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AMERICAN JEWISH ARCHIVES

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

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

Subseries 3: Lead Communities, 1988–1997.

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MEF. Educators Survey. "Settings and Careers", 1993-1995.

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


Elster Design Works
6050 California Circle, Suite 606
Rockville, Maryland 20852

*Educator Survey form
on disk*

AUG 29 1994

August 24, 1994

Ms. Virginia Levi
Associate Director
CIJE
P.O. Box 94553
Cleveland, Ohio 44101

Dear Virginia,

Enclosed is the NEW converted file. The original disk contained about 30 different PerForm files, these were various 'pieces' of the total survey. Some of the files were individual pages, others were sections of the survey. I took the most recent edition of the survey and converted those portions into one large Word Perfect Document, this includes all the 57 questions of the latest version of the survey.

Note:

The new Word Perfect document (Leader.wp) was created using Word Perfect for Windows. This was necessary to retain the original 'look' of the survey, the fonts and graphics. If you try and print or edit the document in Word Perfect for DOS, it may get pretty messy. The document uses the Microsoft Windows fonts. This was the only way possible to retain the graphics (check boxes, etc.). The document will print and edit perfectly using Word Perfect for Windows. Also, I created Word Perfect Graphic files for your use (the check boxes). These are the *.WPG files on the disk. You can use these to add new check boxes.

If you have any questions, feel free to call... 301-496-3347

Sincerely,


Jon Elster

Enclosure:

disk to K. C. ... 1-28-95 11:55

29 March 1993

Educator Survey: Qualitative
Monitoring, Evaluation and Feedback Project

I. Interview Protocols

- A. Formal Education Teachers
 - 1. Long version requiring two to three sessions
 - 2. Short version requiring one session
- B. Formal Education Administrators
 - 1. Long version requiring two to three sessions
 - 2. Short version requiring one session
- C. Informal Education
- D. Higher Education

II. Question Domains

- A. **Recruitment:** what attracted educators to the teaching profession?
- B. **Socialization:** how has the practice of teaching influenced informants?
- C. **Rewards:** what satisfactions do educators derive from teaching and how do they know they are doing well?
- D. **Purpose:** what are educators' visions of Jewish education? What are they trying to accomplish?
- E. **Discontent:** what circumstances frustrate educators' efforts?
- F. **Sentiments:** to what things in the teaching/learning about learners, the teaching setting, the profession, and the organization within which they work?
- G. **Interpersonal preferences:** what is the nature of educators' relationships with those with whom they come into contact?

Topics addressed by the Educator Survey

1. Profiles of Teachers:

A. General Background-Who are the teachers in our community?

(Background section: Q 38-56)

For example: Gender, Jewish affiliation, ritual observance, income, etc.

B. Training: What is the educational background and training of the teachers in our community? To what extent are they formally trained?

(Q 57-60)

For example: What degrees do they hold? In what subjects? How many hold teaching certificates?

C. Previous Work Experience: What work experiences do our teachers have?

(Q6-11)

For example: How stable is our workforce? (Q9,10)
How experienced is our workforce? (Q11)
What socializing experiences do teachers have? Do most teachers have experience as youth group leaders and camp counselors? (Q6)

**These sections can also be part of the discussion on careers.

D. Present Work Settings: What is the nature of our teachers work? (20-28, 33-35)

For example: How many schools do they teach in?
Are they full time or part time? Would they like to be full time?
Which benefits are available? Which do they receive?
Advantages and disadvantages of working in more than one school?

2. Careers in Jewish Education

A. Recruitment: How are teachers recruited and attracted?

(Q 1, 29, 32, 35, 37)

For example: Why did the teachers first become Jewish educators?

How did they find their positions?

What affected their decision to work at a particular school?

B. Retention: What are the teachers' future plans?

(Q2, 61)

3. Professional Development: What are the opportunities for teacher professional development?

(Q 12-19, 30)

For example: To what extent do teachers participate in different types of professional development activities?

What is their assessment of these activities?

What skills and knowledge would they like to develop further?

Who is providing help and support?

4. Sentiments About Work as a Jewish Educator: How do the teachers feel about their work?

(Q 3, 4, 5)

For example: What is their level of satisfaction?

Do they feel respected by others in their community?

Examples of Specific Questions that The Survey Addresses:

The following issues pertain to **Careers** and will suggest **implications regarding retention:**

What is relationship between a teacher's perception that s/he has a career in Jewish Education (Q2) and:

Q 36 working full or part time

Q 56 importance of income from Jewish education

Q 33 benefits

Q 5 overall job satisfaction

Q 26 work setting

Q 8 having experience in general education

Q 61 future career plans

Q 22 hours of work

These analyses will address such questions as: Do teachers who perceive they have a career in Jewish education typically work in day schools? Are there supplementary school teachers that perceive they have a career in Jewish education? Is a teacher's perception of having a career related to the hours he/she works, having experience in general education, or being offered certain benefits?

What is the relationship between future career plans (Q61) and:

Q 26 setting

Q 36 working full or part time

What is the relationship between the importance of the income from Jewish education (Q56) and:

Q 36 working full time or part time

Q 26 setting

Q 33 benefits

Q 5 overall satisfaction

What is the relationship between receiving certain benefits (Q 33) and:

- Q 36 working full or part time
- Q 26 setting

What is the relationship between seniority at the present school (Q9) and:

- Q 5 overall satisfaction
- Q 2 perceptions of having a career
- Q 36 working full or part time

The following belongs to the section on **Careers-Recruitment:**

What is the relationship between having experience in general education (Q 8) and:

- Q 36 working full or part time
- Q 5 job satisfaction
- Q 26 setting
- Q 56 importance of income from Jewish education

Q What is the relationship between educational training (Q58 or Q 60) and:

- Q 2 perception of having a career
- Q 26 setting
- Q 36 working full time or part time

The following issues pertain to **Settings:**

What is the relationship between working in a particular setting (Q26) and:

- Q 22 hours of work
- Q 36 full/part time educator
- Q 5 overall satisfaction scale

The following analyses pertain to the **Professional Development** section of the report:

What is the relationship between seniority (Q 9)and:

- Q14 overall helpfulness of workshops
- Q 30 overall help and support received
- Q 16 areas desired for skill development
- Q 17 areas desired to increase knowledge

For instance: Are veteran teachers more likely than novice teachers to indicate that in-service opportunities were not helpful? Do the teachers' perceived needs of skill development and knowledge differ by teacher seniority?

What is the relationship between overall helpfulness of workshops (Q 14) and:

Q 26 setting

Q 58 or 60 educational training

For instance: Do day school, supplementary school and pre-school teachers view the adequacy of inservice differentially? Do teachers with higher levels of formal education view in-service differently than teachers with lower levels of formal education?

What is the relationship between level of help and support received and (Q30) and:

Q26 setting

Q 58 or 60 educational training

What is the relationship between holding a license in Jewish or general education (Q60) and:

Q 16 areas desired for skill development

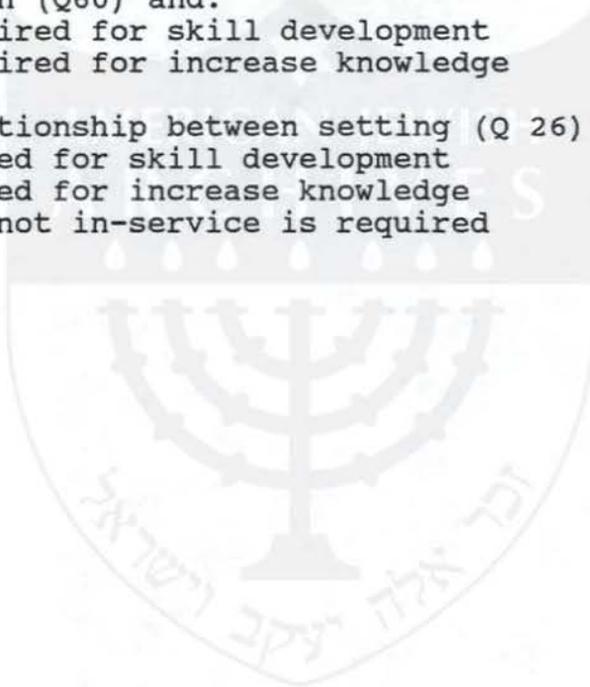
Q 17 areas desired for increase knowledge

What is the relationship between setting (Q 26) and:

Q16 areas desired for skill development

Q17 areas desired for increase knowledge

Q12 whether or not in-service is required



4/5/93

Fax Memorandum

To: Seymour Fox & Annette Hochstein

From: Ellen and Shulamit

RE: Educator Survey

DATE: 11³⁰ pm - Sunday night.

Ellen is in Washington for now & we have just finished working on the Survey which I hope to get to the typist tomorrow before 8:00 pm! Ellen should have a copy of our work when she returns to Nashville on Friday.

Can we schedule a conference call for Friday? It could be 3³⁰ your time or 4: these are good times for Ellen.

Ellen is at 301-942-9506 until Thursday evening.

1/20/93, AME EA
S.

Professional Lives of Educators: Long Interview

Formal Education

30 March 1993

I. Background

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

1. I am interviewing you as a Jewish educator at [name of institution]. Do you teach in any other settings? *If so, what are they?*

- Name of institution[s]?
- Days and time at each?
- What is taught?
- Nature of institution, i.e., movement identity including communal?

If informant teaches in more than one setting, ask,

- Why have you chosen to teach in more than one setting?
 - What special challenges do you face being employed in more than one setting?
 - What advantages are there?
 - If you could choose, would you prefer a full-time job in one setting?
2. How long have you been involved in Jewish education?
3. How long have you held your current position[s]?
4. Do you identify with any of the movements in Judaism? If so, which one?

II. Recruitment

This section is designed to determine how personal decisions interact with social constraints to move people into the field of teaching.

My first set of questions will focus on how you came to be a Jewish educator [or: how you came to teach in a Jewish school].

1. At what point did you make a definite decision to become a Jewish educator?

[Probe: what were specific circumstances at the time? Get time, place, etc. If informant says he or she always wanted to be a teacher, ask for earliest memory of this desire.]

2. What people were influential in your decision to become a teacher?

[Probe: What ways were they helpful in the decision?]

3. What were the main attractions teaching in a Jewish setting held for you?

4. Thinking back to when you decided to become a teacher: What qualities, expertise, and talents did you possess that you thought suited you to this work?

[Probe: include formal training, but establish non-formal attributes that are important.]

III. Socialization

Socialization here refers to how an occupation organizes the experience of neophyte teachers (or fails to do so).

The next set of questions deal with your perceptions of teaching after entering the profession.

1. In what ways is your work different from what you expected when you began as a teacher?

2. What advice did you receive from people at [name of school] when you began teaching here?

[Probe: Who gave the advice? Under what circumstances?]

3. If your school hired a teacher new to your school tomorrow, what would you consider your responsibilities to him or her?

4. Imagine you were having a conversation with a prospective teacher. How would you describe what you do?

5. To what extent do you feel free to do more or less what you think best?

[Probe: Get informant to specify those areas where he or she feels autonomous; those areas where he or she does not. In the latter case, what are the reasons for less autonomy? Is it true autonomy or autonomy by default?]

6. If you had a gift of ten more hours a week to be devoted to your work, how would you spend it?

7. How has being a Jewish educator affected or changed your involvement in other aspects of Jewish life?

[Probe: how has it changed level or type of observance, synagogue attendance, etc.?]

8. Now I'd like to ask you about the people with whom you interact as an educator. For each of the categories, please tell me to what extent and how you interact:

- fellow teachers
- rabbis
- your educational director
- communal resource people
- social workers

Are there other important people you interact with? If so, who are they?

9. What kinds of scheduled, periodic gatherings do you participate in?
10. What ceremonies do you participate in? Here I am interested in those that might occur in with your particular students, in the school, and in the larger community.

IV. Rewards

This section deals with the daily tasks of teaching and the meanings teachers attach to them.

Most educators find their work rewarding to one degree or another. My next set of questions focus on the rewards you derive from teaching.

1. Every so often teachers tell me they have had a really good day. What is a good day like for you? What happens?
2. Recall some occasion when you felt especially proud of something you achieved as a teacher. Please tell me about it.
3. What are the main ways you determine you are doing a good job?
[Probe: Elicit both achievement indicators and affirmation by people.]
4. What yardsticks do others use to evaluate your work? What criteria would you like others to use to evaluate your work?
5. Most of us have some occasions when we regret something we have done. In the context of your teaching, what is one regret you have?
6. As far as you personally are concerned, what are the major satisfactions you receive in your work as a Jewish teacher?
7. Have you found a satisfaction in teaching you did not expect when you began as a teacher? *If so, what is it?*
8. Looking ahead, what career opportunities do you see for yourself?
9. What career opportunities would you like to see made available to you? What is standing in your way?

10. You are one of many Jewish educators (or, educators in Jewish settings). What rewards are available in a Jewish educational setting that may not be available in others?
11. Now I would like to turn to some more material rewards you may be receiving.
 - What difference in your quality of life does your salary make?
 - What health, disability or retirement benefits do you receive, if any?
 - Do you receive any additional perquisites such as synagogue membership, reduced tuition for college courses, JCC memberships, and the like? Please tell me about them.

V. Purpose

What hopes and ideals do teachers have? What are their perspectives on their colleagues? What makes them proud? This section is intended to get at educators' visions of Jewish education.

Now, I would like to ask you about your hopes for Jewish education and how you think about others in the profession.

1. All teaching takes place in a space. If you could arrange your space any way you wished, how would you do it? What things would be in it? (Suggestion: ask informant to draw their ideal teaching space; include size, windows, doors, furniture, etc.)
2. What are you really trying to accomplish as a Jewish educator?
3. How would you like to see your students changed or transformed as a result of your teaching?
4. Thinking back on your own Jewish education, describe a really wonderful teacher you had. (Suggestion: this need not be a teacher in a formal setting. Get specifics.)
5. Describe a teacher who was not so wonderful.

[Probe: how has this experience affected your own teaching?]
6. How has your presence at [name of institution] made a difference? *If teacher works in other institutions, how has his or her presence made a difference there?*
7. What kind of knowledge must a Jewish teacher have to be able to do a good job of teaching?
8. Have you experienced a turning point where you knew you had become a "pro" as a Jewish teacher? If yes, please describe this moment.

9. Imagine one of your students ten or 15 years from now. Assuming you have been successful in what you are trying to do as a teacher, how might you describe him or her?
10. How would you like to be remembered by your students?

VI. Discontent

Those things that make a teacher's goals difficult to reach are the focus of this section.

This next set of questions will focus on the challenges you face in accomplishing your work.

1. What things frustrate you in your work?
2. What would need to happen to significantly improve this situation?
3. What circumstances would cause you to seriously consider quitting your job?
4. When was the last time you were tempted to leave? Please describe the circumstances.

VII. Sentiments

The teacher's preoccupations (aspects of the environment that are heeded), beliefs (theories they use to explain behavior), and preferences in working arrangements are the focus here.

In this section, I would like to ask you about some aspects of your role that are important to you.

1. When you are engaged in teaching students, what tells you things are going well?
2. What tells you things are not going well?
3. Think about a particularly challenging student you have had to deal with recently. What was the problem and why did he or she have it?
4. If you had to characterize your relationship with your students without using the word "teacher" or "educator" how would you do it?
5. What makes Jewish education unique and special? How is it different from secular education?
6. Thinking back over the past few years, how has the status of Jewish teachers changed? What has produced these changes in your view?
7. In what ways are you continuing to develop as a teacher?

[Probe: formal courses, work shops, extended conversations with colleagues inside and outside the school, reading books and magazines, etc.]

8. Thinking about your school or program as a whole, what kinds of decisions do you participate in? What areas are you seldom or never asked your opinion?
9. Teachers are often considered role models for their students. In what ways do you model being Jewish for your students?



VIII. Interpersonal Preferences

This section focuses on the teacher's relationships with parents, peers, and supervisors.

Now I would like to turn to a discussion of the connections you perceive with others in the wider Jewish educational community.

1. For what reasons would you seek to meet with a parent or parents?
2. For what reasons do parents seek to meet with you?
3. What, from your point of view as a Jewish educator, makes for a "good" parent?
4. If you were to ask someone to privately help you reflect or brainstorm on your own work, who would you turn to?

[Probe: why this person? What could he or she tell you?]

Think for a moment about your fellow educators.

5. If you could choose a teacher to work closely with you, who would you choose and why? This person need not be currently employed at your school.
6. In your opinion, how are Jewish educators perceived as a group by others?
7. How do others show their respect for you?
8. Do you ever work with other teacher on lessons? If so, how is this work done?
9. What kinds of conversations do you have with other teachers about students? For example, if there were a student with special needs, would you talk with that student's next teacher about her? Would you hear from her previous teacher?
10. What do you consider the school director's main responsibilities to you?
11. What are your major responsibilities toward the school director?
12. What questions would you ask an applicant for the position of school director at your school?
13. As you think about adults with whom you talk, who knows what you are really trying to do as a teacher?
14. A coat of arms depicts important things about the person to whom it belongs and it often will carry a motto. If you were to design a coat of arms for your school, what would be pictured on it and what would be the motto?

Professional Lives of Educators: Short Interview

Informal Education

6 April 1993

I. Background

This section has two purposes: 1) To find out what the interviewee's job entails as informal education is an innocuous term and 2) To clarify the informant's professional identity vis-à-vis Jewish education.

1. Please briefly describe your position; i.e., what are your responsibilities?
2. Which professional conferences do you choose to attend? Are there any others that you would find useful but do not attend because of their timing, your budget, or some logistical reason?
3. Are you involved in Jewish education on a part- or full-time basis?
4. You have chosen to become a Jewish educator; looking back on you life, what do you think led you to this decision?

II. Recruitment

This section is designed to determine how personal decisions interact with social constraints to move people into the field of Jewish education, in specific, the area of informal education.

1. What were the main attractions working in the Jewish world held for you?
2. Thinking back to when you decided to become a Jewish professional. What qualities, expertise, and talents did you possess that you thought suited you to this work?

[Probe: include formal training, but establish non-formal attributes that are important.]

III. Socialization

1. To what extent do you feel free to do more or less what you think best?

2. I'd like to ask you about the people with whom you interact in planning and implementing your Jewish educational activities. Categorize these people: supervisor, volunteer, etc. For each category, tell me to what extent and how you interact.
3. What kinds of scheduled, periodic gatherings do you participate in? with whom? for what reason?
4. Many professionals report that they have few occasions to interact with those who are doing work similar to theirs. They often feel isolated from their peers. Have you experienced this? Please discuss.

IV. Rewards

1. Every so often, I hear Jewish professionals telling me they have had a really good day. What is a good day like for you? What happens?
2. Recall some occasion when you felt especially proud of something you achieved as a Jewish professional. Please tell me about it.
3. What career opportunities would you like to see made available to you? What is standing in your way?
4. You are one of many Jewish professionals in a variety of settings. What rewards are available in a Jewish setting that may not be available in others?

V. Purpose

1. What are you really trying to do as [a Jewish educator]?

[Note: insert position title if appropriate]

2. Thinking back on your own Jewish education, describe a really wonderful teacher or leader you had.

[Suggestion: this need not be a teacher in a formal setting or when they were young. Get specifics.]

3. How is [name of setting] different since you have become involved with it?

[Probe: what differences has the informant brought about and with whom?]

4. What kind of knowledge should a Jewish professional doing what you do have to be effective?

VI. Discontent

1. What things frustrate you in your work?
2. What circumstances would cause you to seriously consider quitting your job?

VII. Sentiments

1. What makes your role in Jewish education unique? How is it different from a position in the secular world? How is it different from Jewish schooling for children?
2. In what ways are you continuing to develop as a Jewish professional?

[Probe: formal courses, workshops, extended conversations with colleagues insider and outside the institution, reading books and journals, etc.]

3. Jewish professionals are often considered role models for others. In what ways do you model being Jewish for your program's participants?

VIII. Interpersonal Preferences

1. If you were to ask someone to privately help you reflect or brainstorm on your own work, who would you turn to?

[Probe: why this person? What could he or she tell you?]

2. A coat of arms depicts important things about the person to whom it belongs and it often will carry a motto. If you were to design a coat of arms for your school, what would be pictured on it and what would be the motto?

Professional Lives of Educators: Long Interview

Informal Education

6 April 1993

I. Background

This section has two purposes: 1) To find out what the interviewee's job entails as informal education is an innocuous term and 2) To clarify the interviewee's professional identity vis-à-vis Jewish education.

1. Please briefly describe your position; i.e., what are your responsibilities?
2. If you were to fill out an application for a loan or an income tax return, how would you note your occupation?
3. Which professional conferences do you choose to attend? Are there any others that you would find useful but do not attend because of their timing, your budget, or some logistical reason?
4. Are you involved in Jewish education on a part- or full-time basis?
5. You have chosen to become a Jewish educator; looking back on you life, what do you think led you to this decision?

II. Recruitment

This section is designed to determine how personal decisions interact with social constraints to move people into the field of Jewish education, specifically, the area of informal education.

1. At what point did you make a definite decision to become a professional involved in Jewish education?

[Probe: what were specific circumstances at the time? Get time, place, etc. If informant says he or she always wanted to be a Jewish communal professional, ask for earliest memory. If this was covered in 4 above, skip it.]

2. What people were influential in your decision?

[Probe: What ways were they helpful in the decision?]

3. What were the main attractions working in the Jewish world held for you?

4. Think back to when you decided to become a Jewish professional. What qualities, expertise, and talents did you possess that you thought suited you to this work?

[Probe: include formal training, but establish non-formal attributes that are important.]

III. Socialization

1. When you began working as a [name of position], what advice did you receive from people?

[Probe: who gave the advice? Under what circumstances? If in a different position or setting now, ask for advice informant received for most recent job.]

2. To what extent do you feel free to do more or less what you think best?

[Probe: Get informant to specify those areas where he or she feels autonomous; those areas where he or she does not. In the latter case, what are the reasons for less autonomy?]

3. Who really knows what you do in your work?

4. I'd like to ask you about the people with whom you interact in planning and implementing your Jewish educational activities. Categorize these people: supervisor, volunteer, etc. For each category, tell me to what extent and how you interact.

5. What kinds of scheduled, periodic gatherings do you participate in? With whom? for what reason?

6. Many professionals report that they have few occasions to interact with those who are doing work similar to theirs. They often feel isolated from their peers. Have you experienced this? Please discuss.

7. How has being a Jewish educator affected or changed your involvement in other aspects of Jewish life?

[Probe: increased ritual performance, synagogue attendance, and the like.]

8. If you had a gift of ten more hours a week to be devoted to your work, how would you spend it?

IV. Rewards

1. Every so often, I hear Jewish professionals telling me they have had a really good day. What is a good day like for you? What happens?

2. Recall some occasion when you felt especially proud of something you achieved as a Jewish professional. Please tell me about it.

3. What are the main ways you determine you are doing a good job?

[Probe: elicit both achievement indicators and affirmation by people.]

4. What yardsticks do others use to evaluate your work? What criteria would you like others to use to evaluate your work?
5. Most of us have some occasions when we regret something we have done. In the context of your present Jewish educational responsibilities, what is one regret you have?
6. As far as you personally are concerned, what are the major satisfactions you receive in your work as a Jewish professional?
7. Have you found satisfaction in your work you did not expect to find when you began? If so, what is it?
8. Looking ahead, what career opportunities do you see for yourself?
9. What career opportunities would you like to see made available to you? What is standing in your way?
10. You are one of many Jewish professionals in a variety of settings. What rewards are available in a Jewish setting that may not be available in others?
11. Now I would like to turn to some more material rewards you may be receiving.
 - How would it affect your or your family's quality of life if you did not have the salary you receive?
[Probe: how important is informant's salary to individual remaining in current position?]
 - What benefits, i.e., medical insurance, pension, and so forth, do you receive?
[Probe: what benefits would encourage more to enter your field?]

V. Purpose

1. All education takes place in a space. If you could design and set up your space any way you wished, how would you do it? What things would be in it? [Suggestion: ask informant to draw their ideal work space; include floor plan, furniture, etc. Ask informant to explain the sketch.]
2. What are you really trying to accomplish as [a Jewish educator]?

[Note: insert position title if appropriate.]
3. How would you like to see your participants changed or transformed as a result of your program?

4. Thinking back on your own Jewish education, describe a really wonderful teacher or leader you had. [Suggestion: this need not be a teacher in a formal setting or when they were young. Get specifics.]
5. Describe a teacher or leader who was not so wonderful.
[Probe: how has this experience affected your own approach to education?]
6. How is [name of setting] different since you have become involved with it?
[Probe: what differences has the informant brought about and with whom?]
7. What kind of knowledge should a Jewish educator doing what you do have to be effective?
8. Have you experienced a turning point where you knew you had become a "pro" as a Jewish educator? If yes, please describe this moment.
9. Imagine someone who participated in your program 10 or 15 years from now. Assuming you have been successful in what you are trying to do as a Jewish educator, how might you describe him or her?
10. How would you like to be remembered by your "students"?

VII. Discontent

1. What things frustrate you in your work?
2. What would need to happen to significantly improve this situation?
3. What circumstances would cause you to seriously consider quitting your job?
4. When was the last time you were tempted to leave? Please describe the circumstances.

VII. Sentiments

1. When you are involved in a Jewish educational program, what tells you things are going well?
2. What tells you things are not going well?
3. Think about a particularly challenging "student/learner" [participant] you have had to deal with recently. What was the problem and why did he or she have it?
4. If you had to characterize your relationship with your participants without using the word "leader" or "educator" or "programmer" how would you do it?

5. What makes your role in Jewish education unique? How is it different from a position in the secular world? How is it different from Jewish schooling for children?
6. Thinking back over the past few years, how has the status of Jewish professionals changed? What has produced these changes in your view?
7. In what ways are you continuing to develop as a Jewish professional?

[Probe: formal courses, workshops, extended conversations with colleagues inside and outside the institution, reading books and journals, etc.]
8. Thinking about your institution/organization as a whole, what kinds of decisions do you participate in? What areas are you seldom or never asked your opinion?
9. Jewish professionals are often considered role models for others. In what ways do you model being Jewish for your program's participants?

VIII. Interpersonal Preferences

1. If you were to ask someone to privately help you reflect or brainstorm on your own work, who would you turn to?

[Probe: why this person? What could he or she tell you?]
2. To whom are you directly responsible in your position?
3. What are your main responsibilities to this person [or group]?
4. What are his/her/their main responsibilities to you?
5. In your opinion, how are Jewish educators perceived as a group by others?
6. How do others show their respect for you?
7. A coat of arms depicts important things about the person to whom it belongs and it often will carry a motto. If you were to design a coat of arms for your school, what would be pictured on it and what would be the motto?

Professional Lives of Educational Directors: Long Interview

Formal Education

7 April 1993

I. Background

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

1. How long have you been involved in Jewish education?
2. What positions have you held in Jewish education?
3. Do you identify with a particular movement in Judaism? *If so*, which one?
4. Do you work full- or part-time as an educational director?

II. Recruitment

This section is designed to determine how personal decisions interact with social constraints to move people into field of education.

My next set of questions will focus on how you came to be involved in Jewish education.

1. Of all the possible careers you could have chosen, you are working within Jewish education. How did you come to make this decision?
2. Who influenced your decision and what was the nature of that involvement?
3. What qualities and talents did you possess that suited you to this field?
4. How did you secure your present position as educational director?
5. What were the main attractions working in the Jewish world held for you?

III. Socialization

Socialization here refers to how an occupation organizes the experience of people [or fails to do so].

The next set of questions deal with your perceptions of being an educational director.

1. In what ways is your work different from what you expected when you began as an educational director?

[Get what previous experience and training was helpful; what would have been useful.]

2. What advice did you receive from people at [name of school] when you began here as an educational director?

[Get from whom advice was given; probe for different categories of people, i.e., parents, teachers, rabbis, etc.]

3. There are many different ways of supervising people and organizing schools. Please tell me the two or three principles you consider it important to follow in your work at [name of school].

4. In what areas of your job do you feel more or less free to do as you think best? In what areas do you feel you must consult with others or get permission before you proceed?

5. How does being involved in Jewish education fit into the rest of your life?

[Get how it might have changed informant's notion of being Jewish, level of observance, participation in community activities, etc.]

6. If you had to characterize your relationship with your teachers without using the words "educational director," "principal," or "headmaster," how would you do it?

7. What makes Jewish education special? That is, how is it different from secular education?

8. Within your role as an educational director, what kinds of people do you interact with? Here I am thinking of such people as rabbis, lay leaders, specialists, and so forth.

9. What kinds of scheduled, periodic meetings do you participate in? With whom? For what reasons?

10. If you had a gift of ten more hours each week to devote to your work, how would you use them?

For congregational schools:

11. Please describe how you work with the rabbi(s) of your congregation.

[Get: how visible are the rabbis in the school.]

IV. Rewards

Most educational directors find their work rewarding to one degree or another. My next set of questions focus on the rewards you derive from your work.

1. Every so often, people tell me they have had a really good day at work. What is a good day like for you? What happens?

2. Recall some occasion when you felt especially proud of something you achieved as an educational director. Please tell me about it.
3. What are the main ways you determine you are doing a good job?
4. Are you formally evaluated in your role as educational director? *If so,*
Who evaluates you and how?
5. What aspects of your work deserve to be evaluated by others? How can this best be accomplished to help you grow professionally?
6. Most of us have occasions we regret something we have done. In the context of your work, what is one regret you have?
7. If you were to ask someone to privately help you assess your own work, who would you turn to?
[Probe: if informant has consulted with another or others, describe last instance.]
8. What are the main satisfactions you receive in your work as an educational director?
9. You are one of many Jewish educators. What rewards are available in a Jewish setting that may not be available in other settings?
10. Looking ahead, what career opportunities do you see for yourself?
11. What opportunities would you like to see available? What is standing in your way?
12. Now I would like to turn to some more material rewards you may be receiving.
 - What difference in your quality of life does your salary make?
 - What health, disability, or retirement benefits do you receive if any?
 - Do you receive any additional perquisites such as synagogue membership, reduced tuition for college courses, JCC memberships, and the like? If so, please tell me about them.
13. If you could design a building in which you and your teachers would work, what would it look like? (Provide paper and pencil to get drawing.)

Now, I would like to ask you about your hopes for Jewish education and how you think about others in the profession.

1. What are you really trying to accomplish as an educational director in a Jewish setting?
2. How would you like to see the students in your school changed or transformed as a result of attending school here?
3. Thinking back on your own Jewish education, describe a really wonderful teacher you had. This may be a teacher you have had as an adult or as a child.
4. Describe a teacher who was not so wonderful.
5. What changes have you made in your school's program? What changes are you working on now?

[Get: challenges to accomplishing goals.]

6. What qualities do you look for in hiring teachers?
7. What kind of knowledge must an educator at your school have to be able to do a good job?
8. Have you ever experienced a turning point where you knew you had become a "pro" in your job? If so, Please describe it.
9. Imagine one of your students ten to fifteen years from now. Assuming you have been successful in what you are trying to do as an educational director, how might you describe him or her?
10. How would you like to be remembered by your teachers and students?
11. Thinking for a moment of the parents of the children in your school. With respect to the Jewish education of their children, what do you think they want most of all?

V. Discontent

1. What things frustrate you in your work?
2. What would need to happen to significantly improve this situation?
3. What circumstances would cause you to seriously consider quitting your job?
4. When was the last time you were tempted to leave?

VI. Sentiments

In this section , I would like to ask you about some aspects of your role that are important to you.

1. At the beginning of your day, can you tell what kind of a day it's going to be? If so, what tells you?
2. What kinds of things interrupt the flow of your day?
3. Think about a particularly challenging teacher you have had to deal with. What was the problem and why did he or she have it?
4. Thinking about your school or program as a whole, what kinds of decisions do you participate in?
5. Thinking back over the past few years, how has the status of Jewish education changed? What has produced these changes in your view?
6. What are the biggest challenges your students face?
7. In what ways are you continuing to develop as a professional?
8. As you think about all you do during a typical week, how much time is spent on each main activity?

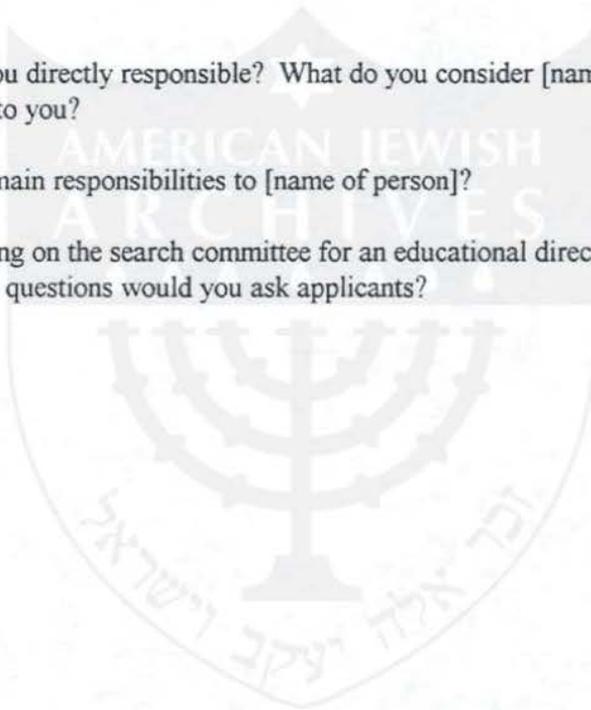
[Suggest they draw a circle and make wedges to represent each activity.]

VIII. Interpersonal Preferences

Now I would like to turn to a discussion of the connections you perceive with others in the wider Jewish educational community.

1. For what reasons would you seek to meet with a parent or parents?
2. For what reasons do parents seek to meet with you?
3. What, from your point of view as a Jewish educational director, makes for a "good" parent?
4. Think for a moment about your fellow educational directors.
 - Where and when do you interact with them?
 - How are educational directors perceived as a group by others?
 - How do others show respect for you?

5. Do you ever assist teachers with their lessons? If so, how is this work done? In what [other] ways do you assist your teachers?
6. Besides supervision, what kinds of activities do you engage in with your teachers?
[Probe: mentoring, professional staff development, personal problem solving, modeling a Jewish life, acknowledging and rewarding teachers with special talents and expertise, etc.]
7. What kinds of activities do you engage in on behalf of your school?
8. In what ways are you especially strong as an educational director?
9. As you think about your school as a whole and how it operates, what metaphor occurs to you?
10. To whom are you directly responsible? What do you consider [name of person] main responsibilities to you?
11. What are your main responsibilities to [name of person]?
12. If you were sitting on the search committee for an educational director of another school, what three main questions would you ask applicants?



Professional Lives of Educational Directors: Short Interview

Formal Education

7 April 1993

I. Background

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

1. How long have you been involved in Jewish education?
2. What positions have you held in Jewish education?
3. Do you identify with a particular movement in Judaism? *If so, which one?*
4. Do you work full- or part-time as an educational director?

II. Recruitment

This section is designed to determine how personal decisions interact with social constraints to move people into field of education.

My next set of questions will focus on how you came to be involved in Jewish education.

1. Of all the possible careers you could have chosen, you are working within Jewish education. How did you come to make this decision?
2. What were the main attractions working in the Jewish world held for you?
3. What qualities and talents did you possess that suited you to this field?

III. Socialization

Socialization here refers to how an occupation organizes the experience of people [or fails to do so].

The next set of questions deal with your perceptions of being an educational director.

1. In what areas of your job do you feel more or less free to do as you think best? In what areas do you feel you must consult with others or get permission before you proceed?
2. How does being involved in Jewish education fit into the rest of your life?

[Get how it might have changed informant's notion of being Jewish, level of observance, participation in community activities, etc.]

3. Within your role as an educational director, what kinds of people do you interact with?
4. What kinds of scheduled, periodic meetings do you participate in? With whom? For what reasons?

IV. Rewards

Most educational directors find their work rewarding to one degree or another. My next set of questions focus on the rewards you derive from your work.

1. Recall some occasion when you felt especially proud of something you achieved as an educational director. Please tell me about it.
2. What aspects of your work deserve to be evaluated by others? How can this best be accomplished to help you grow professionally?
3. Looking ahead, what career opportunities do you see for yourself?
4. What opportunities would you like to see available? What is standing in your way?

V. Purpose

Now, I would like to ask you about your hopes for Jewish education and how you think about others in the profession.

1. What are you really trying to accomplish as an educational director in a Jewish setting?
2. Thinking back on your own Jewish education, describe a really wonderful teacher you had. This may be a teacher you have had as an adult or as a child.
3. What changes have you made in your school's program? What changes are you working on now?

[Get: challenges to accomplishing goals.]

4. What kind of knowledge must an educator at your school have to be able to do a good job?

VI. Discontent

1. What things frustrate you in your work?
3. What circumstances would cause you to seriously consider quitting your job?

VII. Sentiments.

In this section , I would like to ask you about some aspects of your role that are important to you.

1. Thinking back over the past few years, how has the status of Jewish education changed? What has produced these changes in your view?
2. What are the biggest challenges your students face?
3. In what ways are you continuing to develop as a professional?
4. As you think about all you do during a typical week, how much time is spent on each main activity?

VIII. Interpersonal Preferences

Now I would like to turn to a discussion of the connections you perceive with others in the wider Jewish educational community.

3. What, from your point of view as a Jewish educational director, makes for a "good" parent?
4. Think for a moment about your fellow educational directors.
 - Where and when do you interact with them?
 - How are educational directors perceived as a group by others?
 - How do others show respect for you?
5. Do you ever assist teachers with their lessons? If so, how is this work done? In what [other] ways do you assist your teachers?
6. Besides supervision, what kinds of activities do you engage in with your teachers?
7. What kinds of activities do you engage in on behalf of your school?

4/17

Dear Shulamith-

For what it's worth, I've made some notes on the survey & marked some typos. I know it's only a draft, but you might not catch them all.

Hope this helps.

Ginny



| | |
|--|--|
| TO: FAX NO. (406) 874-7043 Name <u>Lauren Azoulae</u> Company _____ Street Address _____ City / State / Zip / Country | FROM: FAX NO. (216) 391-5430 Name <u>Genny Lem</u> Company _____ Tele. No. (216) 391-1852 Ext. _____ |
|--|--|

Please Deliver to Shulamith Elster

Shulamith -

I faxed this to your home over the week-end, but just learned from EB that you didn't go home between NY + Atlanta. Here are some suggestions on the survey, mainly cosmetic.

Hope all is going well.

Genny

EDUCATORS SURVEY

Lead Communities Project

ATTITUDES

This group of questions ask about your perceptions of Jewish education.

← If each section has a title, isn't this redundant?

74. People become Jewish educators for a variety of reasons. To what extent were the following reasons important to you when you first made a decision to enter the field of Jewish education?

(1) very important (2) somewhat important (3) somewhat unimportant (4) very unimportant

(Check One)

(1) very important (2) somewhat important (3) somewhat unimportant (4) very unimportant

a. service to the Jewish community

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

b. supplementary income

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

c. part-time nature of the profession

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

d. working with children

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

e. teaching about Judaism

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

f. learning more about Judaism

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

g. recognition as a teacher

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

h. opportunity for career advancement

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

5. The following items deal with the policy-making processes in Jewish education. Please indicate the extent to which you agree or disagree with each of the following statements:

(1) Agree strongly (2) Agree (3) Disagree (4) Disagree strongly

(Check One)

(1) Agree strongly (2) Agree
(3) Disagree (4) Disagree strongly

a. Teachers should have a greater say in the way things are done in their schools.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

b. Teachers should have an opportunity to participate in defining school goals, objectives and priorities.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

c. Teachers generally have an opportunity to participate in curriculum planning.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

d. Decision-makers may ask for teachers' advice before they make a decision, but they do not seem to give teachers' recommendation serious consideration.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

e. Teachers already have enough work to do, without getting involved in policy making.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

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

Yes 1 No 2

↑

3. Below is a list of individuals with whom you interact. In your opinion how is Jewish education regarded by each of the following?

(1) with great respect (2) with some respect (3) with little respect (4) with no respect

(Check One)

a. Most other Jews

(1) with great respect (2) with some respect (3) with little respect (4) with no respect

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

b. Most rabbis

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

c. Most of your students

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

d. Most parents of the children you teach

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

e. Lay leaders of your school

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

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

(1) very satisfied (2) somewhat satisfied (3) somewhat dissatisfied (4) very dissatisfied

(Check One)

a. student attitudes toward Jewish education

(1) very satisfied (2) somewhat satisfied
(3) somewhat dissatisfied (4) very dissatisfied

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

b. student behavior

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

c. feeling part of a community of fellow teachers

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

d. being part of a larger Jewish community, such as a synagogue

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

e. support from the principal or supervisor

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

f. number of hours of teaching available

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

g. salary

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

h. status accorded to you as a teacher by parents and students

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

i. physical plant and facilities

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

j. serving as a mentor

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

k. being a protege

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

l. availability of resources

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

m. benefits

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

n. status accorded you as a teacher

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

o. other (specify) _____

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

EXPERIENCE

The following set of items ask about your current and prior experience in Jewish education:

66. For each of the following settings indicate all positions you have held in that setting and the total number of years in each position:

| Setting | Position | Number of years |
|----------------------------------|-------------------|-----------------|
| SUPPLEMENTARY SCHOOLS | Aide | |
| | Teacher | |
| | Supervisor | |
| | Specialist | |
| | Principal | |
| | Other | |
| DAY SCHOOLS | Aide | |
| | Teacher | |
| | Supervisor | |
| | Specialist | |
| | Principal | |
| | Other | |
| DAY or Residential Camp | Counselor | |
| | Specialist | |
| | Unit leader | |
| | Division head | |
| | Director | |
| | Other | |
| JCC | Group worker | |
| | Program Director | |
| | Department head | |
| | Director | |
| | Other | |
| PreSchool | Assistant teacher | |
| | Teacher | |
| | Director | |
| Informal education Youth work | Group Advisor | |
| | Youth Director | |
| Adult education | Teacher | |
| | Program Director | |

*follow format of next p. w/ boxes to check?
Be consistent*

68: What positions have you held in general education?
 (Check all that apply)

| Position | Total number of years |
|--|-----------------------|
| <input type="checkbox"/> Never worked in general education | |
| <input type="checkbox"/> Aide | _____ |
| <input type="checkbox"/> Teacher | _____ |
| <input type="checkbox"/> Librarian | _____ |
| <input type="checkbox"/> Specialist | _____ |
| <input type="checkbox"/> Counselor | _____ |
| <input type="checkbox"/> Supervisor | _____ |
| <input type="checkbox"/> Principal | _____ |
| <input type="checkbox"/> Other _____ | _____ |

15. Please indicate how many years of total work experience you have had in each of the following areas of Jewish education.

| | Number of years |
|--|-----------------|
| a. Supplementary (afternoon or Sunday) schools | _____ |
| b. Day School | _____ |
| c. Jewish camps | _____ |
| d. Jewish pre-schools | _____ |
| e. Adult education | _____ |
| f. Informal Jewish education/youth groups | _____ |
| g. Other Jewish education (specify) | _____ |
| _____ | _____ |

How is this dif. from 66 on p. 3?

18. Please indicate how many years you have been in your CURRENT setting, including this year. _____

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

What's the difference?

20. How many years IN TOTAL have you been working in this community, including this year? _____

TRAINING AND STAFF DEVELOPMENT

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

75.A. In your first position as a new education Jewish education did you receive any of the following kind of support:

| | Yes (1) | No (2) |
|--|--------------------------|--------------------------|
| a. lesson planning skills | <input type="checkbox"/> | <input type="checkbox"/> |
| b. classroom management skills | <input type="checkbox"/> | <input type="checkbox"/> |
| c. feedback from the principal / supervisor | <input type="checkbox"/> | <input type="checkbox"/> |
| d. in-service training in content areas | <input type="checkbox"/> | <input type="checkbox"/> |
| e. interactions with other teachers | <input type="checkbox"/> | <input type="checkbox"/> |
| f. staff development | <input type="checkbox"/> | <input type="checkbox"/> |
| g. clear articulation of school goals / objectives | <input type="checkbox"/> | <input type="checkbox"/> |

75.B. As a new educator in Jewish education to what extent did you receive help from the following:

(1) Never (2) Seldom (3) Occasionally (4) Frequently

(Check One)

(1) Never (2) Seldom (3) Occasionally (4) Frequently

| | (1) Never | (2) Seldom | (3) Occasionally | (4) Frequently |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. supervisors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. principal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. rabbi(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. lay leadership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. central agency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. professional organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. textbooks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. curriculum guides | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. other published materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. formal coursework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

53. How proficient are you in Hebrew?
(Check One)

| | |
|---------------------------|--------------------------|
| 1. fluent | <input type="checkbox"/> |
| 2. moderate comprehension | <input type="checkbox"/> |
| 3. limited comprehension | <input type="checkbox"/> |
| 4. not at all | <input type="checkbox"/> |

9. In a typical year are you required to attend in-service workshops?

Yes (1) 1 No (2) 2

How many? _____

10. In the last two years have you attended local workshops beyond the required ones in any of the following areas:

- | | Yes (1) | No (2) |
|------------------------------|----------------------------|----------------------------|
| a. Judaic subject matter | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. Hebrew language | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. Teaching methods | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. Classroom management | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| e. New curricula | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| f. Art/drama/music workshops | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| g. Other (specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

11. How useful were the workshops in helping you perform your job?

(1) Very helpful (2) Helpful (3) Somewhat helpful (4) Did not attend

(Check One)

(1) Very helpful (2) Helpful (3) Somewhat helpful (4) Did not attend

- | | (1) Very helpful | (2) Helpful | (3) Somewhat helpful | (4) Did not attend |
|------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Judaic subject matter | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Hebrew language | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Teaching methods | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Classroom management | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. New curricula | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Art/drama/music workshops | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Other (specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

12. During the past twelve months did you:

- | | Yes (1) | No (2) |
|--|----------------------------|----------------------------|
| a. Attend a course in Judaica or Hebrew at a university, community center or synagogue | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. Participate in a private Judaica or Hebrew study group | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. Study Juaica or Hebrew on your own | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. Participate in some other on-going form of Jewish study (Specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

13. Overall, how adequate are the opportunities for professional growth and development offered in your community?

(Check One)

- 1. Very adequate 1
- 2. Somewhat adequate 2
- 3. Somewhat inadequate 3
- 4. Very inadequate 4

14. During the past twelve months did you:

- verbs*
- | | Yes (1) | No (2) |
|--|----------------------------|----------------------------|
| a. participate in an Israel experience | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. attend a retreat | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. attend a national conference | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. other Jewish growth experience | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

16. In which of the following areas would you like to develop your skills?

(1) Do not need (2) Need somewhat (3) Need very much

- | | (1) Do not need | (2) Need somewhat | (3) Need very much |
|---------------------------------|----------------------------|----------------------------|----------------------------|
| a. Classroom management | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| b. Child development | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| c. Lesson planning | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| d. Devising creative activities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| e. Creating materials | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| f. Communication skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| g. Parental involvement | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| h. Motivating children to learn | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

17. In which of the following do you feel you need to increase your knowledge of subject matter?

(1) Do not need (2) Need somewhat (3) Need very much

- | | (1) Do not need | (2) Need somewhat | (3) Need very much |
|---------------------------|----------------------------|----------------------------|----------------------------|
| a. Hebrew language | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| b. Customs and ceremonies | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| c. Israel and Zionism | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| d. Jewish history | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| e. Bible | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| f. Synagogue skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| g. Rabbinic literature | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| h. Other _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

SETTINGS

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

72. Do you tutor students in Hebrew or Judaica?

Yes (1) No (2)

How many? _____

21. In how many Jewish schools do you teach? _____

22. What is the affiliation of each school you work in?
(Check the appropriate response)

| | First school | Second school |
|----------------------------|--------------------------|--------------------------|
| a. Reform | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Conservative | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Orthodox | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Reconstructionist | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Community | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Jewish Community Center | <input type="checkbox"/> | <input type="checkbox"/> |

23. In what type of program do you work?
(Check all that apply)

| | First school | Second school |
|--------------------------|--------------------------|--------------------------|
| a. Day School | <input type="checkbox"/> | <input type="checkbox"/> |
| b. One day only | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Two or more days | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Preschool | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Adult education | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Other (specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> |

24. How many hours per week do you work at each school?

_____ First school _____ Second school

25. What grade levels did you teach or work with this year (check all that apply):

| | First school | Second school |
|--------------------------|--------------------------|--------------------------|
| a. Pre School | <input type="checkbox"/> | <input type="checkbox"/> |
| b. K - 2 | <input type="checkbox"/> | <input type="checkbox"/> |
| c. 3 - 6 | <input type="checkbox"/> | <input type="checkbox"/> |
| d. 7 and 8 | <input type="checkbox"/> | <input type="checkbox"/> |
| e. 9 - 12 | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Adult Education | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Other (specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> |

If limiting to 2 schools, clarify that they're the 2 most frequently taught at or most committed to. It's also possible to have more than 2, especially if you include summer.

Third or more

26. What subjects do you teach this year (check all that apply):

| | First school | Second school |
|--|--------------------------|--------------------------|
| a. Hebrew language | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Judaica (e.g., Bible, history, holidays) in Hebrew | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Judaica (e.g., Bible, history, holidays) in English | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Bar/Bat Mitzvah Preparation | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Secular subjects (e.g., math, reading, science) | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Other (specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Third?

27. How many students are in your school?

_____ First school _____ Second school

28. How many students are in your smallest class this year?

_____ First school _____ Second school

29. How many students are in your largest class this year?

_____ First school _____ Second school

30. How many miles do you travel from your home to the school?

First school: (one way) _____

Second school: (one way) _____

31. How did you find this teaching position? (Check the one that best applies to you)

| | First school | Second school |
|--|--------------------------|--------------------------|
| a. Central Agency for Jewish Education | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Graduate school placement | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Through a friend or mentor | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Recruited by the School | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Approaching ^{ed} the school directly | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Newspaper advertisement | <input type="checkbox"/> | <input type="checkbox"/> |
| g. National professional association | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Other (specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> |



33. Which of the following kinds of help and support do you currently receive?

(1) Never (2) Seldom (3) Occasionally (4) Frequently

(Check One)

- | | (1) Never | (2) Seldom | (3) Occasionally | (4) Frequently |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Guidance from your principal or supervisor | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. An opportunity to work with other teachers | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Supervision from a mentor teacher | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Consultation from a faculty member at a local university | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Consultation from a central agency consultant | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Access to a teach resource center | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Other areas of support | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| h. Other (specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

(Repeat for second school)

(1) Never (2) Seldom (3) Occasionally (4) Frequently

(Check One)

- | | (1) Never | (2) Seldom | (3) Occasionally | (4) Frequently |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Guidance from your principal or supervisor | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. An opportunity to work with other teachers | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Supervision from a mentor teacher | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Consultation from a faculty member at a local university | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Consultation from a central agency consultant | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Access to a teach resource center | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Other areas of support | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| h. Other (specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

34. To what extent did each of the following factors affect your decision to become a Jewish educator where you are presently working?

(1) Definitely affected (2) Somewhat affected (3) Definitely did not affect

(Check One)

| | (1) Definitely affected | (2) Somewhat affected | (3) Definitely did not affect |
|---|----------------------------|----------------------------|-------------------------------|
| a. hours available for teaching | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| b. salary | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| c. convenient location | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| d. friends who teach there | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| e. wanted to work with principal or rabbi | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| f. reputation of the school | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| g. quality of the students | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| h. religious orientation | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| i. my own synagogue | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| j. effort to recruit me | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| k. other (specify) _____ _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

(Repeat for second school)

(1) Definitely affected (2) Somewhat affected (3) Definitely did not affect

(Check One)

| | (1) Definitely affected | (2) Somewhat affected | (3) Definitely did not affect |
|---|----------------------------|----------------------------|-------------------------------|
| a. hours available for teaching | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| b. salary | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| c. convenient location | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| d. friends who teach there | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| e. wanted to work with principal or rabbi | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| f. reputation of the school | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| g. quality of the students | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| h. religious orientation | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| i. my own synagogue | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| j. effort to recruit me | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| k. other (specify) _____ _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

36. A. Which of the following benefits are available to you as a teacher in the first school in which you work?

(Check all that apply)

a. free or reduced tuition for your children

(1) Available (2) Receive

1

2

b. day care for your children

1

2

c. free or reduced membership in a synagogue or JCC

1

2

d. synagogue membership privileges such as High Holiday tickets

1

2

e. money to attend conferences

1

2

f. full or partial subsidy for continuing educational courses or in-service training

1

2

g. sabbatical leave (full or partial pay)

1

2

h. disability benefits

1

2

i. employer contributions to a health plan

1

2

j. pension benefits

1

2

36. B. Which of the following benefits are available to you as a teacher in the second school in which you work?

(Check all that apply)

a. free or reduced tuition for your children

(1) Available (2) Receive

1

2

b. day care for your children

1

2

c. free or reduced membership in a synagogue or JCC

1

2

d. synagogue membership privileges such as High Holiday tickets

1

2

e. money to attend conferences

1

2

f. full or partial subsidy for continuing educational courses or in-service training

1

2

g. sabbatical leave (full or partial pay)

1

2

h. disability benefits

1

2

i. employer contributions to a health plan

1

2

j. pension benefits

1

2

76. The following questions concern the goals, objectives and priorities of schools in which you teach. For each of the schools you teach in, check the response that best describes your school:

(1) Agree strongly (2) Agree (3) Disagree (4) Disagree strongly

(Check One)

A. FIRST school in which I work

(1) Agree strongly (2) Agree

(3) Disagree (4) Disagree strongly

- a. The school goals and objectives are clearly communicated 1 2 3 4
- b. My school has a set of objectives that indicate what students are expected to attain over a specified period of time. 1 2 3 4
- c. I know what my school's goals are 1 2 3 4
- d. I generally agree with my school's goals 1 2 3 4
- e. The teachers in my school have a common set of priorities indicating which goals and objectives take precedence when two or more come into conflict. 1 2 3 4
- f. Priorities change too frequently and are sometimes hard to keep track of 1 2 3 4

A. SECOND school in which I work

- a. The school goals and objectives are clearly communicated 1 2 3 4
- b. My school has a set of objectives that indicate what students are expected to attain over a specified period of time. 1 2 3 4
- c. I know what my school's goals are 1 2 3 4
- d. I generally agree with my school's goals 1 2 3 4
- e. The teachers in my school have a common set of priorities indicating which goals and objectives take precedence when two or more come into conflict. 1 2 3 4
- f. Priorities change too frequently and are sometimes hard to keep track of 1 2 3 4

FUTURE

The next set of questions ask about your future plans in the field of Jewish education

69. In which of the following do you have knowledge and skills which you would be interested in utilizing to enhance Jewish education in your community?

(Check all that apply)

- 1 Hebrew
- 2 Bible
- 3 Customs and Ceremonies
- 4 Rabbinic literature
- 5 Jewish history
- 6 Israel and Zionism
- 7 Skills and special talents
- 8 Family education
- 9 Special education
- 10 Library
- 11 Gifted and talent *ed*
- 12 Technology / computers / media
- 13 Counseling
- 14 Parent education
- 15 Teacher training
- 16 Curriculum development
- 17 Music
- 18 Drama
- 19 Art
- 20 Youth work
- 21 None
- 22 Other _____

— what is this?



6. Three years from now, do think you will be working in the field of Jewish education?

- Yes (1) 1
- No (2) 2

7. Do you think you will be working in the SAME setting or school?

- Yes (1) 1
- No (2) 2

8. Which of the following best describes your career plans over the next five years?

(Choose one)

- 1 plan to continue what I am doing
- 2 plan to teach in a different supplementary school
- 3 plan to teach in a day school (or different day school)
- 4 plan to be an administrator or supervisor in a Jewish school
- 5 plan to have a position in Jewish education other than in a school (such as JCC, Jewish library, or camp)
- 6 plan to be involved in Jewish education in Israel, or in some other country
- 7 plan to seek permanent position outside of Jewish education
- 8 *plan* to resign from employment
- 9 plan to retire
- 10 don't know / uncertain

FULL TIME / PART-TIME

The following items concern the full-time / part-time nature of Jewish education

73. Do *you* have to teach in more than one setting in order to earn a suitable wage?

- Yes (1) 1 No (2) 2

awkwardly worded

71. To what extent are each of the following advantages or disadvantages of teaching in more than one school:

(1) definite advantage (2) somewhat an advantage (3) somewhat a disadvantage (4) definite ~~a~~ disadvantage
(Check One)

How about:

If you teach in more than one school, to what extent is each of the following an advantage or disadvantage?

- | | (1) definite advantage | (2) somewhat an advantage | (3) somewhat a disadvantage | (4) definite a disadvantage |
|--|----------------------------|----------------------------|-----------------------------|--|
| a. Distance between settings | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Scheduled faculty meetings | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Scheduled faculty in-service | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Preparation time | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Classroom autonomy | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Adjustments to different expectations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Variety of programs | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

70. If you had the opportunity to work full-time, would you prefer to teach...check one.

- 1 in one school
- 2 in several schools
- 3 I don't want to work full-time

2. If you are a part-time Jewish educator, what sorts of things would encourage you to consider full-time employment in Jewish education. Rank the three most important by writing 1,2,3, next to your choice where 1 is the most important.

- a. salary _____
- b. benefits _____
- c. job security _____
- d. career development _____
- e. greater background in Judaica and Hebrew _____
- f. greater educational background _____
- g. presence of colleagues and opportunities to work with them _____
- h. change in family status _____
- i. availability of training opportunities _____
- j. job security, tenure _____
- k. more resources at work _____

4. Are you a full-time or part-time Jewish educator? (Check one)

full-time 1

part-time 2

AFFILIATION

Next we are going to ask you about your Jewish affiliations.

Is this necessary?

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

- 1 Orthodox
- 2 Conservative
- 3 Reform
- 4 Reconstructionist
- 5 Secular
- 6 Other (specify) _____

40. Are you currently a member of a synagogue?

Yes (1) 1

No (2) 2

41. What denomination is the synagogue of which you are a member?

- 1 Orthodox
- 2 Conservative
- 3 Reform
- 4 Reconstructionist
- 5 Secular
- 6 Other (specify) _____

42. Are you a teacher in the synagogue where you are a member?

- Yes (1) No (2)
- 1 2

43. Which of the following, if any, do you usually observe in your home? (check all that apply)

- 1 light candles on Friday evening
- 2 attend a seder in your home or somewhere else
- 3 buy Kosher meat for home use
- 4 use separate dishes for meat and dairy
- 5 light Hanukkah candles
- 6 have a Christmas tree
- 7 fast on Yom Kippur
- 8 refrain from handling money on the Sabbath
- 9 refrain from riding on the Sabbath
- 10 build a Sukkah
- 11 fast on Tisha B'Av
- 12 fast on minor fasts such as Ta'anit Esther



44. During the past year, did you...

- | | Yes (1) | No (2) |
|---|--------------------------|--------------------------|
| a. attend synagogue on the High Holidays | <input type="checkbox"/> | <input type="checkbox"/> |
| b. attend synagogue at least twice a month on Shabbat | <input type="checkbox"/> | <input type="checkbox"/> |
| c. attend synagogue on holidays such as Sukkot, Passover or Shavuot | <input type="checkbox"/> | <input type="checkbox"/> |
| d. attend synagogue daily | <input type="checkbox"/> | <input type="checkbox"/> |

45. To which of the following Jewish organizations do you belong:

- | | Yes (1) | No (2) |
|--|--------------------------|--------------------------|
| a. local Jewish social service organizations or auxiliaries- e.g., Home for the Aged, Child and Family service | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Sisterhood or Men's Club <i>← How about Women's or Men's Club (to include Hadassah or other variations)</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Zionist organization | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Bnai B'rith / ADL | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Jewish Community Center | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Other (specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> |

46. Have you ever been to Israel?

- | | |
|--------------------------|--------------------------|
| Yes (1) | No (2) |
| <input type="checkbox"/> | <input type="checkbox"/> |

47. If, yes, did you ever live in Israel for three months or longer?

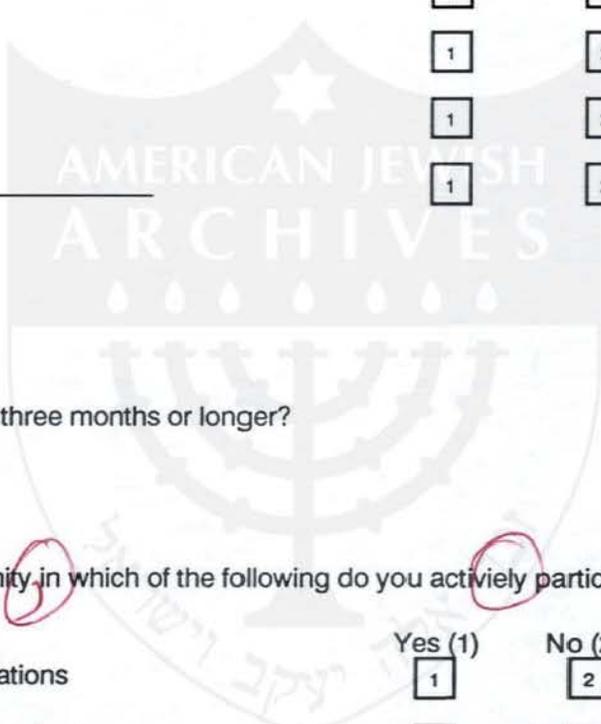
- | | |
|--------------------------|--------------------------|
| Yes (1) | No (2) |
| <input type="checkbox"/> | <input type="checkbox"/> |

48. As a member of the Jewish community in which of the following do you actively participate.

- | | Yes (1) | No (2) |
|--|--------------------------|--------------------------|
| a. volunteer on behalf of Jewish organizations | <input type="checkbox"/> | <input type="checkbox"/> |
| b. contribute to local Jewish federation campaign | <input type="checkbox"/> | <input type="checkbox"/> |
| c. contribute to Jewish causes | <input type="checkbox"/> | <input type="checkbox"/> |
| d. support causes by attendance at public gatherings such as rallies | <input type="checkbox"/> | <input type="checkbox"/> |

49. My children are enrolled in (check all that apply)

- 1 Jewish day school
- 2 supplementary synagogue school
- 3 Jewish pre-school
- 4 public school
- 5 other private / independent school
- 6 I have no school age children



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

- 1 one / day week or "Sunday" school
- 2 two or three day/week supplementary school
- 3 four or five day/week Talmud Torah
- 4 day school
- 5 none
- 6 other (specify) _____

57. Did you attend a Jewish summer camp with mainly Jewish content or Program?

- Yes (1) No (2)
- 1 2

If Yes, how many Summers? _____

58. What kind of Jewish school, if any, did you attend after your were thirteen? (check all that apply)

- 1 one day/week confirmation class
- 2 two of more days/week Hebrew high school
- 3 day school
- 4 none
- 5 other (specify) _____

DEMOGRAPHICS

Lastly, we want to ask you some questions about yourself

35. What is your annual salary from your teaching? *income?*

| | First school | Second school |
|---------------------|----------------------------|----------------------------|
| Under \$1,000 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| \$1,000 - \$2,999 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| \$3,000 - \$4,999 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| \$5,000 - \$6,999 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| \$7,000 - \$9,999 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| \$10,000 - \$14,999 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| \$15,000 - \$19,999 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| \$20,000 - \$24,000 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| \$25,000 - \$30,000 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| over \$30,000 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

65. What is your total family income?

- 1 \$30,000 or below
- 2 \$31,000 - \$45,000
- 3 \$46,000 - \$60,000
- 4 \$61,000 - \$75,000
- 5 over \$75,000

37. Are you Jewish?

- Yes (1) No (2)
- 1 2

39. Are you a convert to Judaism?

- Yes (1) No (2)
- 1 2

50. Age _____

51. Sex Male Female
- 1 2

52. Where were you born?

USA 1

Other, please specify _____

54. What is the highest level of education that you have completed? (Choose one)

- 1 some high school
- 2 graduated ^{from} high school
- 3 some college
- 4 graduate ^{d from} college
- 5 some post-graduate courses
- 6 graduate or professional degree
- 7 technical school
- 8 teacher-training institute

← or high school diploma

← college degree

55. What degrees do you hold? Please list:

Degree

Major

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

59. How many college or graduate credits do you have in each of the following

number of credits

a. Judaica or Jewish studies

b. Hebrew language

c. education

d. Jewish communal service

60. Do you hold a professional license or certification in :

Yes (1)

No (2)

a. Jewish education

1

2

b. general education

1

2

c. other (please specify) _____

1

2

61. Marital status

1 Single, never married

2 Married

3 Separated

4 Divorced

5 Widowed

62. Is your spouse Jewish?

Yes (1)

No (2)

1

2

63. Is your spouse also a Jewish educator?

Yes (1)

No (2)

1

2

64. How important to your household is the income you receive from Jewish education? Choose one of the following:

1 the main source of income

2 one of our/my main sources

3 an important source of additional income

4 significant to our/my total income

5 I do not earn an income in Jewish teaching

Thank you very much for your cooperation!

SHULAMITH R. ELSTER

To: Amette Hochster

From: SPE

Re: Educator Survey - Final!

PIC 8/28

This is the survey to be
administered tomorrow in
Milwaukee

Regards,

S.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educational Leader,

As an educational leader 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.

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.

The results will appear only in summary of statistical form so that individuals cannot be identified. The findings will be presented to the Principals Council during the 1993-94 academic year.

Thank you very much for your participation and cooperation.

Lead Communities Project

Council for Initiatives in Jewish Education

Lead Communities Project

EDUCATIONAL LEADERS SURVEY

I. ATTITUDES

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

1. People become Jewish educators for a variety of reasons. To what extent were the following reasons important to you when you first assumed your leadership position.

(Check one response for each item)

| | Very important | Somewhat important | Somewhat unimportant | Very unimportant |
|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Service to the Jewish community | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Teaching about Judaism | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Learning more about Judaism | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Level of income | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Working with teachers | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Working with children | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Full-time nature of the profession | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| h. Status | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| i. Opportunity for career advancement | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| j. Other, specify _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

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

Yes 1 No 2

3. The following items deal with your perceptions of teacher / staff involvement in Jewish education. To what extent do you agree or disagree with each of the following statements?

(Check one response for each item)

| | Agree strongly | Agree | Disagree strongly | Disagree |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Staff members / teachers should have an opportunity to participate in defining school / program goals and priorities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Staff members / teachers generally do have an opportunity to participate in defining school / program goals and priorities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Decision-makers should ask for teachers / staff advice before making a decision about a critical issue. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Decision-makers generally do ask for teachers / staff advice before making a decision about a critical issue. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

4. The following items deal with your perceptions of lay leadership involvement in Jewish education in your setting. To what extent do you agree or disagree with each of the following statements?

| (Check one response for each item) | Agree strongly | Agree | Disagree strongly | Disagree |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Lay leaders should have an opportunity to participate in defining school goals, objectives and priorities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Lay leaders generally do have an opportunity to participate in defining school goals, objectives and priorities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Lay leaders should have an opportunity to participate in discussions regarding curriculum / programs. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Lay leaders generally do participate in discussions regarding curriculum / programs. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Lay leaders should be actively involved in every aspect of the educational curriculum / program. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Lay leaders are generally actively involved in every aspect of the curriculum / program. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

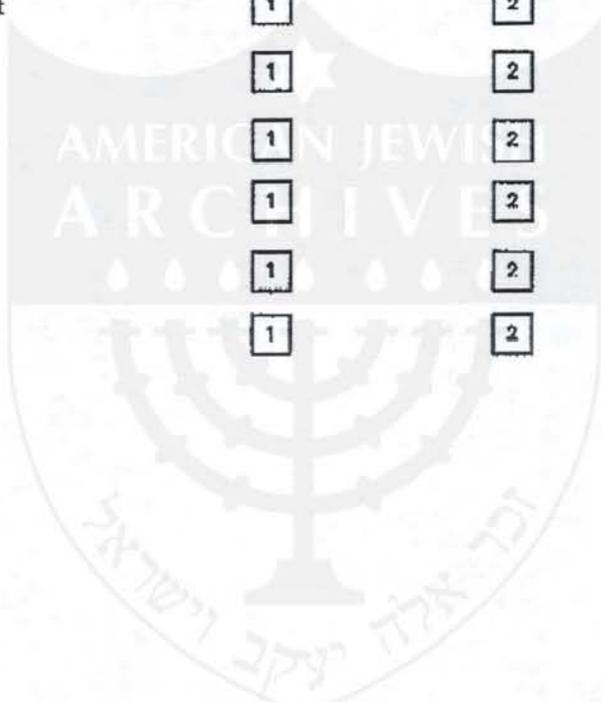
5. Below is a list of individuals with whom you are in contact. In your opinion, how is Jewish education regarded by each?

| (Check one response for each item) | Very important | Somewhat important | Somewhat unimportant | Very unimportant |
|--------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Rabbi(s) or your supervisor(s) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Most teachers | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Most parents | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Lay leaders | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Your family | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Your friends | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Your colleagues | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

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

(Check one response for each item)

| | Very satisfied | Somewhat satisfied | Somewhat dissatisfied | Very dissatisfied |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Student attitudes toward Jewish education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Student behavior | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Feeling part of a community of educators | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Respect accorded you as an educator | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Being part of the Jewish community | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Support from the rabbi(s) or supervisor(s) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Support from the lay leadership | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| h. Number of hours of employment | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| i. Salary | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| j. Physical setting and facilities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| k. Resources available to you | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| l. Benefits | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| m. Other, specify | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |



II. EXPERIENCE

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

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

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

8. Do you tutor students in Hebrew or Judaica?

Yes (1) No (2)

1

2

If yes, how many? _____

9. Have you ever worked in general education?

Yes (1) No (2)

1

2

If yes, how many years? _____

10. Please indicate how many years you have been in your CURRENT setting, including this year. _____

11. How many years have you been working in:

a. Jewish education in this community, including this year? _____

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

III. TRAINING AND STAFF DEVELOPMENT

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

13 Did you attend any workshops or seminars in the past two years?

Yes (1) No (2)

1

2

If yes, how many did you attend in town? _____

If yes, how many out-of-town? _____

14. The following are reasons educational leaders participate in professional development activities. Rank only the three most important by writing 1, 2, 3, next to your choice where 1 is the most important.

- a. Required by contract _____
- b. Desire to improve administrative skills _____
- c. Desire to improve knowledge of Judaica _____
- d. Desire to learn about new teaching methods and materials _____
- e. Desire to learn about new curriculum / programs and resources _____
- f. Offered at convenient time and location _____
- g. Subsidy available for participation _____
- h. Leadership / Administrative skills _____
- i. Other, please specify _____

15. During the past twelve months did you:
(Check one response for each item)

- | | Yes (1) | No (2) |
|---|----------------------------|----------------------------|
| a. Attend a formal course in Hebrew or Judaica? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. Participate in a private Hebrew or Judaica study group? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. Study Hebrew or Judaica on your own? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. Participate in some other on-going form of Jewish study? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

16. In which of the following areas do you feel you would like to develop your skills further?
(Check all that apply)

- | | |
|---|----------------------------|
| a. School management | <input type="checkbox"/> 1 |
| b. Child and adult development | <input type="checkbox"/> 2 |
| c. Strategic planning and development | <input type="checkbox"/> 3 |
| d. Curriculum and program development | <input type="checkbox"/> 4 |
| e. Staff supervision and professional development | <input type="checkbox"/> 5 |
| f. Communication skills | <input type="checkbox"/> 6 |
| g. Working with parents and volunteers | <input type="checkbox"/> 7 |
| h. Leadership | <input type="checkbox"/> 8 |
| i. Other _____ | <input type="checkbox"/> 9 |

17. In which of the following would you like to increase your knowledge?
(Check all that apply)

- | | |
|------------------------------|----------------------------|
| a. Hebrew language | <input type="checkbox"/> 1 |
| b. Customs and ceremonies | <input type="checkbox"/> 2 |
| c. Israel and Zionism | <input type="checkbox"/> 3 |
| d. Jewish history | <input type="checkbox"/> 4 |
| e. Bible | <input type="checkbox"/> 5 |
| f. Synagogue skills / prayer | <input type="checkbox"/> 6 |
| g. Rabbinic literature | <input type="checkbox"/> 7 |
| h. Other _____ | <input type="checkbox"/> 8 |

18. How proficient are you in Hebrew?
(Check one for each category)

| | Speaking | Reading | Writing |
|---------------|----------------------------|----------------------------|----------------------------|
| a. Fluent | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 |
| b. Moderate | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 |
| c. Limited | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 |
| d. Not at all | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 |

19. Overall, how adequate are the opportunities for teacher professional growth and development in your community?
(Check one)

- a. Very adequate 1
- b. Somewhat adequate 2
- c. Somewhat inadequate 3
- d. Very inadequate 4

20. Overall, how adequate are the opportunities for your professional growth and development in your community?
(Check one)

- a. Very adequate 1
- b. Somewhat adequate 2
- c. Somewhat inadequate 3
- d. Very inadequate 4

IV. SETTINGS

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

21. How many paid positions in Jewish education do you hold? _____

22. If you work in more than one setting in Jewish education, do you do so to earn a suitable wage?

Yes (1)

1

No (2)

2

If you work in more than one setting, how many hours per week do you work at each?

First _____ Second _____

The following questions refer to the setting in which you hold an educational leadership position.

23. What is the affiliation of the school or agency where you are an educational leader?
(Check the appropriate response)

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

24. How many students are in your school / agency? _____

25. Which of the following best describes your leadership role?
(Check the one appropriate response)

- a. Head of day school 1
- b. Department head or chairman at day school 2
- c. Educational director 3
- d. Division head of congregational school 4
- e. Preschool Director 5
- f. Program Director: Adult Education 6
- g. Program Director: Special Education 7
- h. Central Agency Director 8
- i. Central Agency Administrative Staff 9
- j. Other, please specify _____ 10

26. How did you find your present primary administrative position?
(Check the one that best applies)

- a. Central agency or bureau 1
- b. Graduate school placement 2
- c. National professional association 3
- d. Through a friend or mentor 4
- e. Recruited or approached by institution 5
- f. Newspaper advertisement 6
- g. Other _____ 7

27. The following items deal with the extent to which rabbi(s) or supervisor(a) are involved in your setting.

(Check one response for each item)

| | None | Somewhat | A Great Deal |
|---|----------------------------|----------------------------|----------------------------|
| a. In defining school / program goals, objectives and priorities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| b. In discussions regarding curriculum / program. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| c. In every aspect of educational program / programs | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

28. Did you move to this community to take this job?

Yes(1) No (2)

| | |
|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
|----------------------------|----------------------------|

29. To what extent do you receive help and support from the following?

(Check one response for each)

| | Frequently | Occasionally | Seldom | Never |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Other colleagues in community | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Other colleagues outside the community | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Local university | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Central agency staff | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. National movement | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Professional organization | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Other, please specify _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

30. How important were the following factors affect your decision to work where you are presently employed?

| | Very Important | Somewhat Important | Somewhat unimportant | Very unimportant |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Hours | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Salary | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Community | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Rabbi(s) or supervisor(s) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Reputation of the school or program | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Religious affiliation | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Career advancement | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| h. Spouse's work | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| i. Other, specify _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

31. Of the following benefits which are available to you and which do you receive? (Check all that apply).

| | Available | Receive |
|--|----------------------------|----------------------------|
| a. Free or reduced tuition for your children at your school or program | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. Free or reduced tuition for yourself and adult family member | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. Free or reduced membership in a synagogue or JCC | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. Synagogue privileges such as High Holiday tickets | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| e. Day/child care | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| f. Money to attend conferences, continuing education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| g. Sabbatical leave (full or partial compensation) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| h. Employer contribution to a health plan | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| i. Pension benefits | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| k. Other, specify _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

32. Please indicate the degree to which you are satisfied with the amount of time you spend on each of the following activities:

| | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Curriculum / program development | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Public relations / marketing | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Parent / constituent relations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Teacher / staff supervision | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Training and staff development | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Recruiting staff | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Overall school management, including budget | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| h. Fund raising or resource development | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

33. Of the following which one would "enhance" your effectiveness as an educational leader?
(Check only one!)

| | |
|--|----------------------------|
| a. Additional support staff / clerical | <input type="checkbox"/> 1 |
| b. Additional funding for programs | <input type="checkbox"/> 2 |
| c. Additional funding for resources / materials | <input type="checkbox"/> 3 |
| d. Additional professional staff | <input type="checkbox"/> 4 |
| e. Availability of consultants | <input type="checkbox"/> 5 |
| f. Attendance / participation in workshops or seminars | <input type="checkbox"/> 6 |
| g. Other please specify _____ | <input type="checkbox"/> 7 |

34. Are you employed as a full-time Jewish educator?
(Check one)

Yes (1)

1

No (2)

2

If yes, please continue with Section V.

35. If you are not a full-time educator and had the opportunity to work full-time, would you? (Check One)

Yes (1)

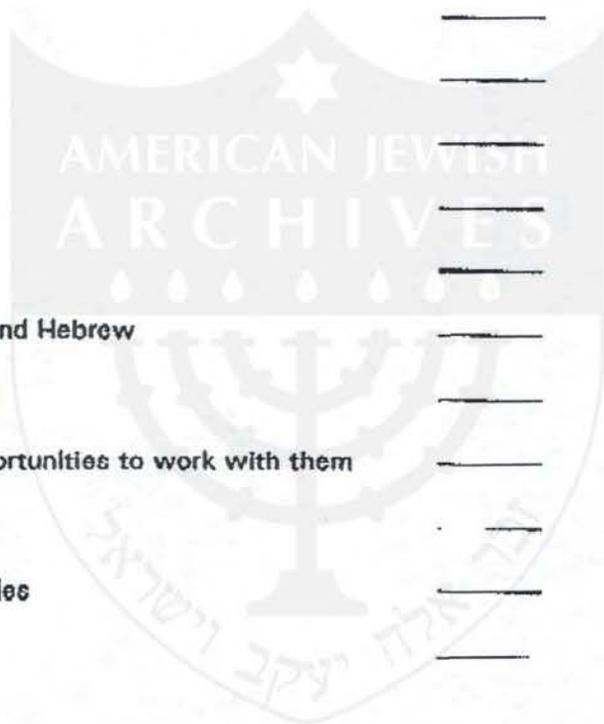
1

No (2)

2

36. What sorts of things would encourage you to consider full-time employment in Jewish education. Rank only the three most important by writing 1, 2, 3, next to your choice where one is the most important.

- a. Salary _____
- b. Benefits _____
- c. Job security, tenure _____
- d. Career development _____
- e. Job opportunities _____
- f. Greater background in Judaica and Hebrew _____
- g. Greater educational background _____
- h. Presence of colleagues and opportunities to work with them _____
- i. Change in family status _____
- j. Availability of training opportunities _____
- k. More resources at work _____



V. BACKGROUND

Next we are going to ask you about yourself.

37. Are you Jewish?

Yes (1)

1

No (2)

2

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

- 1 Orthodox
- 2 Traditional
- 3 Conservative
- 4 Reform
- 5 Reconstructionist
- 6 Unaffiliated
- 7 Other (specify) _____

39. Are you currently a member of a synagogue?

- Yes (1) No (2)
- 1 2

40. Are you an educator in the synagogue where you are a member?

- Yes (1) No (2)
- 1 2

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

- 1 Light candles on Friday evening
- 2 Attend a seder in your home or somewhere else
- 3 Keep Kosher at home
- 4 Light Hanukkah candles
- 5 Fast on Yom Kippur
- 6 Observe Sabbath
- 7 Build a Sukkah
- 8 Fast on Tisha B'Av and minor fasts such as Ta'anit Esther
- 9 Celebrate Israel Independence Day

42. During the past year, did you:

- | | Yes (1) | No (2) |
|---|--------------------------|--------------------------|
| a. Attend synagogue on the High Holidays | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Attend synagogue at least twice a month on Shabbat | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Attend synagogue daily | <input type="checkbox"/> | <input type="checkbox"/> |

43. Have you ever been to Israel?

- | Yes (1) | No (2) |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

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

- | Yes (1) | No (2) |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

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

- 1 Sunday school
- 2 Supplementary school or Talmud Torah
- 3 Day school
- 4 School in Israel
- 5 None
- 6 Other (specify) _____

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

- | Yes (1) | No (2) |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

If Yes, how many summers? _____

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

- 1 One day/week confirmation class
- 2 Two or more days/week Hebrew high school
- 3 Day school
- 4 School in Israel
- 5 None
- 6 Other (specify) _____

47. Age _____

48. Sex Male Female
 1 2

49. Where were you born?

USA 1

Other, please specify country _____

50. Marital status

- 1 Single, never married
- 2 Married
- 3 Separated
- 4 Divorced
- 5 Widowed

51. If you are married, is your spouse Jewish?

Yes (1) No (2)
 1 2

52. What is your total family from work in Jewish education?

- 1 below \$10,000
- 2 \$20,000 - \$29,999
- 3 \$30,000 - \$39,999
- 4 \$40,000 - \$49,999
- 5 \$50,000 - \$59,999
- 6 \$60,000 - \$69,999
- 7 \$70,000 - \$79,999
- 8 over \$80,000



63. What is your total family income?

- 1 below \$30,000
- 2 \$30,000 - \$49,999
- 3 \$50,000 - \$69,999
- 4 \$70,000 - \$79,999
- 5 \$80,000 - \$89,000
- 6 \$90,000 and above

64. What is the highest level of education that you have completed? (Check one)

- 1 High school graduate
- 2 Some college
- 3 College graduate
- 4 Some graduate courses
- 5 Graduate or professional degree
- 6 Teacher-training institute



65. What degrees do you hold? Please list:

Degree

Major

56. Do you have undergraduate or graduate credits in any of the following?

| | Undergraduate | | Graduate | |
|------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | Yes | No | Yes | No |
| a. Judaica or Jewish Studies | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. Hebrew language | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. Education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. Jewish communal service | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| e. School Administration | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| f. Teaching | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| g. Jewish education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

56. Do you hold a professional license or certification in :

| | Yes (1) | No (2) |
|---------------------------------|----------------------------|----------------------------|
| a. Jewish education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. General education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. Administration | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. Other (please specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

57. Which of the following best describes your career plans over the next three years?

(Choose one)

- 1 I plan to continue what I am doing.
- 2 I plan to be an administrator or supervisor in this Jewish school / program in this community.
- 3 I plan to be an administrator or supervisor in another Jewish school / program in this community.
- 4 I plan to be an administrator or supervisor in a Jewish school.
- 5 I plan to have a position in Jewish education other than in a school / (such as a central agency or other administrative setting).
- 6 I plan to be involved in Jewish education in Israel, or in some other country.
- 7 I plan to seek a position outside of Jewish education.
- 8 I plan not to work.
- 9 I plan to retire.
- 10 I don't know, I am uncertain.
- 11 Other, please specify _____

Thank you very much for your cooperation!

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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.

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.

Lead Communities Project

Council for Initiatives in Jewish Education
Lead Communities Project
EDUCATORS SURVEY

I. ATTITUDES

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

1. People become Jewish educators for a variety of reasons. To what extent were the following reasons important to you when you first made a decision to enter the field of Jewish education?

(Check one response for each item)

| | Very important | Somewhat important | Somewhat unimportant | Very unimportant |
|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Service to the Jewish community | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Teaching about Judaism | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Learning more about Judaism | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Supplementary income | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Part-time nature of the profession | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Working with children | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Recognition as a teacher | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| h. Opportunity for career advancement | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| i. Love for Judaism | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| j. Other, specify _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

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

Yes 1 No 2

3. The following items deal with teacher involvement in Jewish education. To what extent do you agree or disagree with each of the following statements:

(Check one response for each item)

| | Agree strongly | Agree | Disagree strongly | Disagree |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Teachers should have an opportunity to participate in defining school goals, objectives and priorities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Teachers generally have an opportunity to participate in curriculum planning. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Decision-makers may ask for teachers' advice before they make a decision, but they do not seem to give teachers' recommendation serious consideration. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Teachers already have enough work to do, without getting involved in policy making. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

4. Below is a list of individuals with whom you are in contact. In your opinion how is Jewish education regarded by each:

(Check one response for each item)

| | Great respect | Some respect | Little respect | No respect |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Most rabbis | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Most of your students | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Most parents of the children you teach | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Lay leaders of your school | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Most other Jews | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Your family | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Your friends | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

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

(Check one response for each item)

| | Very satisfied | Somewhat satisfied | Somewhat dissatisfied | Very dissatisfied |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Student attitudes toward Jewish education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Student behavior | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Feeling part of a community of fellow teachers | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Respect accorded you as a teacher | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Being part of a larger Jewish community, such as a synagogue | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Support from the principal or supervisor | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Number of hours of teaching available | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| h. Salary | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| i. Physical setting and facilities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| j. Resources available to you | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| k. Benefits | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| l. Other (specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

II. EXPERIENCE

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

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

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

7. Do you tutor students in Hebrew or Judaica?

Yes (1) No (2)

If yes, how many? _____

8. Have you ever worked in general education?

Yes (1) No (2)

If yes, how many years? _____

9. Please indicate how many years you have been in your CURRENT setting, including this year. _____

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

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

III. TRAINING AND STAFF DEVELOPMENT

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

12. In the last two years have you been required to attend in-service workshops?

Yes (1) No (2)

If yes, how many? _____

13. In the last two years have you attended local workshops in any of the following areas:
(Check one response for each item)

Yes (1) No (2)

- | | | |
|--|--------------------------|--------------------------|
| a. Judaic subject matter (e.g. Bible, history) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Hebrew language | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Teaching methods | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Classroom management | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Curriculum development | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Art/drama/music | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Other (specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> |

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

(Check one response for each item)

| | Very helpful | Somewhat helpful | Not helpful | Did not attend |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| i. Judaic subject matter | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| ii. Hebrew language | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| iii. Teaching methods | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| iv. Classroom management | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| v. New curricula | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| vi. Art/drama/music | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| vii. Other (specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

15. Beyond those required during the past twelve months did you:

(Check one response for each item)

| | Yes (1) | No (2) |
|--|----------------------------|----------------------------|
| a. Attend a course in Judaica or Hebrew at a university, community center or synagogue? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. Participate in a private Judaica or Hebrew study group? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. Study Judaica or Hebrew on your own? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. Participate in some other on-going form of Jewish study? (e.g., year-long seminar) (Specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

16. In which of the following areas do you feel you would like to develop your skills further?

(Check all that apply)

| | |
|---------------------------------|----------------------------|
| a. Classroom management | <input type="checkbox"/> 1 |
| b. Child development | <input type="checkbox"/> 2 |
| c. Lesson planning | <input type="checkbox"/> 3 |
| d. Curriculum development | <input type="checkbox"/> 4 |
| e. Creating materials | <input type="checkbox"/> 5 |
| f. Communication skills | <input type="checkbox"/> 6 |
| g. Parental involvement | <input type="checkbox"/> 7 |
| h. Motivating children to learn | <input type="checkbox"/> 8 |
| i. Other _____ | <input type="checkbox"/> 9 |

17. In which of the following would you like to increase your knowledge?
(Check all that apply)

- a. Hebrew language 1
- b. Customs and ceremonies 2
- c. Israel and Zionism 3
- d. Jewish history 4
- e. Bible 5
- f. Synagogue skills / prayer 6
- g. Rabbinic literature 7
- h. Other _____ 8

18. How proficient are you in Hebrew?
(Check one for each category)

- | | Speaking | Reading | Writing |
|---------------|----------------------------|----------------------------|----------------------------|
| 1. Fluent | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 |
| 2. Moderate | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 |
| 3. Limited | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 |
| 4. Not at all | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 |

19. Overall, how adequate are the opportunities for professional growth and development in your community?
(Check one)

- 1. Very adequate 1
- 2. Somewhat adequate 2
- 3. Somewhat inadequate 3
- 4. Very inadequate 4

IV. SETTINGS

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

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

21. If you teach in more than one setting do you do so to earn a suitable wage?

Yes (1)

No (2)

22. How many hours per week do you work at each school?

First school _____

Second school _____

Third school _____

Fourth school _____

For the following set of questions, answer in regard to the two schools where you work the most hours if you work in more than two schools.

23. How many miles do you travel from your home to the school?

First school (one way) _____

Second school _____

24. What is the affiliation of each school?

(Check the appropriate response)

| | First school | Second school |
|----------------------------|--------------------------|--------------------------|
| a. Reform | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Conservative | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Traditional | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Orthodox | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Reconstructionist | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Community | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Jewish Community Center | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Other, specify _____ | | |

25. How many students are in your school?

First school _____

Second school _____

26. In what type of program do you work?
(Check all that apply)

| | First school | Second school |
|--|--------------------------|--------------------------|
| 1. Day School | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. One day supplementary school | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Two or more days supplementary school | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Preschool | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Adult education | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Special education | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Other (specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> |

27. What subjects do you primarily teach this year?
(Check all that apply)

| | First school | Second school |
|--|--------------------------|--------------------------|
| a. Hebrew language | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Judaica (e.g., Bible, history, holidays) in Hebrew | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Judaica (e.g., Bible, history, holidays) in English | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Bar/Bat Mitzvah preparation | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Secular subjects (e.g., math, reading, science) | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Other (specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> |

28. In what grade levels are your primary assignments?

| First school | Second school |
|--------------|---------------|
| _____ | _____ |
| _____ | _____ |

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

| | First school | Second school |
|--|----------------------------|----------------------------|
| 1. Central Agency for Jewish Education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 2. Graduate school placement | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 3. National professional association | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 4. Through a friend or mentor | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 5. Recruited by the School | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 6. Approached the school directly | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 7. Newspaper advertisement | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 8. Other (specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

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

(Check one response for each)

| | Frequently | Occasionally | Seldom | Never |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Principal or supervisor | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Mentor teachers | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Other teachers | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Faculty members at a local university | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Central agency consultants | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Teacher resource center | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| h. Other (specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

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

(Check one response for each)

| | Frequently | Occasionally | Seldom | Never |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Principal or supervisor | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Mentor teachers | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Other teachers | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Faculty members at a local university | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Central agency consultants | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Teacher resource center | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| h. Other (specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

32. Did each of the following factors affect your decision to work in the schools where you presently work?

(Check one response for each item)

| | First School | | Second School | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| | Yes (1) | No (2) | Yes (1) | No (2) |
| a. Hours and days available for teaching | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. Salary | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. Location | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. Friends who teach there | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| e. Reputation of the school and students | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| f. Religious orientation | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| g. My own synagogue | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| h. Other (specify) _____ _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

33. Which of the following benefits are available to you as a teacher in the schools in which you work?

(Check all that apply)

| | First School | | Second School | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| | (1) Available | (2) Receive | (1) Available | (2) Receive |
| a. Free or reduced tuition for your children at your school | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. Day care | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. Free or reduced membership in a synagogue or JCC | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. Synagogue privileges such as High Holiday tickets | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| e. Money to attend conferences, continuing education courses | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| f. Sabbatical leave (full or partial pay) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| g. Disability benefits | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| h. Employer contributions to a health plan | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| i. Pension benefits | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| j. Other, specify _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

If you teach in more than one school please answer the next two questions.

If not please go to Question 36.

34. To what extent is each of the following an advantage or disadvantage of working in more than one school?

(Check one response for each item)

| | Definite advantage | Somewhat an advantage | Somewhat a disadvantage | Definite disadvantage |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Distance between settings | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Scheduled faculty meetings / in-service | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Preparation time | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Classroom autonomy | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Adjustments to different expectations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Variety of programs | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Other, please specify _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

35. If you had the opportunity to work full-time, would you prefer to teach...

(Check one).

- 1 in one school
- 2 in several schools
- 3 I don't want to work full-time

36. Are you a full-time Jewish educator?

(Check one)

Yes (1) No (2)

- 1
- 2

37. If you are a **part-time** Jewish educator, what sorts of things would encourage you to consider full-time employment in Jewish education. Rank only the three most important by writing 1,2,3, next to your choice where 1 is the most important.

- a. Salary _____
- b. Benefits _____
- c. Job security, tenure _____
- d. Career development _____
- e. More job opportunities _____
- f. Greater background in Judaica and Hebrew _____
- g. Greater educational background _____
- h. Presence of colleagues and opportunities to work with them _____
- i. Change in family status _____
- j. Availability of training opportunities _____
- k. More resources at work _____

V. BACKGROUND

Next we are going to ask you about yourself.

38. Are you Jewish?

Yes (1)

No (2)

39. Are you a convert to Judaism?

Yes (1)

No (2)

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

Orthodox

Traditional

Conservative

Reform

Reconstructionist

Secular

Other (specify) _____

41. Are you currently a member of a synagogue?

Yes (1)

No (2)

42. Are you a teacher in the synagogue where you are a member?

Yes (1)

No (2)

43. Which of the following, do you usually observe in your home? (Check all that apply.)

Light candles on Friday evening

Attend a seder in your home or somewhere else

Keep Kosher at home

Light Hanukkah candles

Fast on Yom Kippur

Observe Sabbath

Build a Sukkah

Fast on Tisha B'Av and minor fasts such as Ta'anit Esther

Celebrate Israel Independence Day



4. During the past year, did you:

- | | Yes (1) | No (2) |
|---|--------------------------|--------------------------|
| 1. Attend synagogue on the High Holidays | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Attend synagogue at least twice a month on Shabbat | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Attend synagogue on holidays such as Sukkot, Passover or Shavuot | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Attend synagogue daily | <input type="checkbox"/> | <input type="checkbox"/> |

45. Have you ever been to Israel?

- | Yes (1) | No (2) |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

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

- | Yes (1) | No (2) |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

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

- 1 Sunday school
- 2 Supplementary school or Talmud Torah
- 3 Day school
- 4 School in Israel
- 5 None
- 6 Other (specify) _____

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

- | Yes (1) | No (2) |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

If Yes, how many summers? _____

48. What kind of Jewish school, if any, did you attend after your were thirteen? (Check all that apply.)

- 1 One day/week confirmation class
- 2 Two or more days/week Hebrew high school
- 3 Day school
- 4 School in Israel
- 5 None
- 6 Other (specify) _____

49. Age _____

50. Sex Male Female

51. Where were you born?

USA

Other, please specify country _____

52. Marital status

Single, never married

Married

Separated

Divorced

Widowed

53. If you are married, is your spouse Jewish?

Yes (1)

No (2)

54. What is your annual salary from your teaching?

| | First school | Second school |
|---------------------|--------------------------|--------------------------|
| \$1,000 - \$4,999 | <input type="checkbox"/> | <input type="checkbox"/> |
| \$5,000 - \$9,999 | <input type="checkbox"/> | <input type="checkbox"/> |
| \$10,000 - \$14,999 | <input type="checkbox"/> | <input type="checkbox"/> |
| \$15,000 - \$19,999 | <input type="checkbox"/> | <input type="checkbox"/> |
| \$20,000 - \$24,999 | <input type="checkbox"/> | <input type="checkbox"/> |
| \$25,000 - \$30,000 | <input type="checkbox"/> | <input type="checkbox"/> |
| over \$30,000 | <input type="checkbox"/> | <input type="checkbox"/> |



55. What is your total family income?

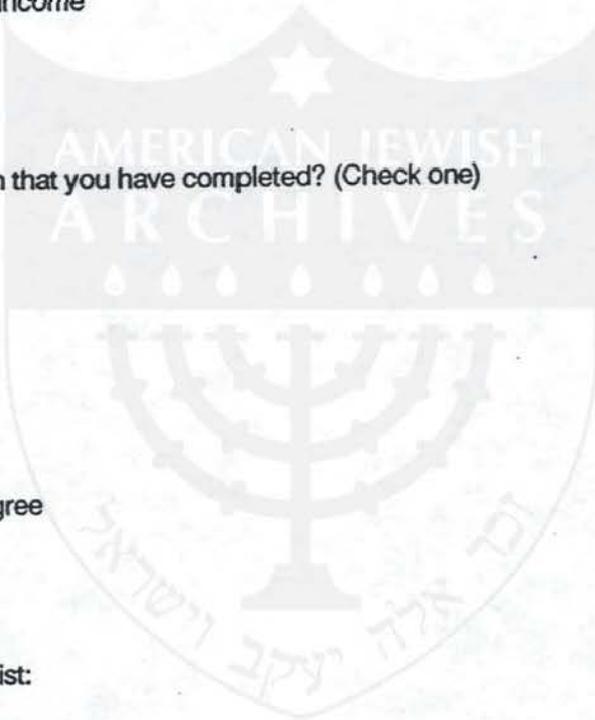
- 1 \$30,000 or below
- 2 \$31,000 - \$45,000
- 3 \$46,000 - \$60,000
- 4 \$61,000 - \$75,000
- 5 over \$75,000

56. How important to your household is the income you receive from Jewish education? (Check one)

- 1 The main source
- 2 An important source of additional income
- 3 Insignificant to our/my total income

57. What is the highest level of education that you have completed? (Check one)

- 1 High school graduate
- 2 Some college
- 3 College graduate
- 4 Some graduate courses
- 5 Graduate or professional degree
- 6 Teacher-training institute



58. What degrees do you hold? Please list:

Degree

Major

59. How many college or graduate credits do you have in each of the following:

number of credits

a. Judaica or Jewish studies

b. Hebrew language

c. Education

d. Jewish communal service

30. Do you hold a professional license or certification in :

| | Yes (1) | No (2) |
|--|--------------------------|--------------------------|
| a. Jewish education | <input type="checkbox"/> | <input type="checkbox"/> |
| b. General education | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Other (please specify) _____ _____ | <input type="checkbox"/> | <input type="checkbox"/> |

31. Which of the following best describes your career plans over the next three years?

(Choose one)

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

Thank you very much for your cooperation!

| | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 0 | 1 | | | | | | | | | | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Julie Tammivaara
58 Penny Lane
Baltimore, MD
21209
410 653 4648

22 April 1993

Dear Chaim,

Looking forward to our meeting on Friday, 24 April 1993, I have enclosed final drafts of the interviews for looking at the professional lives of educators, educational directors, and informal educators. Each group has a long and short version. Our hope is that the short version can be completed in one sitting; the long one will take two or three sessions. I have also enclosed a draft of the minutes I took at the meeting of the Reform rabbis and educators which took place on 20 April 1993. Accompanying the latter is a confidential memo I am sharing only with you and Marshall. I have attempted to provide you with some feedback and have asked a few questions stemming from that meeting.

During our meeting on Friday, I would like to discuss:

1. The mechanics of the interview process, that is, how should I go about securing participants? Would it be helpful if a letter was sent from your office to educational directors explaining the effort and then should I follow up? What would be best? When should I begin the interviewing? Etc.
2. As I noted in our last telephone conversation, I will be meeting with the CIJE staff as a group on Monday night. They have asked that I present an update of the Lead Community Project in Baltimore as will the other field researchers in the other communities. I would like to use this occasion to discuss what Baltimore thinks would be an appropriate articulation of the goals of the CIJE and Baltimore's own educational agenda. That is, what should the partnership look like and how can CIJE contribute to Baltimore achieving its own goals? The appropriate role for the CIJE is to serve as a facilitator and enhancer of community efforts that fall within the domain of their [the CIJE's] conceptualization of a lead community and that are directed toward their goals of enhancement of Jewish education and Jewish continuity. CIJE would become involved in assisting those projects that meet some criteria consonant with their goals. What do you think? What aspects of Baltimore's Jewish educational system would you like highlighted during my "update?"

I look forward to seeing you on Friday.

Sincerely,

Julie Tammivaara



To: Daniel Blain,
Senior Planning Associate

From: Ellen Goldring, *EJ*
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.

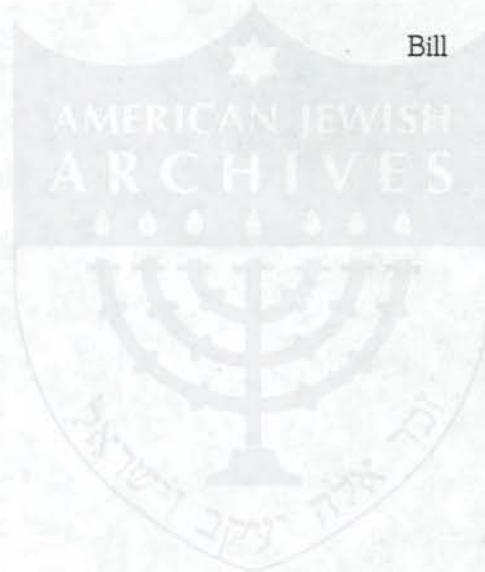
cc: Alan Hoffman
Gail Dorph
Ginny Levi
Adam Gamoran



March 13, 1995

Gail,

Please find enclosed a copy of CIJE's (revised) Educators Survey and Educators Survey Guide. The revisions to the questionnaire are complete. However, the questionnaire (as is) is not ready to be administered to educators. It requires some formatting changes (i.e., boxes around the numbers and in place of spaces where the educators would "check" the correct response).



Adam + Ellen
conversation

March 13, 1995

Gail,

Please find enclosed a copy of CIJE's (revised) Educators Survey and Educators Survey Guide. The revisions to the questionnaire are complete. However, the questionnaire (as is) is not ready to be administered to educators. It requires some formatting changes (i.e., boxes around the numbers and in place of spaces where the educators would "check" the correct response).

Bill



Council for Initiatives in Jewish Education

EDUCATORS SURVEY GUIDE

A. What is the Educators Survey?

The Educators Survey is a questionnaire designed to obtain information about the educators (both teachers and administrative/supervisory personnel) working in the Jewish schools in your community. The Educators Survey contains questions in four general areas: Settings, Work Experience, Training and Staff Development, and Background. The Educators Survey, alone or in conjunction with the Professional Lives of Jewish Educators Interview Protocols, is designed to provide information that will help in building the profession of Jewish education in your community. The Educators Survey will also provide a baseline against which you can measure any changes that occur from your efforts in this area.

B. Who completes the Educators Survey?

The questionnaire is to be completed by both the Judaic studies teachers and the administrative/supervisory personnel in **ALL** of the Jewish schools (i.e., day schools, supplementary schools, and pre-schools) in your community. Teachers and administrative/supervisory personnel working in informal educational settings (e.g., camps, youth groups) are excluded.

- In day schools and pre-schools, faculty who do not teach any Judaic studies or administrative/supervisory personnel who do not have any responsibility for the Judaic studies program are NOT to complete the questionnaire.
- If the school uses an "integrated curriculum", all teachers and administrative/supervisory personnel involved with the "integrated curriculum" are to complete the questionnaire.
- In supplementary schools, all teachers and administrative/supervisory personnel are to complete the questionnaire.
- Every principal or educational director in the Jewish schools is to complete the questionnaire.
- Both Jewish and non-Jewish persons who fit the above criteria are to complete the questionnaire.

C. How to administer the Educators Survey

The Educators Survey was administered initially in the three Lead Communities of the Council for Initiatives in Jewish Education (Atlanta, Baltimore, and Milwaukee) in 1993-94. In total, 983 educators responded out of a total population of 1192 in these three communities. Obtaining such a high response rate (over 82%) was essential to having the research findings be

considered an accurate representation of the total population of educators. The Educators Survey is intended to be administered to all educators, not a sample. Therefore, it is vital that when administering the Educators Survey in your community you obtain a similarly high response rate.

In order to achieve a high response rate, the following procedures should be followed:

1. This survey process should be coordinated in advance with the principal of each school.
2. The questionnaire is to be administered at faculty meetings in each school. The educators are not permitted to take the questionnaire home. They must complete it and return it during the faculty meeting. (One hour should be allocated for completion of the questionnaire at each school.)
3. Principals or other administrative personnel are not to administer the questionnaire. It should be handed out and collected by persons designated for this purpose (e.g., central agency personnel, graduate students, study coordinator).
4. Educators who were absent from the faculty meeting should receive the questionnaire at home by mail, accompanied by a stamped, self-addressed return envelope. The envelope should be addressed to the study coordinator, not to the school or principal.
5. In order to be able to calculate your response rate and control the distribution of the questionnaire, every questionnaire is to be coded BEFORE administering them at the schools.
 - a. First, the study coordinator (or someone s/he assigns) should code the boxes on the bottom of the last page of the survey with a two digit school ID number (between 01 and 99) that specifically identifies each school.
 - b. Then, at each school, the person(s) in charge of administering the questionnaire should code the same set of boxes with a two digit person ID number (between 01 and 99). Unlike the school ID number, individual educators are NOT to be identified by this number.

D. How do educators who work in more than one school respond to the questionnaire?

Educators who work in more than one school are to complete ONLY ONE questionnaire. The person(s) in charge of administering the Educators Survey at each school are to instruct those educators who already have completed a questionnaire to NOT complete another one.

It does not matter at which school an educator completes the questionnaire. In the Educators Survey, there are questions which will ask them information about the other school in which they work. (Since very few educators work in more than two schools, these questions only ask them about the two schools in which they work the most hours.)

Council For Initiatives In Jewish Education

EDUCATORS SURVEY

Dear Educator,

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

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

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

Thank you very much for your participation and cooperation.

Council for Initiatives in Jewish Education

EDUCATORS SURVEY

I. SETTINGS

This first set of questions asks you about the schools in which you work.

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

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

Yes 1

No 2

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

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

First school _____

Second school _____

Third school _____

Fourth school _____

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

First school _____

Second school _____

Third school _____

Fourth school _____

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

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

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

7. What is the affiliation of each school?

(Check one response for each school)

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

8. How many students are in each school?

First school _____ Second school _____

9. In what settings do you work?

(Check only one for each school)

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

10. What position(s) do you hold in each school?

| (Check all that apply) | First school | Second school |
|---|--------------|---------------|
| a. Teacher | _____ | _____ |
| b. Teacher Aide | _____ | _____ |
| c. Educational director or principal | _____ | _____ |
| d. Assistant educational director or principal | _____ | _____ |
| e. Department head (e.g., Hebrew department chair, director of primary program) | _____ | _____ |
| f. Tutor | _____ | _____ |
| g. Other (specify) _____ | _____ | _____ |

11. What subjects do you primarily teach this year?

| (Check all that apply) | First school | Second school |
|--|--------------|---------------|
| a. Hebrew language | _____ | _____ |
| b. Judaica (e.g., Bible, history, holidays) in Hebrew | _____ | _____ |
| c. Judaica (e.g., Bible, history, holidays) in English | _____ | _____ |
| d. Bar/Bat Mitzvah preparation | _____ | _____ |
| e. Secular subjects (e.g., math, reading, science) | _____ | _____ |
| f. Integrated kindergarten/pre-school curriculum | _____ | _____ |
| g. Other (specify) _____ | _____ | _____ |
| h. I am not teaching this year | _____ | _____ |

12. In what grade levels are your primary responsibilities?

First School

Second school

13. What is your annual salary from each school?

(Check one range for each school)

First school

Second school

| | | |
|---------------------|----|----|
| Less than \$1,000 | 1 | 1 |
| \$1,000 - \$4,999 | 2 | 2 |
| \$5,000 - \$9,999 | 3 | 3 |
| \$10,000 - \$14,999 | 4 | 4 |
| \$15,000 - \$19,999 | 5 | 5 |
| \$20,000 - \$29,999 | 6 | 6 |
| \$30,000 - \$39,999 | 7 | 7 |
| \$40,000 - \$49,999 | 8 | 8 |
| \$50,000 - \$59,999 | 9 | 9 |
| \$60,000 - \$69,999 | 10 | 10 |
| \$70,000 - \$79,999 | 11 | 11 |
| \$80,000 or more | 12 | 12 |



14. Which of the following benefits are available to you in the first school?

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

15. Which of the following benefits are available to you in the second school?

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

16. How did you find your present position(s)? (Check only one for each school)

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

17. Which of the following factors affected your decision to work in the school(s) in which you presently do?

(Check Yes or No for each item)

| | First school | | Second school | |
|--|--------------|----|---------------|----|
| | Yes | No | Yes | No |
| a. Hours and days available for work | 1 | 2 | 1 | 2 |
| b. Salary | 1 | 2 | 1 | 2 |
| c. Benefits | 1 | 2 | 1 | 2 |
| d. Career advancement | 1 | 2 | 1 | 2 |
| e. Location | 1 | 2 | 1 | 2 |
| f. Friends who work there | 1 | 2 | 1 | 2 |
| g. Principal, Rabbi, or professional staff | 1 | 2 | 1 | 2 |
| h. Reputation of the school and students | 1 | 2 | 1 | 2 |
| i. Religious orientation | 1 | 2 | 1 | 2 |
| j. My own synagogue | 1 | 2 | 1 | 2 |
| k. Other (specify) _____ | 1 | 2 | 1 | 2 |

18. Did you move to this community to take your current position(s)?

Yes 1

No 2

19. To what extent do you receive help and support for your work as a Jewish educator from the following?

| (Check one response for each item) | Frequently | Occasionally | Seldom | Never |
|--|------------|--------------|--------|-------|
| a. Principal/supervisor | 1 | 2 | 3 | 4 |
| b. Colleagues in your school(s) | 1 | 2 | 3 | 4 |
| c. Colleagues outside your school(s) | 1 | 2 | 3 | 4 |
| d. Parents and/or lay leaders | 1 | 2 | 3 | 4 |
| e. Rabbi | 1 | 2 | 3 | 4 |
| f. Faculty members at a local university | 1 | 2 | 3 | 4 |
| g. Central agency staff | 1 | 2 | 3 | 4 |
| h. Teacher resource center | 1 | 2 | 3 | 4 |
| i. National movement | 1 | 2 | 3 | 4 |
| j. Professional organizations | 1 | 2 | 3 | 4 |
| k. Other (specify) _____ | 1 | 2 | 3 | 4 |

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

| (Check one response for each item) | Very satisfied | Somewhat satisfied | Somewhat dissatisfied | Very dissatisfied |
|---|----------------|--------------------|-----------------------|-------------------|
| a. Salary | 1 | 2 | 3 | 4 |
| b. Benefits | 1 | 2 | 3 | 4 |
| c. Job security/tenure | 1 | 2 | 3 | 4 |
| d. Opportunities for career advancement | 1 | 2 | 3 | 4 |

21. Are you a full-time Jewish educator?

Yes 1 No 2

22. Would you consider working more hours in Jewish education if the opportunity were available to you?

Yes 1 No 2 (If No, skip to Question #25)

23. If you would consider working more hours, would you prefer to work:

in one school 1 in several schools 2

24. If you would consider working more hours, which of the following would encourage you to do so? Rank only the three most important by writing 1, 2 or 3 next to your choice where 1 is the most important.

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

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

- _____ a. tutor students privately in Judaica, Hebrew, or for Bar/Bat Mitzvah
- _____ b. work with a Jewish youth group
- _____ c. work in a Jewish camp
- _____ d. do other work in an informal Jewish educational setting (please specify) _____
- _____ e. I do not work in an informal Jewish educational setting

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

II. WORK EXPERIENCE

The following set of questions asks about your current and prior work experience in education.

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

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

27. Have you ever worked in general education?

Yes 1 No 2

If Yes, how many years? _____

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

Yes 1 No 2

III. TRAINING AND STAFF DEVELOPMENT

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

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

Yes 1 No 2

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

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

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

(Check Yes or No for each item)

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

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

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

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

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

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

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

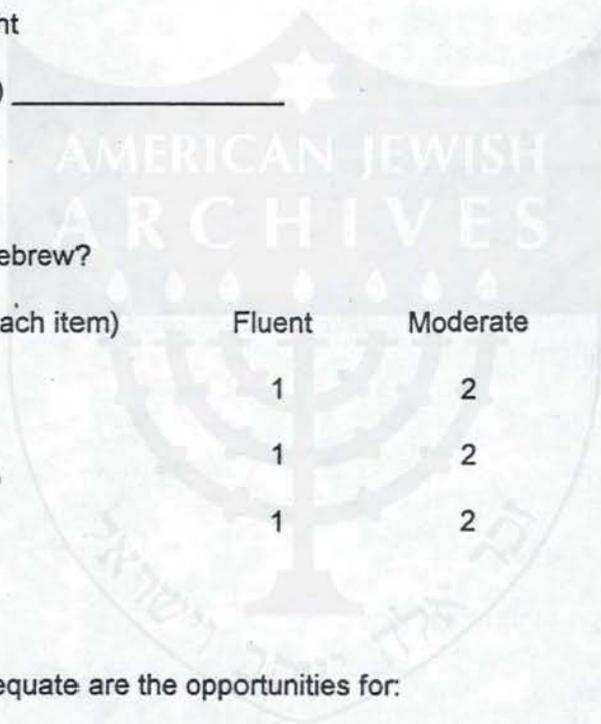
35. In which of the following areas would you like to develop your skills further?

Check only the three most important.

- ___ a. Classroom management
- ___ b. Child development
- ___ c. Lesson planning
- ___ d. Curriculum or program development
- ___ e. Creating materials
- ___ f. Parental involvement
- ___ g. Motivating children to learn
- ___ h. Educational leadership
- ___ i. School administration
- ___ j. Staff development
- ___ k. Other (specify) _____

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

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



37. How proficient are you in Hebrew?

(Check one response for each item)

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

38. In your community, how adequate are the opportunities for:

(Check one response for each item)

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

IV. BACKGROUND

Next we are going to ask you about yourself.

39. Are you Jewish?

Yes 1

No 2

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

1 Reform

2 Conservative

3 Traditional

4 Orthodox

5 Reconstructionist

6 Unaffiliated

7 Other (specify) _____

41. Are you currently a member of a synagogue?

Yes 1

No 2

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

Yes 1

No 2

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

- ___ a. Light candles on Friday evening
- ___ b. Attend a Passover Seder
- ___ c. Keep Kosher at home
- ___ d. Light Hanukkah candles
- ___ e. Fast on Yom Kippur
- ___ f. Observe Shabbat
- ___ g. Build a Sukkah
- ___ h. Fast on the Fast of Esther
- ___ i. Celebrate Israel Independence Day

43. During the past year, did you:

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

44. Have you ever been to Israel?

Yes 1 No 2

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

Yes 1 No 2

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

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

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

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

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

Yes 1 No 2

If Yes, how many summers? _____

48. Did you belong to a Jewish youth group?

Yes 1 No 2

If Yes, how many years? _____

49. After age 18, did you attend a yeshiva (or women's equivalent)?

Yes 1 No 2

If Yes, how many years? _____

50. Have you earned any type of degree since high school?

Yes 1 No 2

If Yes, please specify all the degrees that you have earned since high school and the appropriate major(s) and minor(s) for each degree. (List all that apply)

| | Type of Degree | Major(s) | Minor(s) |
|---|----------------|----------|----------|
| Two-year degrees (e.g., AA, ACD, etc.) | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| Degrees from teachers seminary (non-university) | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| Bachelors degrees (e.g., BA, BS, BHL, etc.) | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| Masters degrees (e.g., MA, MS, MEd, MHL, MSW, etc.) | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| Doctorates (e.g., PhD, EdD, DHL, etc.) | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| Rabbinic ordination/smicha | _____ | _____ | _____ |
| Other degree | _____ | _____ | _____ |

51. Are you currently enrolled in a degree program?

Yes 1

No 2

If Yes, for what degree? _____

in what major(s)? _____

52. Do you hold a professional license or certification in:

(Check Yes or No for each item)

Yes

No

a. Jewish education

1

2

If Yes, from where? _____

b. General education

1

2

If Yes, from where? _____

c. Administration/supervision

1

2

If Yes, from where? _____

d. Other (specify) _____

1

2

If Yes, from where? _____

53. What is your age? _____

54. What is your sex?

Male 1

Female 2

55. Where were you born?

1 USA

2 Other, (specify country) _____

56. What is your marital status?

1 Single, never married

2 Married

3 Separated

4 Divorced

5 Widowed

57. If you are married, is your spouse Jewish?

Yes 1

No 2

58. What is your approximate total family income?

1 \$30,000 or below

2 \$31,000 - \$45,000

3 \$46,000 - \$60,000

4 \$61,000 - \$75,000

5 \$76,000 - \$90,000

6 Above \$90,000

59. How important to your household income is the income you receive from your work in Jewish schools?
(Check one)

1 The main source

2 An important source of additional income

3 Insignificant to our/my total income

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

___ a. an educator in a non-Jewish setting

___ b. engaged in other employment outside the home
(specify) _____

___ c. not employed elsewhere

___ d. a student

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

