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

Subseries 3: Lead Communities, 1988–1997.

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MEF. Field researchers, 1991-1993.

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University of Wisconsin—Madison

MADISON, WISCONSIN 53706

DEPARTMENT OF SOCIOLOGY
SOCIAL SCIENCE BUILDING
1180 OBSERVATORY DRIVE

TO CALL WRITER DIRECT

PHONE (608) 263-4253

December 14, 1991

Prof. Barry Holtz
Jewish Theological Seminary
Melton Research Center
3080 Broadway
New York, New York 10027

Dear Barry,

Hope all is well with you. Enclosed is my first attempt to write a job announcement and job description for the position of Chief Field Researcher for the CIJE. I'd appreciate any comments you may have. My plan is to send the announcements to people in academia in varied fields--education, Jewish education, sociology, anthropology--asking them to suggest names of candidates. I also thought of advertising in the Chronicle of Higher Education. Can you suggest other ways of disseminating the job announcement?

I'm also working on a background paper for internal circulation which will summarize another educational reform effort and describe its implications for the CIJE. The reform is the New Futures Initiative, funded by the Casey Foundation at \$10 million for each of five cities over a period of five years. The program has bogged down after three^{years} with little evidence of real progress. One of the key reasons concerns the lack of consensus about content; they really didn't know what to do once they started. I am hoping the "Best Practices" project will help us avoid this pitfall. I'll send you a copy of my summary when it's completed.

Best,

Adler

DRAFT -- DECEMBER 1991

**POSITION ANNOUNCEMENT
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

CHIEF FIELD RESEARCHER

The Council for Initiatives in Jewish Education (CIJE) is seeking a Chief Field Researcher to carry out and coordinate fieldwork as part of a large-scale effort to improve Jewish education in North America.

Responsibilities: The Chief Field Researcher (CFR) will work with the Director of the Evaluation Project to design and implement a system of monitoring, evaluation, and feedback for "lead communities," demonstration sites for the improvement of Jewish education. The CFR will implement the system in one community, and will train, coordinate, and supervise a team of field researchers situated in three or four additional lead communities.

Requirements: Strong academic background in education or related discipline (e.g., sociology, anthropology, psychology); extensive fieldwork experience; outstanding written and oral communication skills; leadership ability and experience; ability to work as part of a team. Knowledge of Jewish education preferred but not required.

Salary and benefits competitive and commensurate with experience and ability.

Starting date: June 1, 1992.

To apply: Send letter of application, resume (including names of references), and writing sample to:

Professor Adam Gamoran
CIJE Evaluation Project
Department of Sociology
1180 Observatory Dr.
Madison, WI 53706

Further details on the project and the position are available.

DRAFT -- DECEMBER 1991

POSITION DESCRIPTION FOR CHIEF FIELD RESEARCHER

The Council for Initiatives in Jewish Education (CIJE) is seeking a Chief Field Researcher to carry out and coordinate fieldwork for a major new study of efforts to improve Jewish education in North America.

Background

In response to A Time to Act, the report of the Commission on Jewish Education in North America, the CIJE is establishing approximately four "lead communities," centers of innovation in Jewish education, which will incorporate our best knowledge and efforts towards success in educating Jews in varied settings. At the same time, the CIJE will engage a team of field researchers, probably one for each site, to provide monitoring, feedback, and evaluation, both as an aid to ongoing efforts in the lead communities and to inform subsequent educational policy decisions throughout North American Jewry.

Responsibilities

The Chief Field Researcher (CFR) will lead the team of field researchers. S/he will report to the CIJE's director of monitoring, evaluation, and feedback, and will be guided by a national advisory board. The CFR's staff will consist of about four other (probably half-time) field researchers and a part-time administrative assistant. The CFR is a full-time position.

Preparation and training. Initially, the CFR will work with the CIJE's director of evaluation and director of planning to design a detailed system of monitoring, evaluation, and feedback in lead communities. The system will address issues of what data will be collected, who will be interviewed, the scheduling and format of interviews, reporting requirements for the project, and so on. Subsequently, the CFR will train the other field researchers to implement the system.

Field research in lead communities. The CFR will carry out fieldwork him/herself in one of the lead communities. In addition, s/he will coordinate fieldwork among all the lead communities. This will presumably involve frequent communication among the fieldworkers, as well as quarterly meetings to sort out common concerns and issues, and to draw implications that arise from the synthesis of evidence from the four or five communities.

Reporting requirements. Each field researcher will be responsible for reports at no less than quarterly intervals. Many of the quarterly reports will likely be informal briefs intended to provide constructive feedback to members of the lead communities who are administering Jewish educational programs. At least once a year, however, the report will be a formal document presented to the CIJE as part of an overall monitoring and evaluation process. The CFR will assist the other field researchers in preparing their

reports, as needed. The director of evaluation will also work with the field researchers in preparing reports.

Replication of community self-study. Each lead community will be conducting a self-study as part of the application process. In the second year (and in subsequent years) of the project, the field researchers will provide assistance as needed to see that the self-study is replicated.

Supervision of reflective practitioners. In each lead community, two or more reflective practitioners--local teachers or administrators--will be commissioned to reflect on and write about their own educational efforts. The field researchers, under the guidance of the chief field researcher, will supervise and advise these reflective practitioners.

Performance appraisals. The CFR will carry out annual reviews of the performance of the other field researchers.



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* TRANSACTION REPORT *
* FEB-11-92 TUE 17:44 *
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* FEB-11 17:40 16082636448 3'51" 4 OK *

UKELES ASSOCIATES INC.
611 Broadway, Suite 505
New York, NY 10012

Tel: (212) 260-8758
Fax: (212) 260-8760

FACSIMILE COVER SHEET

Date: Feb. 11, 1992

Pages (including cover) 4

To: Adam Gammoran

Fax #: 608-263-6448

From: Tim Mezer

If there is a problem with this transmission
please call: GAIL at (212) 260-8758.

Message: Adam,

Attached are Jack's and my suggestions on
Field Researcher Positions.

Call if you have any questions.

DRAFT -- FEBRUARY 1992

POSITION DESCRIPTION FOR FIELD RESEARCHER

The Council for Initiatives in Jewish Education (CIJE) intends to hire a team of two or three full-time Field Researchers to aid in the evaluation of a major new effort to improve Jewish education in North America.

Background

In late 1990, the Commission on Jewish Education in North America issued A Time to Act, a call for radical, systemic reform of Jewish education. A key element of the plan is to establish approximately ~~four~~ ^{three} "lead communities," centers of innovation in Jewish education, which will incorporate our best knowledge and efforts towards success in educating Jews in varied settings. At the same time, the CIJE will engage a team of field researchers to provide monitoring, feedback, and evaluation, both as an aid to ongoing efforts in the lead communities and to inform subsequent educational policy decisions.

Responsibilities

The Field Research team will be guided by the CIJE's director of monitoring, evaluation, and feedback, and by a national advisory board.

Preparation and training. Initially, the field researchers will work with the CIJE's director of evaluation and director of planning to design a detailed system of monitoring, evaluation, and feedback in lead communities. The system will address issues of what data will be collected, who will be interviewed, the scheduling and format of interviews, reporting requirements for the project, and so on. This system may be modified as needed during the course of the evaluation process.

Field research in lead communities. The field researchers will reside in or travel to the lead communities to carry out the evaluation plan. This will involve extensive observations, interviews, and other data-gathering activities. The field researchers will meet regularly to coordinate their fieldwork efforts.

Reporting requirements. The evaluation plan will require regular written reports to the CIJE and to the lead communities themselves.

Replication of Community self-study. Each lead community will be conducting a self-study as part of the application process. In the second year (and in subsequent years) of the project, the field researchers will provide assistance as needed to see that the self-study is replicated.

Supervision of reflective practitioners. In each lead community, two or more reflective practitioners--local teachers or administrators--will be commissioned to reflect on and write about their own educational efforts. The field researchers will supervise and advise these reflective practitioners.

- The nature of the analysis is key to this effort. Should get more emphasis. Perhaps under "reporting requirements"
- Other key is feedback. Sensitivity of that role should be mentioned.

not clear
this is
not
replications.

what activities ~~should~~ will be observed,

and
site
visits,
methods
of
analysis,

and feedback

Performance appraisals. Field researchers will be subject to annual performance reviews as determined by the director of evaluation.

Duration of positions. Currently there is no fixed duration for the lead communities project, but it is envisioned as a long-term endeavor. The CIJE is hoping to hire field researchers who would be interested in multi-year employment (contingent on the satisfaction of both parties).



DRAFT -- FEBRUARY 1992

POSITION ANNOUNCEMENT
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

FIELD RESEARCHER

The Council for Initiatives in Jewish Education (CIJE) is recruiting a team of approximately three full-time Field Researchers to aid in the evaluation of a large-scale effort to improve Jewish education in North America.

Responsibilities: Field Researchers will work with the Director of Evaluation to design and implement a system of monitoring, evaluation, and feedback for "lead communities," demonstration sites for new, comprehensive programs to improve Jewish education. Field researchers will reside in or travel to approximately ^{three} ~~four~~ lead communities for extensive observation, interviews, and other data-gathering activities. They will meet frequently to ensure that fieldwork efforts are well-coordinated, and will prepare regular written reports.

Requirements: Strong academic background in education or related discipline (e.g., sociology, anthropology, psychology); extensive fieldwork experience; outstanding written and oral communication skills; ability to work as part of a team. Knowledge of Jewish education preferred but not required.

Salary and benefits: Competitive and commensurate with experience and ability.

Starting date: June 1, 1992.

Seems early. September or October seems more realistic.

For further details, or to receive application materials, write to:

Professor Adam Gamoran
CIJE Evaluation Project
Department of Sociology
1180 Observatory Dr.
Madison, WI 53706

Do you want to be explicit about full-time/part time?

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University of Wisconsin—Madison

MADISON, WISCONSIN 53706

DEPARTMENT OF SOCIOLOGY
SOCIAL SCIENCE BUILDING
1180 OBSERVATORY DRIVE

TO CALL WRITER DIRECT
PHONE (608) 263-4253

March 11, 1992

Mr. Steven Hoffman
Jewish Community Federation of Cleveland
1750 Euclid Ave.
Cleveland, OH 44115

Dear Steve,

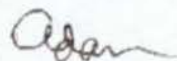
Attached for your approval is the announcement of the field researcher position. The announcement has been revised in response to comments from CUE participants, notably Shulamith, Annette, and Jack and Jim. I plan to place the announcement in the Chronicle of Higher Education, Education Week, the New York Times Careers in Education, Educational Researcher, and the job bulletin of the American Sociological Association. In addition, I will send it to a list of about 50 "experts" around the country who may be able to nominate qualified candidates. The "experts" will include the CUE senior policy advisors.

Under separate cover, I am sending a two-page position description for the field researcher job. In addition, I am sending a revised proposal and budget for the evaluation project. I prepared this at Annette and Seymour's request, changing the proposal and budget to reflect the expectation of three lead communities and two full-time field researchers. Because the field researchers are no longer assumed to be residents of the lead communities (though that may occur), we can begin a national search now instead of waiting until the communities have been selected.

In a recent letter to Ginny Levi (with my February expenses), I requested permission to hire a secretary to help me prepare and send out the job announcement and accompanying letters. I estimated the cost of the secretary to be \$120.

I would appreciate receiving, at your earliest convenience, approval of the job announcement, as well as authorization for expenditures for advertisements and for secretarial assistance. I can be reached at (608) 263-4253 (office), (608) 263-6448 (fax), or (608) 233-3757 (home).

Sincerely,



Adam Gamoran
Associate Professor

POSITION ANNOUNCEMENT
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

FIELD RESEARCHER

The Council for Initiatives in Jewish Education (CIE) is recruiting a team of two or three full-time Field Researchers to aid in the evaluation of a large-scale effort to improve Jewish education in North America.

Responsibilities: Field Researchers will work with the Director of Evaluation to design and implement a system of monitoring, evaluation, and feedback for "lead communities," demonstration sites for new, comprehensive programs to improve Jewish education. Field researchers will reside in or travel to approximately three lead communities for extensive observation, interviews, and other data-gathering activities. They will meet frequently to ensure that fieldwork efforts are well-coordinated, and will prepare regular written reports.

Requirements: Strong academic background in education or related discipline (e.g., sociology, anthropology, psychology); extensive fieldwork experience; outstanding written and oral communication skills; ability to work as part of a team. Knowledge of Jewish education preferred but not required.

Salary and benefits: Competitive and commensurate with experience and ability.

Deadline for applications: May 11, 1992

To apply, send letter of application, resume (including names of references), and a writing sample to:

Professor Adam Gamoran
CIE Evaluation Project
Department of Sociology
1180 Observatory Dr.
Madison, WI 53706

University of Wisconsin—Madison

MADISON, WISCONSIN 53706

DEPARTMENT OF SOCIOLOGY
SOCIAL SCIENCE BUILDING
1180 OBSERVATORY DRIVE

TO CALL WRITER DIRECT
PHONE (608) _____

April 6, 1992

Professor Barry Holtz
Jewish Theological Seminary
Melton Research Center
3080 Broadway
New York, NY 10027

Dear Barry,

I'm writing to enlist your help in recruiting field staff for an exciting new research and evaluation project. The Council for Initiatives in Jewish Education (CIJE) is establishing three demonstration sites for systemic improvement in Jewish education, and I have been asked to guide the evaluation of these "lead communities." To carry out this task, I intend to hire two or three full-time field researchers with experience in qualitative fieldwork, excellent communication skills, and research interests in education and/or community studies.

The CIJE's plan is attentive to recent advances in our understanding of how educational reforms succeed and fail. It aims at community-wide improvement rather than targeting single, isolated programs or schools. Research and evaluation on this effort is likely to generate important knowledge about the process of educational reform and the community context of education. The persons I seek will have the training, skills, and desire to participate in this endeavor.

I would be grateful if you would let me know of any likely candidates for the field researcher positions. I am enclosing a copy of the job announcement and position description, which I encourage you to post and/or distribute. Thanks very much for your help.

Sincerely,



Adam Gamoran
Associate Professor

University of Wisconsin—Madison

MADISON, WISCONSIN 53706

DEPARTMENT OF SOCIOLOGY
SOCIAL SCIENCE BUILDING
1180 OBSERVATORY DRIVE

TO CALL WRITER DIRECT

PHONE (608) _____

*File
CIJE
Research*

April 6, 1992

Dr. Jacob Ukeles
Ukeles Associates
611 Broadway, Suite 505
New York, NY 10012

Dear Jack,

I'm writing to enlist your help in recruiting field staff for an exciting new research and evaluation project. The Council for Initiatives in Jewish Education (CIJE) is establishing three demonstration sites for systemic improvement in Jewish education, and I have been asked to guide the evaluation of these "lead communities." To carry out this task, I intend to hire two or three full-time field researchers with experience in qualitative fieldwork, excellent communication skills, and research interests in education and/or community studies.

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I would be grateful if you would let me know of any likely candidates for the field researcher positions. I am enclosing a copy of the job announcement and position description, which I encourage you to post and/or distribute. Thanks very much for your help.

Sincerely,

Adam

Adam Gamoran
Associate Professor

RECEIVED APR 13 1992

COPY

University of Wisconsin—Madison

MADISON, WISCONSIN 53706

DEPARTMENT OF SOCIOLOGY
SOCIAL SCIENCE BUILDING
1180 OBSERVATORY DRIVE

TO CALL WRITER DIRECT
PHONE (608) _____

June 21, 1992

MEMORANDUM

To: Seymour Fox and Annette Hochstein
From: Adam Gamoran
Re: Monitoring, evaluation, and feedback project

In this memo I present proposals for several areas of the evaluation project for lead communities. I address (a) the hiring of field researchers; (b) the leadership of the project for 1992-93; (c) other specific funding that needs to be approved; (d) the general need for an approved budget.

Hiring Field Researchers

As you recall, I recruited field researchers by advertising nationally and by soliciting nominations from over 50 "experts." I received 71 applications, from which I identified 14 candidates who warranted serious consideration. I circulated the files of these candidates to a selection advisory committee, which consisted of Gary Wehlage (UW-Madison), Ellen Goldring (Vanderbilt), and Shulamith Elster (CIJE). Together, we identified the top 6 candidates, and brought them in for interviews on June 15.

Prior to the interviews, the selection committee met to discuss the field research process and its implications for the qualities we were seeking in the candidates. In one sense, none of the candidates exemplified the ideal field researcher. No highly-qualified available person had extensive experience as a qualitative researcher in Jewish education. Indeed, there were very few unavailable persons with such experience! Given what we know about the weak infrastructure for research on Jewish education, this is not surprising.

From another standpoint, the caliber of candidates exceeded my hopes. We had several applications from persons with truly outstanding field research skills and experience, although not in the area of Jewish education. To put this in perspective, I offer the following comparison: Of the six candidates we interviewed, three were chosen purely on the basis of field research skills. In my judgment, each of them routinely produces better work than any empirical paper I have heard at the "Research Network Conference in Jewish Education" in the past five years. (Please do not broadcast this opinion!)

What are the implications of this situation? First, it means we must think about the field researchers as a team, not as individuals. By pooling their talents, the field researchers will complement one another, so that one with more knowledge of Jewish education can be balanced by another who is more accomplished as a field researcher. Second, it means that each field researcher

must visit all the lead communities. This teamwork approach will result in higher quality research even setting aside the issue of balancing skills. It will allow cross-fertilization of ideas and stimulate comparisons across communities. Third, the level of experience in the candidates we are recommending is higher than I had initially anticipated, which means that the salaries will need to be set at slightly higher levels than previously planned.

Finally, our deliberations were guided by two bottom-line considerations: (1) We would take only top-quality personnel. It made no sense to hire a mediocre researcher who was knowledgeable about Jewish education. However, a first-rate researcher could be trained in the subject matter of Jewish education. This is common in anthropological research. (2) At the same time, it is essential that the field research team include at least one member who is well-versed in Jewish education, to ensure that the team is aware of the "lay of the land."

Recommendations

I am proposing a three-person team to conduct the field research in three lead communities. A three-person team is necessary for two reasons: (1) Three full-time researchers are needed to carry out the work. As noted above, each will have to visit all three communities. Each researcher will take primary responsibility for one community, managing logistical arrangements for others' visits, and taking the lead in writing reports on that community. (2) The necessary balance of skills can be obtained by hiring three researchers. As I will explain, one emphasizes macrosocial research (e.g., communities, schools, culture), one takes a more micro-level approach (e.g., classrooms, one-on-one situations), and the third is an expert on Jewish education who has limited research experience but excellent general skills and outstanding potential.

Later, I will propose a mechanism for funding three full-time positions even though the budget currently calls for only two positions. First, let me describe the candidates. I enclose copies of their files for your inspection.

Julie Tammivaara received her Ph.D. in sociology at Stanford in 1975. Family reasons led her to give up a position at Georgia State in the mid-1980s, and since then she has taught at Gonzaga University in Spokane, Washington. Her current position does not allow sufficient time for research, and that has led her to apply for the job with us. Tammivaara is an experienced field researcher, with several past studies that are directly applicable to the lead communities endeavor. For example, she examined a community education project, studied programs in integrated schools, and conducted evaluation research in a Catholic religious order. She regularly teaches courses on field evaluation and has supervised numerous doctoral students doing qualitative work. She has also published papers on qualitative methods. Her personnel file includes recommendations from Elizabeth Cohen, a leading educational sociologist, and Fred Erickson, one of America's foremost educational ethnographers. Tammivaara is not Jewish, but she is accustomed to conducting research in unfamiliar surroundings (she is not Catholic, either, but she conducted research in a convent), and we believe she would bring a fresh perspective to the research. Other key strengths include the ability to provide guidance on methods to the less-experienced members of the team, and experience addressing issues of school and community, including cultural and political concerns.

Claire Rottenberg received her doctorate in education at Arizona State University in 1991. She specializes in the emergence of literacy, and in the CIJE project would turn her attention to the development of Jewish literacy. Like Tammivaara, she is seeking a position that would allow her to carry out research. Despite a heavy teaching load, she has been extremely productive, with two

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128
Phone: (212) 532-1961

New York, NY 10003
FAX: (212) 213-4078

MEMORANDUM

TO: Lauren Azoulai

DATE: September 10, 1992

FROM: Shulamith R. Elster

SUBJECT: Field Researchers/CIJE



AMERICAN JEWISH ARCHIVES

As we plan together for the introduction of the CIJE field researchers to our Lead Communities, I thought it would be helpful for you to have the resumes of all of the researchers who will be working on the project. While one researcher will be responsible primarily for your community, it will - as you will learn later this month -- be a team effort on the part of these three outstanding educators.

The project was designed by Professor Adam Gamoran of the University of Wisconsin - Madison. Professor Gamoran is spending this academic year in Scotland as a Fulbright Scholar and during this period the project will be directed by Professor Ellen Goldring of Vanderbilt University.

I look forward to our meeting and to the "launch" of this aspect of our work together.

Enclosure

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128
Phone: (212) 532-1961

New York, NY 10003
FAX: (212) 213-4078

MEMORANDUM

To: Annette Hochstein
Seymour Fox
Adam Gamoren
Ellen Goldring

Date: September 23, 1992

From: Shulamith Elster

Re: The Introduction of the Field
Researchers to the Lead Communities

cc: Arthur Rotman
Jack Ukeles
Sol Greenfield

On September 17 and 18 I went to Atlanta and Baltimore to introduce Claire Rottenberg and Julie Tammivaara to the community for which each will have primary responsibility. There were three separate meetings which are described below.

ATLANTA

Meeting #1: This meeting was held in David Sarnat's office and included Steve Gelfand (planning director), Lauren Azoulai (planner with direct responsibility for Jewish education), Claire, and myself. Dave asked to meet with us prior to the larger meeting of staff and lay leadership which he would not be able to attend. I. Dave asked about the project as a whole, how the communities were going to work and plan together, and for a timetable with details on the scope and the management of the project.

I explained that our work with the communities was best described by the term "collaborative effort" and that we viewed each of the Lead Communities as participants in planning as the CIJE continues to shape and mold this project. I then asked Claire to briefly describe her role. Claire was well-prepared, articulate and clear in her description and responses to questions.

We concluded by setting a date -- October 1 -- when Jack Ukeles and I will go to Atlanta to discuss the "letter of understanding" with Dave and his Senior Staff, that is, with Steve and Lauren.

Meeting #2: We next met with Steve Gelfand, Lauren Azoulai, Gerald Cohen (CIJE Board member), Dr. William Shatten, who chairs the local Commission, Peter Aaronson, chairman of the Economics Department at Emory University and active

in Jewish educational affairs, Toby Goldman, and Michael Hillman, who chairs the successor to the central agency.

This meeting followed the format developed by the field researchers. I began by describing the CIJE, our current efforts, particularly the Lead Communities Project, and brought them up-to-date on our plans and developments. I congratulated Atlanta on having been selected and, hopefully, generated some enthusiasm! I then introduced Claire who spoke about the project in general, about each of the field researchers, how the group is going to function as a team, the scope of their work, some of the methods they would be using, and the techniques that were part of the design. There were some questions about the project. I think it is fair to say that Claire and the project were very warmly received. The group expressed interest in being helpful and in working together.

BALTIMORE

Meeting #3: It was the decision of THE ASSOCIATED staff that Julie's introduction be handled differently from what we had suggested. It was Marshall Levin's preference that this meeting be limited to the coordinating group, that is, the three individuals who will make up the professional staff for the project. Julie and I met with Marshall, Nancy Kutler, and Dr. Chaim Botwinick at THE ASSOCIATED for about three hours. We introduced ourselves and the project following a format similar to the one we used in Atlanta. There was a lively exchange of ideas and information. I think Julie will report a very congenial, informative, and stimulating set of challenges for Baltimore. Clearly Julie's years of experience as a field researcher, educator, and teacher will be a great asset to the project. This was evident in her presentation and in the manner in which she engaged the group. Before the close of the meeting, we made a date for Jack and me to come to Baltimore on October 2 to discuss the intended "letter of understanding". We will meet with the staff, Darrell Friedman and Phil Bernstein.

I am pleased to report that we have gotten off to a good start in both of these communities and that we have learned from this as well. Each community has its own culture, its own way of working, and its unique concerns which must be incorporated in our planning. Jack and I will be in Milwaukee on September 24. We have two purposes for the day: (1) to introduce the letter of understanding to staff and lay leadership and (2) to introduce Roberta Goodman. I will report to you following that visit.

I hope that this has been informative and I welcome your comments and specific questions.

POSITION DESCRIPTION FOR FIELD RESEARCHER

The Council for Initiatives in Jewish Education (CIJE) intends to hire a team of two or three full-time Field Researchers to aid in the evaluation of a major new effort to improve Jewish education in North America.

Background

In late 1990, the Commission on Jewish Education in North America issued A Time to Act, a call for radical, systemic reform of Jewish education. A key element of the plan is to establish approximately three "lead communities," centers of innovation in Jewish education, which will incorporate the best of current knowledge and efforts for educating Jews in varied settings. At the same time, the CIJE will engage a team of field researchers to provide monitoring, feedback, and evaluation, both as an aid to ongoing efforts in the lead communities and to inform subsequent educational policy decisions.

Responsibilities

The Field Research team will be guided by the CIJE's director of monitoring, evaluation, and feedback, and by a national advisory board.

Preparation and training. Initially, the field researchers will work with the CIJE's director of evaluation and director of planning to design a detailed system of monitoring, evaluation, and feedback in lead communities. The system will address issues of what data will be collected, who will be interviewed, what activities will be observed, the scheduling and format of interviews and site visits, methods of analysis, reporting and feedback requirements for the project, and so on. This system may be modified as needed during the course of the evaluation process.

Field research in lead communities. The field researchers will reside in or travel to the lead communities to carry out the evaluation plan. This will involve extensive observations, interviews, and other data-gathering activities. The field researchers will meet regularly to coordinate their fieldwork efforts.

Reporting requirements. The evaluation plan will require regular written reports to the CIJE and to the lead communities themselves. This is a study of systemic educational reform, and its aim is to document and assess the conditions that contribute to short-term and long-term results, as well as to provide feedback to those attempting to make the reform successful.

At the outset, the main focus of study will be on the process of change in the lead communities. Early analyses will center on the enabling elements identified by the Commission as critical to the success of lead communities: Mobilization of support across the community, and building a profession of Jewish education. The analysis will also work to identify goals, both at the community level and those that vary across institutions within the communities. In later years, the analysis will address the outcomes of change—that is, the extent to which goals have been accomplished—and the specific mechanisms associated with the success or difficulty of accomplishing goals. Throughout the period of study, the field researchers will also serve as a source of feedback for those in the lead community who are trying to improve Jewish education.

Supervision of reflective practitioners. In each lead community, two or more reflective practitioners--local teachers or administrators--will be commissioned to reflect on and write about their own educational efforts. The field researchers will supervise and advise these reflective practitioners.

Performance appraisals. Field researchers will be subject to annual performance reviews as determined by the director of evaluation.

Duration of positions. Currently there is no fixed duration for the lead communities project, but it is envisioned as a long-term endeavor. The CIJE is hoping to hire field researchers who would be interested in multi-year employment (contingent on the satisfaction of both parties).



POSITION ANNOUNCEMENT
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
FIELD RESEARCHER

The Council for Initiatives in Jewish Education (CIJE) is recruiting a team of two or three full-time Field Researchers to aid in the evaluation of a large-scale effort to improve Jewish education in North America.

Responsibilities: Field Researchers will work with the Director of Evaluation to design and implement a system of monitoring, evaluation, and feedback for "lead communities," demonstration sites for new, comprehensive programs to improve Jewish education. Field researchers will reside in or travel to approximately three lead communities for extensive observation, interviews, and other data-gathering activities. They will meet frequently to ensure that fieldwork efforts are well-coordinated, and will prepare regular written reports.

Requirements: Strong academic background in education or related discipline (e.g., sociology, anthropology, psychology); extensive fieldwork experience; outstanding written and oral communication skills; ability to work as part of a team. Knowledge of Jewish education preferred but not required.

Salary and benefits: Competitive and commensurate with experience and ability.

Deadline for applications: May 11, 1992

To apply, send letter of application, resume (including names of references), and a writing sample to:

Professor Adam Gamoran
CIJE Evaluation Project
Department of Sociology
1180 Observatory Dr.
Madison, WI 53706

Tasks of Monitoring, Evaluation, and Feedback Field Researchers

Julie Tammivaara and Roberta Goodman

November 1993

For the Field Researchers, no two weeks are alike. Over the past year, the MEF project has taken on its own flow with greater attention given in some areas at some times, in other areas at other times. For example, when preparing for a special report such as the Professional Lives of Educators, a period of intensive interviewing will occur, followed by data analysis, followed by writing. Similarly, our travel schedules are not evenly paced. At certain times, there is a flurry of travel, at others we are in our communities for extended lengths of time. There are, however, two constants throughout the year: [1] whatever our responsibilities or priorities of the moment, we always stay in contact with key members of the community to remain updated on what is going on; and [2] we are continuously engaged in communication with one another as we strive to maintain and increase our effectiveness in the communities. We engage in ongoing work defining and reflecting upon our role.

Because our work is anything but routine and predictable, we rely on extensive communication among ourselves to stay abreast with what is happening elsewhere and to share what is happening in our own domains. We describe our job to outsiders as a "new age" job where going to an office is supplanted with the development of a communication system using sophisticated technology: computers, fax machines, three-way telephone calling, and, in the case of Adam and Ellen, e-mail. Constant communication is necessary to help us accurately and validly analyze and interpret our data. The multiple perspectives available in these consultations insure a minimum of going astray by putting too much [or not enough] emphasis on a particular event or interaction. Our communications also become occasions for us to raise questions with one another to broaden our grasp of any given phenomenon.

With these things in mind, what follows is an outline of the things we do. There is always more to be done than can be reasonably accomplished in a usual work week. We often, in fact usually, work more than a 40-hour week. Neither of us managed to take the vacation time due us in the first year. Priorities are determined through consultation with Adam Gamoran and Ellen Goldring. Should any "slack time" seem to appear, there is always something we can work on.

Planning:

- Defining concepts
- Conceptualizing data collection needs
- Conceptualizing and designing interview protocols
- Scheduling interviews and other meetings with community members
- Piloting interview protocols
- Revising interview protocols
- Planning data sources [people, groups]
- Get feedback on documents [updates, feedback memos, reports, etc.] through faxes.

Data collection:

- Conducting Interviews: Formal and scheduled
 Informal scheduled and unscheduled
 Follow-up conversations for clarification
- Gathering written documents [bulletins, minutes of meetings, handbooks and brochures, news items, both secular and Jewish, community reports, budgets, etc.]
- Monitoring and observing events [meetings, classes, workshops, etc.]
- Preparing transcripts [editing transcribed interviews]
- Participating in conference calls: Field researchers only
 MEF team
 With individual CIJE staff members and consultants
Conference calls are used to set priorities, share new developments or information with one another, plan data collection foci and strategies, engage in data analysis, set task parameters and deadlines, etc.
- Periodic conversations with community members to remain updated and become aware of new developments.
- Periodic planned and serendipitous encounters with community members for purposes of updating and clarification of issues.

Data Analysis:

- Planning and conducting analysis of data: Interview transcripts
 Fieldnotes
 Archival data

Writing:

- Taking fieldnotes
- Producing monthly updates
- Feedback memoranda to community]
- Reports
- Collaborating with team members in editing written documents
- Editing written documents

Presentations

- To CIJE staff and consultants on our role and products of our work
- Feedback to community [planning staff, task forces, commissions, etc.] on our role and products of our work, e.g., Professional Lives of Educators report.

Ongoing Professional Development

- Attendance at relevant conferences, e.g., Research Network for Jewish Education, CAJE, Forum on Urban Ethnography, etc.
- Presentation of papers at conferences
- Writing for publication
- Reading of professional literature in journals, texts, and other written documents.
- Participating in North American Jewish education communication network, i.e., staying in touch with others outside our communities in academe or in the field.

Administrative, clerical:

- Arranging for travel and applying for reimbursement of travel expenses
- Purchasing and applying for reimbursement of office supplies
- Communication with and coordination of transcribers

Travel:

- To other lead communities to assist in data collection
- To Lead Community Project meetings
- To MEF staff meetings
- To conferences

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Adam Gamoran (fax: 608 265-2140)

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POSITION ANNOUNCEMENT
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

EVALUATION RESEARCHER

The Council for Initiatives in Jewish Education (CIJE) is recruiting a full-time Researcher, based in Atlanta, to aid in the evaluation of a large-scale effort to improve Jewish education in North America. Three Lead Communities -- Atlanta, Baltimore, and Milwaukee -- are serving as "local laboratories" for the enhancement of Jewish education, and are the sites of the evaluation research.

Responsibilities: The Researcher in Atlanta will work with the CIJE Evaluation team and members of participating communities to develop and implement procedures for creating "community profiles" and other survey studies of Lead Communities. S/he will be responsible for developing survey instruments, conducting quantitative analyses of survey data, and delivering oral and written reports on the survey results. The Researcher will also conduct interviews and observations on efforts to improve Jewish education in Atlanta, and offer feedback based on these activities.

Requirements: Strong academic background in sociology, community studies, education policy, evaluation research, or related field; experience in the preparation, administration, and quantitative analysis of surveys; interviewing experience; outstanding written and oral communication skills; ability to work as part of a team.

Salary and benefits: Competitive and commensurate with experience and ability.

Deadline for applications: August 20, 1993

To apply, send letter of application, resume (including names of references), and a writing sample to:

Professor Adam Gamoran
CIJE Evaluation Project
Department of Sociology
1180 Observatory Dr.
Madison, WI 53706

Questions may be directed to Professor Gamoran at (608) 263-4253.

RECEIVED FROM 000000000000000000000000

Date: Fri, 28 Apr 1995 09:35:56 -0600 (CST)
Subject: message I sent to julie and roberta
To: 73321.1220@compuserve.com
Cc: 76322.2406@compuserve.com
Message-id: <01HPV8YPLWDKIB9AGY@ssc.wisc.edu>
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X-VMS-Cc: DEBRA
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
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April 28, 1995

Dear Julie and Roberta,

After long and persistent efforts, I am pleased to say that CIJE would like to commission you to write two research papers, one on "teacher power" and the other on "teacher in-service." The papers are to be based largely on the corresponding chapters in "The professional lives of Jewish educators in Baltimore," but we are asking for two additional features: (1) Data from the Milwaukee "professional lives" study are to be incorporated as appropriate; (2) The studies are to be placed in the context of other research on their topics so they can speak to a broader audience (but still within the world of Jewish education).

CIJE is offering total fees for these papers, including all authors and all expenses, of \$4000 per paper.

The papers would undergo the following review process: Initial draft to be reviewed by CIJE staff (including me); after revision, second draft to be reviewed by CIJE academic advisors; after further revision, final draft submitted. Fees would be payable on the following schedule: 50% upon submission of first draft; 40% upon submission of second draft; 10% upon acceptance (not submission) of final draft.

Upon acceptance of the final draft, CIJE will disseminate each paper in a "CIJE Discussion Paper" series. After that dissemination, you will be free to submit the papers for journal publication.

I would like to schedule a conference call to discuss this project, including the scope of work and the terms and conditions of work. If you agree to do it, we will also need to select appropriate deadlines. Please think carefully about the timing of the project; I have great flexibility in selecting the deadlines, but once they are set it will be important to adhere to them.

This letter is not an official contract; as you know I don't have the authority to make an official offer. After we (I hope) agree

on the terms, Alan Hoffmann will send you an official contract
for you to sign.

It is easiest to reach me by e-mail, but you can also reach me by
phone or fax (608) 265-5389.

Best,

Adam



From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V4.3-7 #6454)
id <01HQDSVYPRCWIB9BC5@ssc.wisc.edu>; Thu, 11 May 1995 16:21:11 CST
Date: Thu, 11 May 1995 16:21:11 -0600 (CST)
Subject: if this contract is acceptable to you,
please send it to Julie and Roberta -- the terms are agreeable to them
To: 73321.1220@compuserve.com
Cc: 76322.2406@compuserve.com
Message-id: <01HQDSVYRMV6IB9BC5@ssc.wisc.edu>
X-VMS-To: ALAN
X-VMS-Cc: DEBRA
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Content-transfer-encoding: 7BIT

MEF
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May 15, 1995

Dr. Julie Tammivaara
58 Penny Lane
Baltimore, MD 21209

Ms. Roberta L. Goodman
149 Nautilus Drive
Madison, WI 53705

Dear Julie and Roberta,

With great pleasure I am writing to say that CIJE would like to commission you to write two research papers, one on "teacher power" and the other on "teacher in-service." The papers are to be based largely on the corresponding chapters in "The professional lives of Jewish educators in Baltimore," but we are asking for two additional features: (1) Data from the Milwaukee "professional lives" study are to be incorporated as appropriate; (2) The studies are to be placed in the context of other research on their topics so they can speak to a broader audience (but still within the world of Jewish education).

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The deadline for submission of first drafts is to be August 31, 1995, for one paper, and September 30, 1995, for submission of the second paper. Which paper you submit first is up to you.

Upon acceptance of the final drafts, CIJE may disseminate each paper as a "CIJE Discussion Paper." After that dissemination, or after a period of six months following acceptance of the final drafts, you will be free to submit the papers for journal publication.

Please sign the bottom of one copy of this letter and return it to me, to indicate your acceptance of this commission.

Sincerely,

Alan Hoffmann
Executive Director, CIJE

