survey?

I welcome your suggestion as to how to proceed.

S.

How about a memo
TO: Jewish Educators
FROM: CISE - or Ellen +/or you
?

Fax Memorandum

TO: Ginny Levi
FROM: SRE
RE: Cover Letter for Educator Survey
DATE: April 22, 1993

Can I have your comments on the following cover letter by late this afternoon? I'll be working on the phone with Ellen from 12-1 and then leaving for an appointment between 1-2 and expect to be back here no later than 3! If you want to fax your comments that would be great.

Thanks alot!

AMERICAN JEWISH
ARCHIVES
The Council for Initiatives in Jewish Education
Lead Communities Project

Dear Educator,

As an educator in one of the three communities in North America selected to participate in the Council for Initiatives in Jewish Education Lead Communities Project, we appreciate your participation in this Educators Survey.

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.

We expect that this process will directly benefit you, ~~and~~ your colleagues in Jewish education in your community, and ~~the~~ the Jewish community as whole.

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.

Who should sign it? Memo form?

Peabody College

VANDERBILT UNIVERSITY



NASHVILLE, TENNESSEE 37203

TELEPHONE (615) 322-7311

Department of Educational Leadership • Box 314 • Direct phone 322-8000

To: Annette Hochstein and Seymour Fox
From: Ellen Goldring
Re: Request for Use of Educator Survey
Date: June 28, 1993
CC: Ginny Levi

In a recent conversation with Shulamith, she informed me that Mark Gurvis from Cleveland will be contacting me regarding using the Educator Survey in Cleveland. He asked Shulamith about data analysis, processing and other issues.

In addition, when Milwaukee was signing their contract regarding the data analysis, questions were raised about who "owned" the data, and who would have access to it for additional analyses, report writing, and information releases.

These questions bring to my attention an issue that CIJE may want to address regarding the use of the Educator Survey and other instruments that are developed. Do we want to have some type of process or procedure to monitor and approve the use of the questionnaires? Do we want some type of quality control over the usage and reporting of data, etc?

As CIJE begins to develop more instruments how do we want to promote the dissemination of the availability to other communities? Do we want to have some type of comparative research data base? Do we want to promote or suggest people to conduct analyses?

There are many questions to be discussed in this regard. In the short term, I would appreciate it if you would advise me as I respond to immediate requests from Mark and others.

I hope you are having a pleasant summer. I am off to Madison tomorrow and I am sure Adam and I will be in touch with a more detailed memo in response to my recent visit with you in Jerusalem within a week or so.

Warmest Regards!

Post-It® brand fax transmittal memo 7671		# of pages > 1	
To	ANNETTE HOCHSTEIN	From	ELLEN GOLDRING
Co.		Co.	
Dept.		Phone #	
Fax #	615-322-6199	Fax #	615-343-7074

**Professional Lives of Educators: Sampling Procedure
Baltimore, MD**

Julie Tammivaara
Field Researcher

August, 1993

In the Baltimore metropolitan area, there are 19 Jewish preschools, 21 Hebrew or supplemental schools, and ten day schools serving youth from 18 months through high school. They are divided by ideology or philosophy and educational level in the following way:

Number of Educational Directors Included by Ideology and Educational Level

Ideology Level	Orthodox	Conservative	Reform	Community	Number
Preschool	6	5	3	5*	19
Supplemental					
Elementary	5	4	7	4	20
Secondary	0	0	0	1	1
Day School					
Elementary	6	1	1	0	8
Secondary	[4] 1**	0	0	1	2
Total	18	9	11	11	50

* One supplemental school listed in this category is associated with an unaffiliated synagogue and serves primarily children of its own congregants.

** Four Orthodox day schools serve students from kindergarten through grade 12; one serves only secondary students.

N.B. At the time of selection, two persons served as educational director of both a day school and another congregational school, so the while the number of positions is 50, the actual count of persons is 48.

To ensure representation among the educational directors, we decided to sample approximately 50% of the total population. Dr. Chaim Botwinick was asked to name 12 educational directors he thought important for us to interview. He actually named seventeen persons chosen on the basis of movement affiliation, educational level, and degree to which he thought they would provide an interesting interview. I randomly selected an additional [10] educational directors to bring the total to [27].

From among the pre-, day and supplemental schools, I randomly selected 16 schools within movement orientation and educational level. These schools provided rosters of teachers from which I planned to randomly select three teachers each for a total of 48 teachers. One school randomly selected had only one teacher in addition to the educational director, so I re-selected a school in that category. Two schools did not provide me with complete rosters so the selection was not completely random. The teachers are included as follows:

Number of Teachers Included by Ideology and Educational Level

Ideology Level	Orthodox	Conservative	Reform	Communal	Number
Preschool	3	3	3	3	12
Supplemental School	3	6	6	6	21
Day School	6	3	3	3	15
Total	12	12	12	12	48



צדקה

THE JEWISH COMMUNITY FEDERATION OF CLEVELAND

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

September 20, 1993

Alan Hoffmann
c/o Ginny Levi
CIJE
P.O. Box 94553
Cleveland, OH 44101

Dear Alan:

As I believe Mark Gurvis has mentioned to you, we are interested in conducting an educator survey in Cleveland. We have already received copies of CIJE's written instruments for teachers and school directors, and we are in the process of reviewing those documents and determining their applicability to our community.

I understand that in addition to the written instrument, interviews were conducted with samples of the teachers and school directors. It would be helpful for us to receive copies of the instruments that were used for these personal interviews. I would greatly appreciate it if you could fax or send them to me at your earliest convenience.

Please feel free to contact me or Mark Gurvis if you have any questions about our work here in Cleveland. Best wishes for a happy new year and for all your efforts with CIJE.

Sincerely yours,

Daniel S. Blain
Senior Planning Associate

N398:DSB

cc: Gail Dorph
Mark Gurvis
Ginny Levi

Jewish Education Center
of Cleveland

September 27, 1993

Evaluation Process
1993-94

I. Purposes of Evaluation

The evaluation should provide information to program providers, lay leaders, and funders to (1) assess goal achievement and (2) strengthen implementation.

In addition, the process should meet the following objectives:

A. Define and clarify goals -- both overarching and program specific -- and the indicators for goal achievement.

B. Improve data collection methods to provide consistent and meaningful information.

C. Involve key constituencies, including program participants, in evaluation process; provide means for their input.

D. Provide feedback loops needed to maximize use of evaluation data.

II. Components of Plan

A. Goal Setting Process -- There is a need to clarify goals and objectives, as well as define indicators or targets for achievement. This should be done both on systematic and programmatic levels.

It is important to develop statements of vision and mission that would frame and guide the work of JECC. The vision statement would project an overall sense of where we as a community hope to move in the area of Jewish continuity and education. The mission statement would describe JECC's role in fulfilling the vision.

The next step would be mapping the current goals and objectives that have been defined through the COJC process. By considering the vision and mission statements, we should then determine whether this is an optimal mix of goals and objectives, and if not, what changes should be made. Finally, there needs to be a serious attempt to develop targets for goal achievement and the means to measure them.

It is essential to involve lay leaders and other partners in this process to ensure agreement and support of the goals.

B. Educator Survey -- A survey should be developed and implemented to establish baseline information on our community's Jewish educators and help guide our training approaches. Possibilities should be explored for using the same or similar surveys as in the Lead Communities. Areas to be determined include defining the population for the survey and whether personal interviews should be used with a smaller sample of educators.

C. Improve and Expand Data Collection -- Efforts should be made to review current system and program methods of quantitative and qualitative data collection and as needed, standardize and improve procedures. A number of forms developed by Jim Meier could become tools for collecting and analyzing data in the future.

Special attention should be focused on the collection of systematic data, including enrollment figures; teacher turnover, and the educator's data base.

JECC should also explore whether the synagogue survey attempted in the COJC evaluation should be refined and used on a regular basis.

D. Lay Program Review -- There should be a regular cycle of program reporting and review by JECC lay committees. The purpose of these reviews is to provide lay input into the process and ensure serious self-study by programs. The process should be determined in advance, so a timeframe and expectations can be shared with program staff.

E. Focus Groups -- There should be a regular cycle of focus groups with key constituencies. The purpose of these groups is to provide an opportunity for key groups to provide feedback and participate in the process. The groups also have a secondary "marketing" effect on participants. Groups could include students, teachers, parents, rabbis, school directors, youth group advisors and lay leaders. All groups would not have to be convened on an annual basis.

F. Study of Specific Programs -- Some programs being implemented, such as Cleveland Fellows, Project Curriculum Renewal and the Retreat Institute may be appropriate for more in-depth study that would provide a deeper understanding of their impact. These studies should be done in partnership with program providers. Possibilities for dissertation studies could be explored.

III. To Be Determined

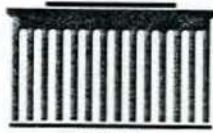
A. Timeframe for implementing above plan.

B. Allocation of human and financial resources.

C. Roles of lay leadership, staff, and consultants in process.

D. How process can and should relate to monitoring, evaluation and feedback (MEF) process in Lead Communities.

E. Longer-term evaluation goals.



ברקה

THE JEWISH COMMUNITY FEDERATION OF CLEVELAND
1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

September 29, 1993

M E M O R A N D U M

To: Gail Dorph
Ellen Goldring

From: Daniel Blain

I am writing to follow-up a recent conversation with Gail. Cleveland is interested in conducting a survey of local Jewish educators as part of our evaluation process in Jewish education.

We are interested in learning more about the surveys developed by CIJE for use in the Lead Communities and exploring whether they can and should be replicated here. We also want to share our draft evaluation plan and invite your questions and comments.

Questions on CIJE Educator Survey:

1. How was the survey administered in each community? Were they mailed out or distributed through schools? How were educators with multiple work locations surveyed?
2. Who was included in each group (educators and educational leaders)? Who will be included in the survey on informal educators?
3. What is the sampling method and response rate, both for the survey and the personal interviews?
4. What is the role of the field researchers in administering the surveys? Do the field researchers conduct the personal interviews? How (and by who) is the information from the interviews and surveys brought together for analysis?
5. Are the surveys coded and analyzed locally or by Ellen? If done from a central point, how is the information shared back to the communities?

Your answers, reactions and guidance on these questions is greatly appreciated. I requested from Alan Hoffmann a copy of the instrument used for the personal interviews. A copy of my letter to Alan is attached. We would appreciate this being sent at your earliest convenience.

Memo to G. Dorph and E. Goldring
September 29, 1993
Pg. 2

Also attached is our first draft of an evaluation plan. Your reactions and suggestions would be helpful. Does the plan seem well-conceived? Does it include the right components? How could it be strengthened? How does it compare to what CIJE is planning in the Lead communities?

I will be out of the office until October 13. If you have any questions in the meantime, please contact Mark Gurvis at (216) 371-0446.

Thanks in advance for your time and assistance.

enclosures

cc: Mark Gurvis
Alan Hoffmann, c/o Ginny Levi





To: Daniel Blain,
Senior Planning Associate

From: Ellen Goldring, *EG*
✓ Monitoring, Evaluation and Feedback Project, CIJE

Date: October 20, 1993

Alan Hoffman has forwarded to me your letter of September 20. I am writing in response to that letter as well as your memo of September 29 with specific questions.

Enclosed are the interview guides that you requested. We are happy to share them with you, however we request that you follow the following guidelines:

- 1) When you use the interview guides and write your reports please cite and acknowledge CIJE;
- 2) Provide us with feedback regarding any issues or problems you may have encountered as you use the material; and,
- 3) Consider these documents confidential. If other communities or agencies want to use them, please refer them directly to CIJE.

We view these documents as drafts and we would like to continually develop and update them.

In response to your specific questions:

- 1) The educator survey was administered at faculty meetings in each school. This is very important to ensure a high response rate. I would not suggest distributing the questionnaire by mail. The teachers were not permitted to take the survey home, but answered during a faculty meeting. This was coordinated in advance with the principal of each school. The principal did not administer the survey and went out of the room when the teachers were responding. The survey was 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.

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

In regard to multiple work settings, as you probably have noted, throughout the survey we asked teachers to respond to questions about a second school if they worked 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 worked in multiple work settings responded to the survey once at the first school where it was administered, but in that survey they answered questions about both of their settings. When the survey was administered at their second school, an announcement was made that any teacher who had already taken the survey at another school should not respond a second time. So far, we have not had any complications with this method.

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

For the survey of educational leaders, all principals or designated administrators of formal Jewish education programs were included. In other words, the head of the programs where the teachers were surveyed. This excludes (as does the teacher survey), adult education and informal education.

We have not completed surveys for informal educators or adult educators, so it is difficult for me to answer your question at this time.

3. The response rate for the teacher survey in Milwaukee was 88 percent. I have enclosed a separate memo explaining the sampling method for the interviews.

4. The field researchers were partners in the development of the educator survey but were not actively engaged in distributing it. The field researchers conducted all of the personal interviews. They did the analysis of the interview data and prepared reports based on the interview data.

5. The surveys are coded and analyzed by a data analysis firm that is working closely with me. I am directing and consulting with them in all stages of their work. We are coordinating this process closely with CIJE personnel, the staff of the monitoring and evaluation project, and the Lead Community coordinator. This is an

interactive process, where I am brokering the process. Personally, I feel this is a crucial step. For example, we have outlined the types of analyses we want as well as the content of the report and provided this to the data analysis firm for execution.

The information will be shared back to the communities in a series of reports. The first report is the analysis of the interviews, called, The Professional Lives of Educators. The second report will be the reporting of the results of the surveys. The final report will be an analytical-summary report, integrating the analyses and results of the interview and survey data. Adam Gamoran and I will be preparing the integrative report. The field researchers prepared the first report, and the data analysis firm is preparing the second report.

Please do not hesitate to contact me if you have additional questions.

cc: Alan Hoffman
Gail Dorph
Ginny Levi
Adam Gamoran



/ 1005

Received: by HUJIVMS (HUyMail-V61); Sun, 19 Dec 93 15:43:55 +0200
Date: Sun, 19 Dec 93 15:43 +0200
Message-id: <19120093154348@HUJIVMS>
From: <ANNETTE@HUJIVMS>
To: <ANNETTE@HUJIVMS>
Cc: annette
Subject: Re:

Alan Hi,

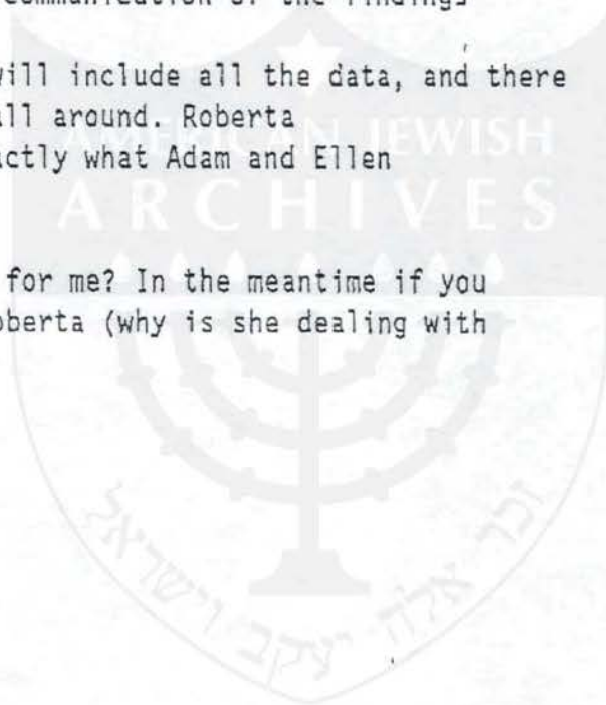
I am quite confused by Roberta's message. We are expecting a report from Adam and Ellen for communication of the findings isn't that so?

Let them finish it. It will include all the data, and there should be satisfaction all around. Roberta would be duplicating exactly what Adam and Ellen are doing.

Could you clarify this for me? In the meantime if you like I will speak to Roberta (why is she dealing with this?) and with Adam.

Lights please!

Annette



Date: 22 Dec 1993 14:50:49 -0600 (CST)

From: GAMORAN

Subject: Re: Educators' Survey -

To: ALANHOF

Cc: 73321.1217@compuserve.com, 73321.1220@compuserve.com,
GOLDRIEB, danpek, 73321.1223@compuserve.com

X-Envelope-to: ALANHOF

X-VMS-To: IN%"ALANHOF

X-VMS-Cc: ANNETTE, GAIL, BARRY, ELLEN, IN%"danpek, GINNY, GAMORAN

Ellen and I expect to have a first draft completed on December 30. We think the report will be completely finished by Jan. 31, allowing us time for revisions in response to comments and suggestions.

After you see the draft, you can share it with the Milwaukee leadership if you want, but I don't think you'd want them to circulate it to their Commission, Personnel Task Force, etc. until it is finished.



Date: Wed, 22 Dec 93 13:56 +0200

From: <ALANHOF
To: Gail Dorph ,
Adam Gamoran
Ellen Goldring
Cc: annette,
alanhof
Subject: Re: Educators' Survey -

Date: Tue, 21 Dec 93 7:52 +0200

From: <ANNETTE
To: <ALANHOF,
Gamoran
Goldrieb
Cc: annette
Subject: Re: Educators' Survey -

Hello everybody,
Concerning the correspondence re-Milwaukee's survey,
I can only agree with Ellen and Adam's reply. There is but one
report to Milwaukee - it is theirs, and I understood that
the data would always be made available to the community -
whether to the asking or as appendix to the policy report
or as part of an expanded version versus an executive
summary. When Adam and Ellen's report will be given to the
community I believe all issues will become moot. What
this means however -- since Milwaukee received an extended
data analysis document already - is that time is of the
essence. I would favor - if at all feasible for
Adam and Ellen - sending the community a "preview"
or summary - if not the whole thing - within 1 to 2 weeks.
Time here is apparently the only way to prevent further
difficulties with that community. Since the rough outline
Adam and Ellen prepared several weeks back contains most
key points, my sense is that given the availability of some
time you might be able to draft the more policy/prescriptive one
rapidly. Will respond to any draft. Don't mean to interfere
with anyone's Christmas.

Best Regards to all

Annette

Date: Thu, 23 Dec 93 6:22 +0200

From: <ANNETTE
To: <GAMORAN
Cc: alanhof@hujivms
Subject: RE: Educators' Survey -

Dear Adam,

Thanks for the message - looking forward
to reading the report.

Annette

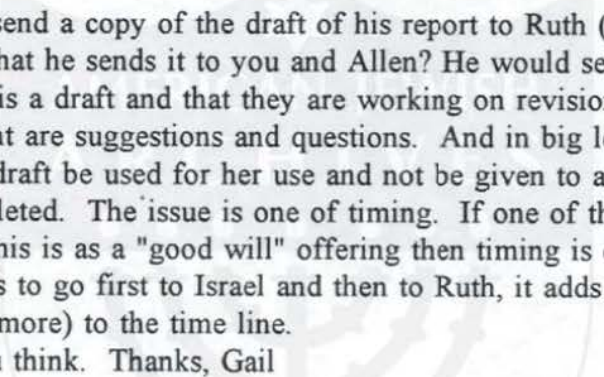


Date: Tue, 28 Dec 1993 09:54 CDT

From: <GAMORAN
Subject: message from Gail
To: ALANHOF
Original_To: ANNETTE
Original_cc: ALANHOF, GAIL

From: EUNICE::
To: annette
CC: Adam , AlanIsrael
Subj: adam and ellen's report

Is it OK for Adam to send a copy of the draft of his report to Ruth (and me) at the same time that he sends it to you and Allen? He would send a note explaining that it is a draft and that they are working on revisions and that what they want are suggestions and questions. And in big letters he would ask that the draft be used for her use and not be given to any committees until completed. The issue is one of timing. If one of the reasons we are doing this is as a "good will" offering then timing is of the essence. If it needs to go first to Israel and then to Ruth, it adds at least a week (if not more) to the time line.
Let me know what you think. Thanks, Gail



Date: Tue, 28 Dec 1993 10:27 CDT

From: <GAMORAN

Subject: RE: message from Gail

To: ALANHOF

Original_To: IN%"ANNETTE

Original_cc: GAIL, ELLEN, ALANHOF

Thanks for clarifying. Will do.

"Imagine a school system in which 16% of the math teachers had never studied math in elementary or secondary school; 29% had no math beyond 7th grade; and fewer than half maintained serious study of math in junior high, let alone high school. This situation is inconceivable for any school district in America, yet it characterizes the Jewish educational system of Milwaukee in 1993."

Just a little sound bite....



Date: Tue, 28 Dec 93 18:10 +0200

From: <ANNETTE

To: <GAMORAN

Cc: alanhof,

annette

Subject: Re: message from Gail

Hi Gail,

Re-your message concerning the draft -- we should do our very best to meet the time needs, however it is even equally important for us to adhere by the procedure we have defined to ensure the product. This is particularly so with the current report, as we are experimenting with something very new and potentially very very high yield. I hope that As regards Ruth she should be told when to expect the report - as per our exchanges last week. We will do our best here to keep the turnaround time to a minimum. The report should be faxed to us - irrespective of length, or sent by e-mail - whichever is easier.

Am forwarding this to Alan and Adam too.

Shana Tova!

P.S. re-reading myself I see both superfluous words at the end of lines 2 and 7 and a message that may seem ambiguous. There is however no ambiguity. We should get the draft and respond to it prior to any release to Ruth or anyone else in the community.
Best

Date: Wed, 29 Dec 93 5:57 +0200

From: <ANNETTE

To: GAMORAN

Cc:

Alanhof,
Goldrieb
annette

Subject: Re: message from Gail

...wow! what would you do if you were
the superintendent of such a school district?
The data is so very powerful. Really
why should anyone have the right to expect
any kind of results from such a teaching force?

looking forward

Annette



Points of Discussion with Adam

- Research
- Guidance on paper for Board Meeting
- Julie Tamavaara
- Money for MLM
- Board Meeting
- Meeting in Milwaukee in May
- \$500 per day

Wang



Date: 24 May 94 16:58:44 EDT
From: Virginia Levi
To: Alan-Israel , Ginny,
Barry , Gail <73321.1217@CompuServe.COM>
Cc: Ellen ,
Richard Shatten <ez405@po.cwru.edu>
Subject: Data Demographics

Alan and Gail (and Barry, in case you want to know),

Ellen just called with a concern that I said I would relay. It has to do with our relationship with Data Demographics, the small firm that is doing the data entry for the educators' surveys. There are several issues which relate, one way or another:

1. The educational leadership questionnaires are being tabulated on the assumption that all three communities will submit their results and pay their fair share. Chaim has not yet submitted the Baltimore questionnaires. Someone should get him to do so, so this can proceed.
2. The major issue is that Data Demographics assumed that they would be doing work on the summary report, in addition to the individual community educator surveys. The original estimate of the cost of the entire project was based on this assumption. Ellen indicated to Nancy at D.D. that we will now not be asking them to do this. She says the cost for the work on each community's survey would have been higher if they hadn't expected to do this, too. She implied that she may charge more.
Ellen faxed me a draft of the Milwaukee agreement, which refers to the work they expect to do for each of the three communities, but does not refer to a summary report. I was involved in revisions to the agreement and may have the final version in the file, but haven't had a chance to look and thought I should get this message out. Point is, Nancy probably doesn't have a legal case (which Ellen wouldn't be surprised to have her pursue), but we still need her to do work for us on the educational leadership survey and on Atlanta's survey and don't want to jeopardize the relationship.
3. Related to all this is the fact that Ruth calls Nancy periodically, and did so very recently, to request additional tabulations. Ellen did tell Nancy that CIJE is not prepared to pay for this.

Ellen is looking for guidance on how to deal with Nancy. I think this calls for the expertise of the Executive Director. Ginny



The Jewish Education Center of Cleveland

2030 South Taylor Road · Cleveland Heights, Ohio 44118

Phone (216) 371-0446 · Fax (216) 371-2523

February 7, 1995

7 Adar I, 5755

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Managing Director

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beneficiary agency of the
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of Cleveland

To: Alan Hoffman

From: Mark Gurvis *MG*

Re: Cleveland's Evaluation Efforts

Thanks for agreeing to take up with your CIJE Steering Committee the question of how we in Cleveland can relate our evaluation and research efforts to CIJE and build upon your resources and expertise. This memorandum will outline the direction we expect to pursue over the next 18-24 months and identify possible areas of collaboration.

Following are the areas of evaluation which we would like to undertake:

- 1) Educator Survey - as a comparison between us and other communities which have not developed the range of programs and interventions we have thus far; as a guide to current planning around personnel issues; and as a benchmark against which future efforts can be measured.
- 2) Qualitative Program Evaluations - a qualitative look at the extent to which the four major areas/ programs of the Commission on Jewish Continuity activity have met their goals. These include the Cleveland Fellows, In-Service Education package, Project Curriculum Renewal, and Retreat Institute. Since there has been program modifications in each area, we want to look back as best we can, as well as establish current baselines and ongoing measurement procedures to facilitate further evaluation efforts.
- 3) Overall Community Assessment - a look at the extent to which the community has met the overall goals set by the Commission on Jewish Continuity; how we look at the impact of the sum of the parts.

At this point, based on our own thinking and our

discussions with you, we are moving forward to explore with Roberta Goodman and Julie Taamivaara their taking on, as a team, leadership of the evaluation efforts in Cleveland. They will be coming to Cleveland February 19-20 to meet with us to work this out.

As we have discussed, CIJE assistance would be very helpful in a number of areas:

- 1) Supervision for Roberta and Julie - Adam has reviewed with me their strengths and weaknesses. We think we and our leadership would be more comfortable looking to this team for leadership if we knew that there was some form of supervision of their work from the CIJE MEF team. I don't think this requires on-site presence from Adam and Ellen. However, Roberta and Julie ought to be able to turn to them on some regular basis to test methodological and analytical approaches. Roberta and Julie are aware that we are exploring this as part of the relationship.
- 2) Updating the Educator Survey - Adam shared with me this week his timetable for generating the new and improved Educator Survey. We will want to have that available as soon as possible so that we can determine whether we can use it as is, or with modifications.
- 3) Identification of Other Researchers - We don't expect Roberta and Julie to handle all the research work themselves; they may not have the time, expertise, or resources to do it all. Therefore, we will want to identify along the way other researchers who may be able to handle specific pieces of the overall efforts. CIJE's recommendations would be very welcome. We have identified a local research group from the Cleveland Child Guidance Center which may play some role, but we would be glad to look at other resources also.

I look forward to hearing from you after your meetings on Thursday to see how we can proceed.

"If you're not keeping score, you're just practicing."

Vince Lombardi

THE NATIONAL EDUCATION GOALS REPORT

Building a Nation
of Learners

1994



The National Education Goals

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
4. The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
5. United States students will be first in the world in mathematics and science achievement.
6. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
7. Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
8. Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Core Indicators

Sixteen core indicators are the central focus of the 1994 Goals Report. They were selected with the assistance of members of the Goals Panel's Resource and Technical Planning Groups, who were asked to recommend a small set of indicators for the core that were, to the extent possible:

- comprehensive across the Goals;
- most critical in determining whether the Goals are actually achieved;
- policy-actionable; and
- updated at frequent intervals, so that the Panel can provide regular progress reports.

The core indicators are discussed in detail in Chapter 2 of this Report. The sixteen are:

GOAL 1: READY TO LEARN

1. Children's Health Index
2. Immunizations
3. Family-child reading and storytelling
4. Preschool participation

GOAL 2: SCHOOL COMPLETION

5. High school completion

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

6. Mathematics achievement
7. Reading achievement

GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

(No core indicators have been selected for this new Goal yet. They will be addressed in future Goals Reports.)

GOAL 5: MATHEMATICS AND SCIENCE

8. International mathematics achievement comparisons
9. International science achievement comparisons

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING

10. Adult literacy
11. Participation in adult education
12. Participation in higher education

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS

13. Overall student drug and alcohol use
14. Sale of drugs at school
15. Student and teacher victimization
16. Disruptions in class by students

GOAL 8: PARENTAL PARTICIPATION

(No core indicators have been selected for this new Goal yet. They will be addressed in future Goals Reports.)

UNITED STATES

Baseline	Most Recent Update	Overall Progress
----------	--------------------	------------------

1. Children's Health Index: Has the U.S. reduced the percentage of infants born with 2 or more health and developmental risks? (1990, 1991) ▲	14%	13%	↑
2. Immunizations: Has the U.S. increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1992)	55%	—	
3. Family-Child Reading and Storytelling: Has the U.S. increased the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly? (1993)	66%	—	
4. Preschool Participation: Has the U.S. reduced the gap in preschool participation between 3- to 5-year-olds from high- and low-income families? (1991, 1993)	28 points	28 points	↔
5. High School Completion: Has the U.S. increased the percentage of 19- to 20-year-olds who have a high school credential? (1992, 1993)	87%	86% ^{ns}	↔
6. Mathematics Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in mathematics? ▼			↑
• Grade 4 (1990, 1992)	13%	18%	↑
• Grade 8 (1990, 1992)	20%	25%	↑
• Grade 12 (1990, 1992)	13%	16% ^{ns}	↔
7. Reading Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in reading? ▼			
• Grade 4 (1992)	25%	—	
• Grade 8 (1992)	28%	—	
• Grade 12 (1992)	37%	—	
8. International Mathematics Achievement: Has the U.S. improved its standing on international mathematics assessments of 13-year-olds? (1991) ●	U.S. below 5 out of 5 countries	—	
9. International Science Achievement: Has the U.S. improved its standing on international science assessments of 13-year-olds? (1991) ●	U.S. below 3 out of 5 countries	—	
10. Adult Literacy: Has the U.S. increased the percentage of adults who score at or above Level 3 in prose literacy? (1992) ■	52%	—	
11. Participation in Adult Education: Has the U.S. reduced the gap in adult education participation between adults who have a high school diploma or less, and those who have additional post-secondary education or technical training? (1991)	27 points	—	
12. Participation in Higher Education: Has the U.S. reduced the gap between White and Black high school graduates who:			
• enroll in college? (1990, 1992)	14 points	14 points	↔
• complete a college degree? (1992, 1993)	16 points	17 points ^{ns}	↔
Has the U.S. reduced the gap between White and Hispanic high school graduates who:			
• enroll in college? (1990, 1992)	11 points	6 points ^{ns}	↔
• complete a college degree? (1992, 1993)	12 points	18 points ^{ns}	↔
13. Overall Student Drug and Alcohol Use: Has the U.S. reduced the percentage of 10th graders reporting doing the following during the previous year:			↓
• using any illicit drug? (1991, 1993) ■	24%	27%	↓
• using alcohol? (1991, 1993)	72%	69%	↑
14. Sale of Drugs at School: Has the U.S. reduced the percentage of 10th graders reporting that someone offered to sell or give them an illegal drug at school during the previous year? (1992, 1993)	18%	20% ^{ns}	↔
15. Student and Teacher Victimization: Has the U.S. reduced the percentage of students and teachers reporting that they were threatened or injured at school during the previous year?			↑
• 10th graders (1991, 1993)	40%	35%	↑
• public school teachers (1991)	10%	—	
16. Disruptions in Class by Students: Has the U.S. reduced the percentage of students and teachers reporting that disruptions often interfere with teaching and learning?			
• 10th grade students (1992, 1993)	17%	18% ^{ns}	↔
• high school teachers (1991)	33%	—	

— Data not available.
^{ns} Interpret with caution. Change was not statistically significant.

▲ See technical note on page 133.
 ▼ See technical note on pages 134-135.
 ● See technical note on pages 135-136.

■ See technical note on page 136.
 ■ See technical note on page 137.

FROM: gail dorph, 73321,1217
TO: bill, 74104,3335
CC: Adam, INTERNET:gamoran@ssc.wisc.edu
Alan, 73321,1220
INTERNET:GOLDRIEB@ctrvax, INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
DATE: 2/20/95 9:28 AM

*SJB Put in file for
2/6 meeting*

Re: suggestions for emendations to survey

hi bill. here goes!

1. IF we are going to use this for both teachers and principals, then items like 1d need to read educator not teacher and I'm not sure how an item like 1k reads. In any case the point is, that you need now to reread it in terms of thinking about how it reads if you are a principal who is filling it out. (e.g. items 30, 31)
2. On p. 3, I think you need to add child development and again, if it's also for principals, administration and ed leadership (same may apply to p. 4, item 8 and p. 5, item 11)
3. On p. 6, item 12, I think customs and ceremonies is not how this is currently thought about-- perhaps rituals and practices is better (Nessa and Barry suggested that title). Seymour also suggests adding Jewish Thought as a category. We concur.
4. Item 13, same page, b. should be read with understanding
5. Item 15 on the principals earlier form reads, "how many paid positions in Jewish education do you hold?" I think that's a better wording in terms of getting the info we want.
6. Perhaps item 16 could read "if you work in more than one setting" rather than school.
7. On p. 9, if this is to be for teachers and principals, do you want to insert items 24, 25, 26 from leadership questionnaire?
8. Item 41d should read "Daven daily" not attend synagogue (at a place like Ner Israel, they answered no to the question as written because they don't attend a synagogue daily, but they do daven).
9. In general, perhaps, services rather than synagogue should be substituted in items 41a-c.
10. In 42, would we not want to know
 - a. at what age?
 - b. in what program
 - c. in what capacityIs it live or study or be at camp?
11. Add Yeshiva as a category in item 43 and separate yeshiva in item 46. You may end up analyzing data together but we will be able to analyze separately if we want to.
12. Item 53. How about: "what is your total annual salary from your work in Jewish education?"
13. Item 55 --should it say circle not check in instructions

14. On item 56, should we give an example of a teachers' seminary or do we assume if you've been you know waht it is and if you haven't you don't need to know? Should there be an apostrophe after teachers'? Should there be a catergory called smicha? or is rabbbinic ordination enough? Should there be a post high school yeshiva program space (that might include a year at Pardes or many years at some other yeshiva? I think the latter category would make this item more inclusive in terms of covering folks education.



FROM: INTERNET:gamoran@ssc.wisc.edu, INTERNET:gamoran@ssc.wisc.edu
TO: Alan Hoffmann, 73321,1220
(unknown), 74104,3335
DATE: 2/24/95 1:12 PM

Copy.
1. Area, Jan, Barry, #
2. Put in file for
for 3/6 meeting

Re: Mike Inbar's comments on the survey instrument

Sender: gamoran@ssc.wisc.edu

Received: from eunice.ssc.wisc.edu by arl-img-3.compuserve.com (8.6.9/5.941228sam)
id NAA19083; Fri, 24 Feb 1995 13:02:40 -0500

From: <gamoran@ssc.wisc.edu>

Received: from GAMO.DECnet MAIL11D_V3 by eunice.ssc.wisc.edu;
id AA16383; 5.65/42; Fri, 24 Feb 1995 12:01:15 -0600

Date: Fri, 24 Feb 1995 12:01:14 -0600

Message-Id: <9502241801.AA16383@eunice.ssc.wisc.edu>

To: ellen@ssc.wisc.edu, bill@ssc.wisc.edu

Cc: ANNETTE@ssc.wisc.edu, ALAN@ssc.wisc.edu, GAMORAN@ssc.wisc.edu

Subject: Mike Inbar's comments on the survey instrument

I had a good conversation about the survey instrument with Mike Inbar. Overall, he likes it very much -- it is lean and good. It is a very good basis for modular design. He urges us to keep it lean and modular, because we or others may want to add questions derived from new policy issues in the future.

Mike expressed one substantive concern with the instrument: He is uncertain about the value of the very first question, about satisfaction. For one thing, it doesn't make much sense to ask about satisfaction, unless one also has a good sense of what the objective situation is. In his view, knowing about the objective situation (to the extent that's possible with survey methods) is much more important. For another thing, many of the items in the satisfaction question overlap with later questions about adequacy (e.g., Q14, adequacy of in-service; Q27 on mentoring). He strongly favors questions about adequacy rather than satisfaction. Asking about adequacy is more concrete; satisfaction is too diffuse. In his view, the only reason for keeping the satisfaction question would be if we want cross-validation for the adequacy questions.

If we drop the satisfaction question, he proposes that we move Q2 (career perceptions) to after Q3 (experiences). Thus, the order of questions would be (1) experiences -- a concrete, fact-oriented question and a good place to start; (2) career perceptions; (3) general ed experience; etc.

If we decide to drop the satisfaction question, we will want to make sure that its important elements are indeed covered by the adequacy questions. In particular, I'd want to make sure we ask about the perceived adequacy of salary and benefits.

Adam

From: Bill Robinson, 74104,3335
TO: Gail Dorph, 73321,1217
CC: Adam Gamoran, INTERNET:gamoran@ssc.wisc.edu
Ellen Goldring, INTERNET:goldrieb@ctrvax.vanderbilt.edu
DATE: 3/13/95 4:20 PM

*Adam &
Ellen*

RE: Gurvis

Gail,

I am sending (today) a copy of the Educators Survey and Educators Survey Guide to Mark Gurvis, along with a note explaining that the Survey (as is) is not to be administered to educators. It requires some additional formatting (i.e., boxes around the numbers and in place of spaces where the educators should "check" the correct response). Otherwise, the Survey is complete.

I am sending a copy to you, and to Roberta and Julie.

*** Also, we (Adam, Ellen & I) would appreciate it if you could inform us as to when the training of trainers and the training of coaches will be occurring, as soon as you know. At that point, we will also need to talk with you (and the others) concerning the objectives of the trainings in order to develop evaluation instruments. Thanks. ***

Bill



To: Adam², Ellen, + Bill

Adam &
Ellen

in a staff meeting on friday, we were talking about the educators survey serving as a form of baseline data against which a community could "measure" its progress over the years. both barry and I felt that it both did create such a base and it didn't. that is, we would be able to measure certain recruitment issues (do more people have masters degrees or college level courses--and in Milwaukee with Cleveland College program going on line maybe this is more than a recruitment issue) or retention issues such as salary/benefits and perhaps even are more inservice courses required and are they experienced as more helpful. is there other data that could emerge from analyzing other elements in the study that would give us a richer baseline picture (e.g., would the issue of people's sense of respect help us?)? can you help us think about this issue? and then think about whether there is more work to be done on this first set of data from the three communities. gail

cc: Alan



From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V4.3-7 #6454)
id <01HO7G8OPC3YIB97RN@ssc.wisc.edu>; Thu, 16 Mar 1995 14:25:28 CST
Date: Thu, 16 Mar 1995 14:25:27 -0600 (CST)
Subject: Seattle
To: 73321.1220@compuserve.com, 73321.1217@compuserve.com,
74671.3370@compuserve.com
Cc: GOLDRIEB@ctrvax.Vanderbilt.Edu, 74104.3335@compuserve.com
Message-id: <01HO7G8OPLQOIB97RN@ssc.wisc.edu>
X-VMS-To: ALAN, BARRY, GAIL, NESSA
X-VMS-Cc: ELLEN, BILL, GAMORAN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

for telecon
w/Adam &
Ellen

I learned from Julie today that a survey is already being administered in Seattle. It is based on the survey we used in the LC's but they have made some "improvements." We will see what those are, both so we can incorporate if they really are better, and so we will know how to interpret Seattle's data if/when we get to see it.

Carol Starin is administering the surveys. Julie will enter and analyze the data. There are separate forms for teachers and principals, as in the LC's.

Rob Toren (Cleveland) has asked me to comment on Julie and Roberta's proposal for doing the evaluation work in Cleveland, and I will do so. I will share my comments with Julie and Roberta.

I had a good talk with Julie about the importance of replicability in survey research, and I think we are on the same wavelength.

FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Gail Dorph, 73321,1217
(unknown), 73321,1220
(unknown), 74671,3370
DATE: 3/24/95 6:15 PM

Re: baseline data

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by arl-img-3.compuserve.com (8.6.10/5.941228sam)
id SAA12182; Fri, 24 Mar 1995 18:13:56 -0500
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V4.3-7 #6454)
id <01HOISTD5OB4IB9878@ssc.wisc.edu>; Fri, 24 Mar 1995 17:15:29 CST
Date: Fri, 24 Mar 1995 17:15:29 -0600 (CST)
Subject: baseline data
To: 73321.1217@compuserve.com, 73321.1220@compuserve.com,
74671.3370@compuserve.com
Message-id: <01HOISTD7TGYIB9878@ssc.wisc.edu>
X-VMS-To: GAIL, BARRY, NESSA, ALAN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

March 20, 1995

To: Gail, Barry, Nessa, Alan
From: Adam, Ellen, Bill
Re: baseline data in study of educators

The educator survey results can be used as baseline data. That was an explicit purpose of the survey. Areas in which change could be measured include (but are not limited to) the following:

- extent of pre-service training
- extent (and perceived usefulness) of in-service training
- pre-collegiate Jewish education
- religious practices (role modeling)
- self-reported Hebrew proficiency
- how educators are recruited
- salary & benefits (actual & satisfaction)
- hours of work (FT/PT) and in how many settings
- perceived support received from key personnel

Our advice is to focus the change measures on the conditions that you are actively working to change. That would make the top priority measuring changes in the extent of in-service and other professional growth activities. Ideally you would set a standard, and we would measure progress towards that standard. For example, a tough objective might be to get 50% of day school teachers to engage in 36 hours of workshop activities (or equivalent) per year (the Wisconsin

standard). We could check the data to see what proportion of teachers met that standard in spring 1993 (few if any). Then we could re-survey the teachers at some future time (spring 1997?) and see if there's been a change.

The interview data could also be used to measure change, although it's more tricky because so much rests on the interpretation. From our study, we have a pretty clear picture of a fragmented approach to professional growth. It would be possible to re-examine the communities to see if there's been any change in the coherence of professional growth activities.

For new communities that will be using our survey and/or interviews, new questions could be added if they or you have other areas in mind in which you'd like to bring about change.

One could also hypothesize that in addition to the specific areas you are trying to change, there could be a "spillover" effect into other areas of teachers' work lives, such as perceived respect, interaction with colleagues, etc. To investigate these we would need explicit guidance about what changes you think might occur. What are your hypotheses? It wouldn't make sense to send us off on a fishing expedition. We've already given the data our best shot, and we think the most salient finding is the juxtaposition of the lack of pre-service preparation and the minimal in-service training that goes on.

You might want to take a look at the community "Teaching Force" reports as a reminder of other issues we thought were important (though not as important as the training issue). These included salaries and benefits, career perceptions and plans, and recruitment.

NOT
answered

Date: Mon, 08 May 1995 09:34:55 -0600 (CST)

Subject: This is Bill's response to the question that you asked at the Steering Committee, following a comment by John Colman: How long would it take Bill to create a codebook and coding instructions for our survey?

To: 73321.1220@compuserve.com

Message-id: <01HQ97RVPDAQIB9B25@ssc.wisc.edu>

X-VMS-To: ALAN

MIME-version: 1.0

Content-type: TEXT/PLAIN; CHARSET=US-ASCII

Content-transfer-encoding: 7BIT

From: EUNICE::"74104.3335@compuserve.com" 7-MAY-1995 14:48:20.28

To: Adam Gamoran <gamoran>

CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>

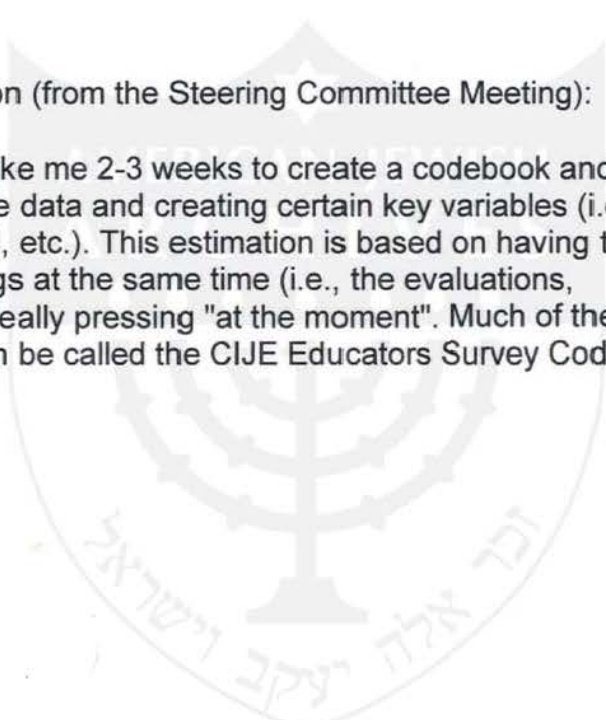
Subj: Creating Codebook for Survey

Adam,

In answer to your question (from the Steering Committee Meeting):

I estimate that it would take me 2-3 weeks to create a codebook and instructions for coding the data and creating certain key variables (i.e., SET, JSBFOR13, TRAIN, etc.). This estimation is based on having to work on a couple of other things at the same time (i.e., the evaluations, etc.), but nothing that is really pressing "at the moment". Much of the work, for what would then be called the CIJE Educators Survey Codebook, has already been done.

Bill



March 20, 1995

To: Gail, Barry, Nessa, Alan
From: Adam, Ellen, Bill
Re: baseline data in study of educators

The educator survey results can be used as baseline data. That was an explicit purpose of the survey. Areas in which change could be measured include (but are not limited to) the following:

- extent of pre-service training
- extent (and perceived usefulness) of in-service training
- pre-collegiate Jewish education
- religious practices (role modeling)
- self-reported Hebrew proficiency
- how educators are recruited
- salary & benefits (actual & satisfaction)
- hours of work (FT/PT) and in how many settings
- perceived support received from key personnel

Our advice is to focus the change measures on the conditions that you are actively working to change. That would make the top priority measuring changes in the extent of in-service and other professional growth activities. Ideally you would set a standard, and we would measure progress towards that standard. For example, a tough objective might be to get 50% of day school teachers to engage in 36 hours of workshop activities (or equivalent) per year (the Wisconsin standard). We could check the data to see what proportion of teachers met that standard in spring 1993 (few if any). Then we could re-survey the teachers at some future time (spring 1997?) and see if there's been a change.

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One could also hypothesize that in addition to the specific areas you are trying to change, there could be a "spillover" effect into other areas of teachers' work lives, such as perceived respect, interaction with colleagues, etc. To investigate these we would need explicit guidance about what changes you think might occur. What are your hypotheses? It wouldn't make sense to send us off on a fishing expedition. We've already given the data our best shot, and we think the most salient

finding is the juxtaposition of the lack of pre-service preparation and the minimal in-service training that goes on.

You might want to take a look at the community "Teaching Force" reports as a reminder of other issues we thought were important (though not as important as the training issue). These included salaries and benefits, career perceptions and plans, and recruitment.



id <01HQU54Z1YPCIB9BXV@ssc.wisc.edu>; Tue, 23 May 1995 09:04:10 CST
Date: Tue, 23 May 1995 09:04:10 -0600 (CST)
Subject: message from Gail
To: 74104.3335@compuserve.com, GOLDRIEB@ctrvax.Vanderbilt.Edu,
73321.1220@compuserve.com, 73321.1217@compuserve.com
Message-id: <01HQU54Z2RMQIB9BXV@ssc.wisc.edu>
X-VMS-To: BILL, ELLEN, ALAN, GAIL
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

*not
Appendix
for 5/22*

From: EUNICE::"73321.1217@compuserve.com" 22-MAY-1995 21:07:58.31
To: "INTERNET:GAMORAN@ssc.wisc.edu" <GAMORAN>
CC:
Subj: Re: for discussion at 5/22 meeting of NY staff

dear adam. thanks for sending so promptly and we will talk about it on
23rd at 4:00 EDT.

also on our list:

1. what about John Coleman's idea for a software package for use
in analyzing data?

2. what about the qualitative study?

what's relationship of qualitative study to anchor items/
(these kinds of questions emerged as we began to think about the kinds of
questions that we were being asked on our trip West.

on a different front:

3. When will leadership report actually be ready?

4. Structure and content of discussion of informal educators at
june 7th meeting

talk to you tuesday. gail

From: EUNICE::"RSToren@aol.com" 30-AUG-1995 07:59:59.48
To: gamoran
CC:
Subj: more survey thoughts

Dear Adam,

We've decided to include your career question in the survey, at least for the reasons of comparability. I still have reservations about any policy implications that one can draw from the question. I am also still interested in your response to presenting four or five statements that with more specificity get at what we're trying to learn: the depth of teachers' commitments and the related professional self-understanding. I know Isa asked a similar or identical question in LA but later, in conversation, didn't consider a good question (or, actually, a good survey).

Another issues. As you know, we have three local professionals in general education serving as a technical advisory group. Two of them, independent of each other, were mystified by the grading questions that ask respondents to choose from "somewhat satisfied" and "somewhat dissatisfied," or "somewhat worthwhile" and "somewhat unworthwhile." If someone is somewhat satisfied, isn't it obvious that they are also somewhat dissatisfied? When one enrolls in a course, there are expectations of it being worthwhile. If it isn't completely worthwhile, there are some levels of dissatisfaction. In other words, what is the difference between the two middle categories? One of our advisors suggested grading on a scale. For example, "On a scale of 1-4 (or 1-5), with 1 being the most satisfied and 4 being not satisfied at all, how would you grade X workshop?" This is probably a minor question, but it touches on your comment about Julie/Roberta's survey asking only three levels and the tendency for most to opt for a middle response, and then what have you learned? On the other hand, our technical advisors' reservations make sense to me as well. P.S. There would still have to be a fifth or six box for N.A.

I look forward to your comments. I heard about Daniel but nothing about his condition, other than he has been hospitalized.

Rob

MEF FILE

----- Forwarded Message -----

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: (unknown), 74043,423
CC: (unknown), 73321,1217
(unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
(unknown), 74104,3335
Alan, 73321,1220
DATE: 12/15/95 8:45 PM

RE: Re: Educators Data

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by arl-img-1.compuserve.com (8.6.10/5.950515)
id NAA15864; Fri, 15 Dec 1995 13:29:49 -0500
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01HYU49WZH8YD8Z1G6@ssc.wisc.edu>; Fri, 15 Dec 1995 12:29:40 -0600 (CST)
Date: Fri, 15 Dec 1995 12:29:39 -0600 (CST)
Subject: Re: Educators Data
To: 74043.423@compuserve.com
Cc: 73321.1217@compuserve.com, GOLDRIEB@ctrvax.Vanderbilt.Edu,
74104.3335@compuserve.com, 73321.1220@compuserve.com
Message-id: <01HYU49WZI6SD8Z1G6@ssc.wisc.edu>
X-VMS-To: IN%"74043.423@compuserve.com"
X-VMS-Cc: GAIL, ELLEN, BILL, ALAN, GAMORAN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

If nobody objects, I will call the AJY person. I can tell her the % of teachers who are Israeli born in our 3-city sample (7%), plus the %'s for three cities that are much higher (Boston: 17%, LA: 25%, Miami: 15% of supplementary school teachers and 29% of day school Judaica teachers).

DSP: FOR MEF FILE
BP: FOR MY MEETING WITH ADAM NEXT WEEK
----- Forwarded Message -----

From: INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu,
INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
TO: Alan, 73321,1220
(unknown), INTERNET:ANNETTE@VMS.HUJI.AC.IL
DATE: 12/18/95 11:28 PM

RE: Chicago Survey

Sender: goldrieb@ctrvax.vanderbilt.edu
Received: from ctrvx1.Vanderbilt.Edu (ctrvx1.Vanderbilt.Edu [129.59.1.21]) by
arl-img-3.compuserve.com (8.6.10/5.950515)
id PAA19226; Mon, 18 Dec 1995 15:59:45 -0500
From: <GOLDRIEB@ctrvax.Vanderbilt.Edu>
Received: from PATHWORKS-MAIL by ctrvax.Vanderbilt.Edu (PMDF V5.0-5 #11488)
id <01HYYGFR4GXE8X3IHR@ctrvax.Vanderbilt.Edu>; Mon,
18 Dec 1995 14:58:41 -0600 (CST)
Date: Mon, 18 Dec 1995 14:58:41 -0600 (CST)
Subject: Chicago Survey
To: 73321.1220@compuserve.com, annette@vms.huji.ac.il
Message-id: <01HYYGFR4GXG8X3IHR@ctrvax.Vanderbilt.Edu>
X-VMS-To: in%"73321.1220@compuserve.com", in%"annette@vms.huji.ac.il", goldrieb
MIME-version: 1.0
Content-transfer-encoding: 7BIT

From: INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu,
INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
TO: Bill Robinson, 74104,3335
(unknown), INTERNET:GAMORAN@SSC.WISC.EDU
DATE: 12/18/95 11:35 AM

RE: Re: Chicago Survey

Sender: goldrieb@ctrvax.vanderbilt.edu
Received: from ctrvx1.Vanderbilt.Edu (ctrvx1.Vanderbilt.Edu [129.59.1.21]) by
arl-img-3.compuserve.com (8.6.10/5.950515)
id LAA16252; Mon, 18 Dec 1995 11:26:50 -0500
From: <GOLDRIEB@ctrvax.Vanderbilt.Edu>
Received: from PATHWORKS-MAIL by ctrvax.Vanderbilt.Edu (PMDF V5.0-5 #11488)
id <01HYY6WWYRIS8X3IHR@ctrvax.Vanderbilt.Edu>; Mon,
18 Dec 1995 10:26:08 -0600 (CST)
Date: Mon, 18 Dec 1995 10:26:08 -0600 (CST)
Subject: Re: Chicago Survey
To: 74104.3335@compuserve.com, gamoran@ssc.wisc.edu
Message-id: <01HYY6WWYRIU8X3IHR@ctrvax.Vanderbilt.Edu>
X-VMS-To: IN%"74104.3335@compuserve.com", in%"gamoran@ssc.wisc.edu",
MIME-version: 1.0

Content-transfer-encoding: 7BIT

Bill, I have a few additional comments on the Chicago survey, these pertain to issues specific to pre-school-ECE:

1) In our own work we had some issues about whether the pre-school, ECE setting was freestanding, connected to a day-school or synagogue, or connected to a JCC.

I suggest adding this question. It has implications for accreditation, in-service, etc.

2) The current version of the survey only asks about increasing knowledge in Jewish content (q15). Did they consider also asking a question about ECE topics. I think it would be important to ask both, given our thinking about pedagogical content knowledge.

3) Lastly, do they want to ask whether the ECE setting they work in is accredited, licensed, etc (given our interest and findings about levers?)

Ellen



MEF

FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan Hoffmann, 73321,1220
Ellen Goldring, INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
DATE: 3/18/96 5:41 PM

Re: Annette agrees that we should ask Adrienne Bank

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu (robin.ssc.wisc.edu [144.92.187.200]) by
arl-img-2.compuserve.com (8.6.10/5.950515)
id RAA15802; Mon, 18 Mar 1996 17:38:35 -0500
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01I2HOFNFN1ODF7IBJ@ssc.wisc.edu>; Mon, 18 Mar 1996 16:38:25 -0600 (CST)
Date: Mon, 18 Mar 1996 16:38:25 -0600 (CST)
Subject: Annette agrees that we should ask Adrienne Bank
To: 73321.1220@compuserve.com, GOLDRIEB@ctrvax.Vanderbilt.Edu
Message-id: <01I2HOFNFNZIDF7IBJ@ssc.wisc.edu>
X-VMS-To: ALAN, ELLEN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

From: IN%"ANNETTE@vms.huji.AC.IL" 18-MAR-1996 14:43:11.75
To: IN%"GAMORAN@ssc.wisc.edu"
CC:
Subj: RE: unsolicited adv.

Return-path: <ANNETTE@vms.huji.AC.IL>
Received: from eunice.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01I2HKECHKCW8WWF77@ssc.wisc.edu> for gamoran@ssc.wisc.edu; Mon,
18 Mar 1996 14:42:42 -0600 (CST)
Received: from vms.huji.ac.il by eunice.ssc.wisc.edu; id AA13976; 5.65/43; Mon,
18 Mar 1996 14:41:54 -0600
Received: by HUJIVMS (HUyMail-V7b); Mon, 18 Mar 1996 23:41:56 +0200
Received: by HUJIVMS (HUyMail-V7b); Mon, 18 Mar 1996 23:18:02 +0200
Date: Mon, 18 Mar 1996 23:17 +0200
From: ANNETTE@vms.huji.AC.IL
Subject: Re: unsolicited adv.
To: GAMORAN@ssc.wisc.edu
Message-id: <18030096231742@HUJIVMS>
MIME-version: 1.0
Content-type: Text/plain; charset=US-ASCII
Content-transfer-encoding: 7BIT

Hi Adam,

Just to say that of the list you suggest,
I too would go with the name you put forward.
I believe that if there no irreconcilable differences of
view between the content you want for the manual and
that person's views (and I don't think there are - though

MEF

this should be checked) your suggestion is viable.
I base myself on reading several research pieces by that
person over the recent years.

For whatever this is worth.

annette



MEF

FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan Hoffmann, 73321,1220
CC: Ellen Goldring, INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
(unknown), 73321,1217
DATE: 3/18/96 3:13 PM

Re: Evaluation Manual

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu (robin.ssc.wisc.edu [144.92.187.200]) by
arl-img-1.compuserve.com (8.6.10/5.950515)
id OAA07936; Mon, 18 Mar 1996 14:56:49 -0500
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01I2HIRDYHUUQT5T1C@ssc.wisc.edu>; Mon, 18 Mar 1996 13:55:59 -0600 (CST)
Date: Mon, 18 Mar 1996 13:55:59 -0600 (CST)
Subject: Evaluation Manual
To: 73321.1220@compuserve.com
Cc: GOLDRIEB@ctrvax.Vanderbilt.Edu, 73321.1217@compuserve.com
Message-id: <01I2HIRDZ14YQT5T1C@ssc.wisc.edu>
X-VMS-To: ALAN
X-VMS-Cc: ELLEN, GAIL, GAMORAN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Alan,

As you have seen from Ellen's messages, neither Barbara Neufeld nor Ada Beth Cutler is available to write the Manual for Program Evaluation in Jewish Education. Barbara might be able to do it next fall, but I know that's not soon enough for us.

Here are some possible alternatives we may wish to consider:

Adrienne Bank
Jack Ukeles
Susan Shevitz
Leora Isaacs
Julie Tammivaara

For various reasons (which I will be happy to explain if you want), the only one on this list I'd recommend is Adrienne Bank. I suggest we ask her next. CIJE has tended to avoid her in the past, because her approach as an outside evaluator is not the approach that we are trying to cultivate. But it may not hinder her from doing what we are seeking for this Manual.

Adam

Debra:

For theMEF file.

a

----- Forwarded Message -----

From: Gail Dorph, 73321,1217
TO: Alan, 73321,1220
DATE: 10/12/95 12:20 AM

RE: on the Manual

HOW DO YOU PROPOSE THAT WE MOVE THIS ALONG?

----- Forwarded Message -----

Subject: on the Manual
Date: 11-Oct-95 at 10:02
From: Bill Robinson, 74104,3335
To: Gail Dorph,73321,1217
CC: Ellen Goldring,INTERNET:goldrieb@ctrvax.vanderbilt.edu
Adam Gamoran,INTERNET:gamoran@ssc.wisc.edu

Hi Gail,

Sorry for the delay in responding to you on the Manual. Taking a couple of days off (dissertation!), the holidays, and work on the community reports have delayed my response. But, here it is:

1. On the Sections of the Manual page, the section titles start at different places in order to graphically illustrate that certain sections fold out of the sections preceding them (i.e., the CIJE Educators Survey folds out of the Guide to the CIJE Educators Survey). There may be a better way of illustrating this, or (if you prefer) I can just align all the section titles. You had originally suggested indenting like this, when I wrote the original Terminology Guide which listed these titles.
2. Concerning the absence of areas that the survey addresses in the description of the survey (as found on page 2 of the Introduction), first I thought that I could add add brief descriptions of the four general areas in parentheses. But, in trying to do so, I find that the

list gets rather long. For instance, Setting includes questions on hours, experience, type of school, position, salary, benefits, recruitment, support, satisfaction (with several items), encouragements to full-time, and other Jewish educational employment.

I understand that this Introduction should "sell" the survey (to a degree). But, if they are that interested in whether or not it covers salary (per se), PERHAPS they will look at the survey?

3. Ideally, I think communities should do both the quantitative and qualitative components. YET, it is most important that they do the quantitative! By itself the qualitative is simply anecdotal evidence. (How does one know if the other educators share the same opinions, or work under the same conditions?) On the other hand, it is possible to use the results from the quantitative by themselves, though the report may lack its "punch" without the quotes, and interpretation of a few facts may prove difficult without the interviews.

I do expect that many communities will skip the qualitative part, because of the comparably greater investment of time and, thus, money that is needed to do it well.

4. Yep, Committee should be capitalized (and now is)!

5. On calling me or NY first: Perhaps, given that the NY number is a constant and mine is not, we should use the NY number with my name, or with someone else's (who can then refer them to me).

6. On Hebrew - we (MEF) had decided not to add the fourth item. We interpret "reading" to mean the ability to read Hebrew REGARDLESS of whether they understand what they're reading. If we want to know if they understand what they are reading, we could see if they ALSO know how to speak or write Hebrew. We assume that if someone can speak Hebrew, then they could understand what they are reading (like speaking to themselves). And, if they could write it, they can certainly understand their reading of it.

7. Our (MEF) feeling is that the January meeting should be mentioned in a separate cover letter that accompanies this. The Manual will still be going out to communities after January, so we would then have to

remove
the announcement from the Manual.

We also think that the Code Book, since it is not part of the Manual, should not be mentioned in the Manual, though perhaps in a cover letter.

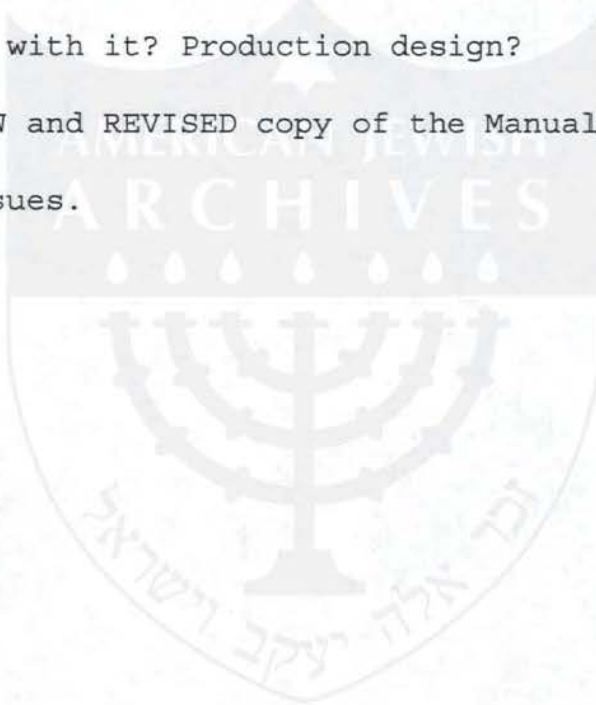
8. Finally, based on the LC discussion on educational leaders, we have decided to add a question to the Educators Survey. It will ask them to indicate the number of years that they have held their CURRENT POSITION(S) in their current school(s), including this year. (We're deciding on the appropriate wording.)

Thanks for looking over it so thoroughly again!

Where do we go now with it? Production design?

I'll send you a NEW and REVISED copy of the Manual, after I hear from you about the above issues.

Bill



Debra,

For MEF file

a.

----- Forwarded Message -----

From: Gail Dorph, 73321,1217
TO: Alan, 73321,1220
CC: Barry, 73321,1221
Debra Perrin, 76322,2406
DATE: 10/18/95 3:36 PM

RE: UPDATE

DEBRA. PLEASE SHARE WITH NESSA, SHE'S NOT IN MY HOME COMPUTER'S MAILBOX.

THIS SUMMARIZES MY SUNDAY AM CONVERSATION WITH ALAN AS WELL AS UPDATING ON MY CONVERSATIONS AFTER THAT.

re: session on Thursday

Lee Hendler said YES about Thursday, no about Friday am. she is leaving Thursday and would stay to be at forum but she's committed to be at home thursday night.

Louise Stein said yes about Thursday as well. Alan said it was OK to ask Jane and Louise to do this together. I will ask today and get back to you to let you know whether it's both of them or one of them.

re: Friday am sessions

LOOKS LIKE WE HAVE NO FRIDAY AM WORKSHOP ON PARTNERSHIP UNLESS WE WANT TO SWITCH GEARS ABOUT HOW TO DO IT.

are we committed to getting to participants in harvard seminar and TEI for our friday am workshop-- if so, are we willing to pay for travel (because if not, I don't think there is anything to talk about)

manual:

alan feels that if we have read it and signed off on its clarity and readability, then it's OK and ready to produce.

SOME SIGNIFICANT CHANGES:

1. MOVE HIRSCHHORN-BLAUSTEIN DEDICATION TO BACK SIDE OF COVER OR FIRST PAGE OF MANUSCRIPT

2. TO MAKE THE CONTACT FOR QUESTIONS: CIJE OFFICE IN NY NOT BILL ROBINSON. THE ONLY WAY TO GET BILL'S NUMBER IS FROM SOMEONE IN OUR OFFICE AND NOT THROUGH A WRITTEN DOCUMENT.

3. SOFTWARE PACKET SHOULD BE MENTIONED AS WELL. I'M GOING TO CHECK WITH ADAM ON THIS. I THINK HE AND I HAVE HAD THIS CONVERSATION ALREADY.

BARRY: annette showed alan a new book by Scheffler and Howard: WORK, EDUCATION AND LEADERSHIP, 1995, Peter Lange--it has a chapter on "can leadership be taught" alan suggests that we get the book ASAP, and we might want to give out chapter at board meeting.



FROM: Adam Gamoran, INTERNET:gamoran@ssc.wisc.edu
TO: Nessa Rapoport, 74671,3370
CC: Bill Robinson, 74104,3335
Karen, 104440,2474
Alan, 73321,1220
Ellen, INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
DATE: 4/8/97 6:34 PM

Re: Re: Study of Educators: Early Childhood

Sender: gamoran@ssc.wisc.edu
Received: from duncan.ssc.wisc.edu (duncan.ssc.wisc.edu [144.92.190.57]) by
arl-img-7.compuserve.com (8.6.10/5.950515)
id SAA24868; Tue, 8 Apr 1997 18:29:48 -0400
Received: from [144.92.189.61] by duncan.ssc.wisc.edu; (5.65v3.2/1.1.8.2/10May96-0433PM)
id AA19598; Tue, 8 Apr 1997 17:29:46 -0500
Message-Id: <9704082229.AA19598@duncan.ssc.wisc.edu>
X-Sender: gamoran@ssc.wisc.edu
X-Mailer: Windows Eudora Pro Version 2.1.2
Mime-Version: 1.0
Content-Type: text/plain; charset="us-ascii"
Date: Tue, 08 Apr 1997 05:29:42 -0500
To: Nessa Rapoport <74671.3370@CompuServe.COM>
From: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: Re: Study of Educators: Early Childhood
Cc: Alan <73321.1220@CompuServe.COM>, Ellen <GOLDRIEB@ctrvax.Vanderbilt.Edu>,
Karen <104440.2474@CompuServe.COM>,
Bill Robinson <74104.3335@CompuServe.COM> Cc:

The short answer is, we can't give them the data right now. Let me explain:

- 1) We do have data specifically about educators in early childhood programs. The data do not specify JCC versus other contexts, although Bill has a list of the sites so he could figure it out.
- 2) It would be easy to extract the data on educators in early childhood programs.
- 3) We do NOT have a policy in place on sharing the data. On the contrary, our policy so far is that we do not have the authority to give out the data. So far I have had one case of a person besides us who wanted to use the data from Baltimore. We asked, and Chaim Botwinick said no.

The Work Plan for Research and Evaluation this year includes creating a data archive for the data from the LCs and other sites where our study was carried out (Seattle, Chicago, and Cleveland, so far). In preparation, we have drafted a Code of Practice and a Declaration of Confidentiality which would ensure that users of the data would protect the confidentiality of the respondents. When the opportunity arises, I would like to present these documents to the staff, and then to the Steering Committee, and with their

approval, I would then approach Federation officials in the various communities and seek their permission to include their data in a data archive which would be publicly available, subject to the conditions of the Code of Practice and promise of confidentiality.

Adam

At 06:13 PM 4/8/97 EDT, you wrote:

>Both Ruth Pinkenson Feldman and Marvin Ciporen, at the JCCA, have approached me
>and asked whether it would be possible to extract specific data about early
>childhood programs, and even JCC early childhood programs, from the Study. They
>have read the Policy Brief and are looking forward to the full report, but are
>in the process of strategizing for some kind of Early Childhood base within the
>JCCA and would love to have more precise data.

>

>My questions are:

>

>a. Do we have access to data specifically about early childhood programs in
>JCCs?

>

>b. If yes, is it easy to extract?

>

>c. Can we share it?

>

>Would anyone with an opinion or answer to the above questions e-mail me
when you

>have a minute? (I know that may not be within the next couple of days....)

>

>It seems to me that it can only be for the good to help them, but I leave that
>to your expertise.

>

>Nessa

>

>

>

>

FROM: Alan, alhoff
TO: Karen aBarth, 104440,2474
CC: Nessa Rapoport, 74671,3370
DATE: 4/10/97 7:08 AM

Re: Study of Educators: Early Childhood

KAREN, NESSA,

WOULD IT NOT MAKE MORE SENSE TO REFER RUTH AND MARV DIRECTLY TO ADAM?

A

----- Forwarded Message -----

From: Nessa Rapoport, [74671,3370]
TO: Adam, INTERNET:gamoran@ssc.wisc.edu
Alan, [73321,1220]
Ellen, INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
Karen, [104440,2474]
Bill Robinson, [74104,3335]
CC: Barry, [73321,1221]
Gail, [73321,1217]
DATE: 4/8/97 6:13 PM

RE: Study of Educators: Early Childhood

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Nessa

literature in order to explain ourselves doesn't mean it always needs to be this way! And just because we have a culture that is legitimately suspicious of "sound bytes," of "lite" versions of ourselves, of "dumbing down" doesn't mean that we can't find the words and means we need.

Like many other ambitious foundations, we must be intentional about the relationship between our work and our message. In order to have a much more prominent and coherent identity among our chosen publics, we may also have to pay the price of allowing some of our programs to stand for the rest. These communications choices are not for the sake of temporal glory but to help make the difference that matters.

*



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Alan, 73321,1220
Ellen, INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
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