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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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Box  
34

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3

MEF. Goldring, Ellen B. Correspondence, 1993-1996.

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

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10

Date: 20 Oct 1993 13:10:54 -0500 (CDT)  
From: GOLDRIEB@VUCTRVAX  
Subject: Update  
To: alanhof@hujivms.bitnet  
Cc: gamoran@wiscage.bitnet  
Message-id: <01H4C4GC77JQ8X042Y@ctrvax.Vanderbilt.Edu>  
X-Envelope-to: alanhof@hujivms.bitnet  
X-VMS-To: IN%"alanhof@hujivms.bitnet"  
X-VMS-Cc: IN%"gamoran@wiscage.bitnet"  
MIME-version: 1.0  
Content-transfer-encoding: 7BIT

Hi Alan,

I hope your meetings are going well. Just a few minor points:

1) I have faxed Nava Nevo twice. The first time I received a response but some of my original pages in my fax did not reach her so I faxed them again. Can someone in your office check to make sure she has all the information I faxed her to answer our questions and propose a budget? I think this information will be crucial to have for our Nov. 14 meeting.

2) I have sent a response with enclosures to Daniel Blain in Cleveland. I sent a copy of everything to CIJE (Mary Eshter) for distribution to you and Gail.

3) I have received a preliminary draft of the Data Analysis Report for Milwaukee (so has Ruth). It is not complete yet, so I am not forwarding it you at this time. If you would still like to see it anyway, just let me know and I will pass it on to MARY Esther to send to you. It may be just as well to wait until it is complete, or until Gail returns from Israel. It seems quite good so far. It is very clear and well written, however it is totally descriptive, as we knew. One other point, Ruth mentioned that she might want to put the full report in the materials for the meetings she is planning. Of course, i did

not know how to respond to that, but suggested that we choose 3 or 4 points to highlight in a separate handout as Gail and I had discussed, (Ruth knew of this decision as well). She may bring it up again and you or Gail

may want to advise her after we have all seen the final report.

Give my warmest regards to all your visitors. Look forward to seeing you here soon,

Ellen.





Post-It™ brand fax transmittal memo 7671

# of pages ▶ 3

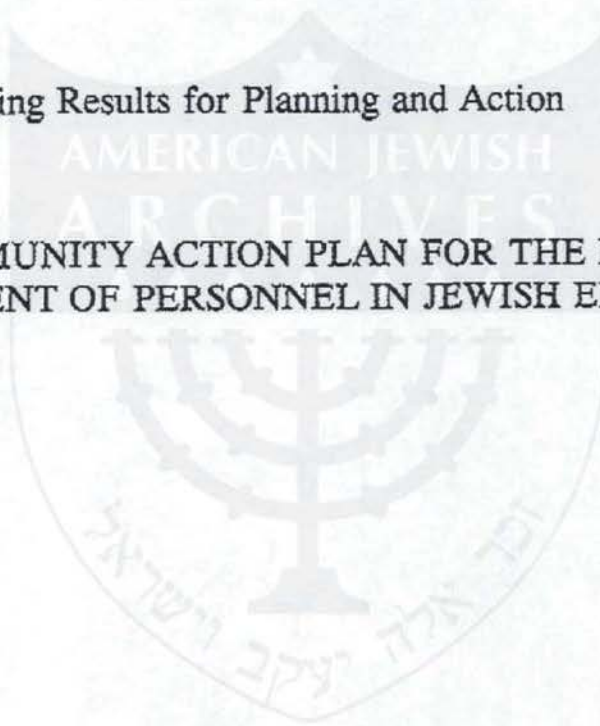
To: <u>Gibby Levy</u>	From: <u>Elden Goldberg</u>
Co.	Co.
Dept.	Phone #
Fax # <u>216-391-5430</u>	Fax #

## 1. HOW ARE WE LEARNING?

### Three Phases

- I. Articulating the Issues for policy decision-making
- II. Collecting and Processing Information
- III. Interpreting Results for Planning and Action

OUTCOME: COMMUNITY ACTION PLAN FOR THE IMPROVEMENT  
AND DEVELOPMENT OF PERSONNEL IN JEWISH EDUCATION

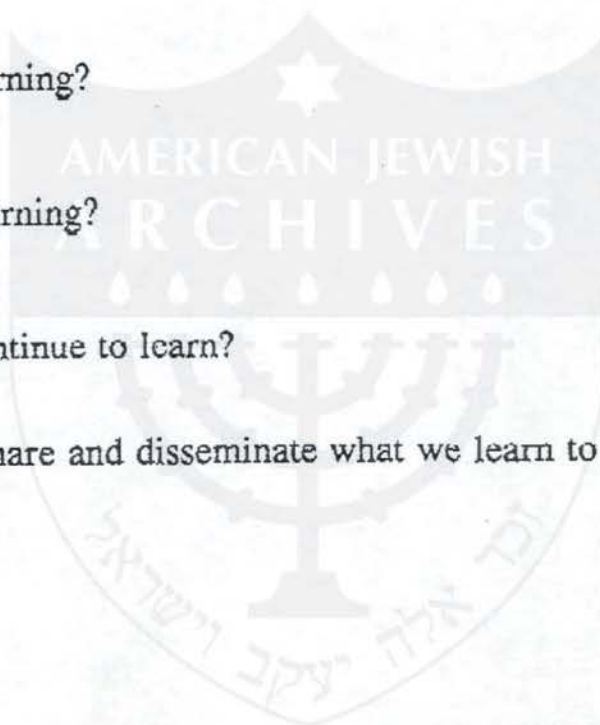


**How do we move forward in Personnel?**

**How do we think about the process of discussing personnel issues in communities?**

***RESEARCH—ANALYSIS—ACTION PLAN***

1. How are we learning?
2. What are we learning?
3. How can we continue to learn?
4. How can we share and disseminate what we learn to North America?





CIJE Board Committee on Research and Evaluation  
April, 1994

**Preliminary and Confidential – Not for Distribution**

**CHARACTERISTICS OF TEACHERS IN JEWISH SCHOOLS  
IN THREE COMMUNITIES**

	COMMUNITY		
	A	B	C
<b><u>Background</u></b>			
No Jewish education before age 13	13%	8%	18%
No Jewish education after age 13	29%	30%	31%
College major in Judaica	7%	16%	13%
Pre-school teachers who are not Jewish	12%	9%	21%

*From a pre-school director in Community C: I have an opening for next year. I have a teacher leaving who is not Jewish. I'm interviewing three teachers, two of whom are Jewish, one of whom is not. And to be frank with you...I should hire one [who is]...Jewish. Unfortunately, of the three people I am interviewing, the non-Jewish teacher is the best teacher in terms of what she can do in the classroom. So it creates a real problem because she doesn't have the other piece.*

College major in education	48%	42%	54%
Worked in general education	53%	46%	56%

*From Community C:*

Teachers trained in education and Judaica:	19% (WELL TRAINED)
Teachers trained in education:	35% (PARTIALLY TRAINED)
Teachers trained in Judaica:	11% (PARTIALLY TRAINED)
Teachers without training in either:	35% (NOT PROF. TRAINED)

**Professional Development**

Required to attend in-service workshops	77%	83%	71%
Average number of workshops attended in last 2 years	3.58	5.28	4.54
Taken other courses for professional development	27%	38%	31%

**Career Perceptions and Work Conditions**

Describe selves as having a career in Jewish education	46%	71%	55%
Work full time (30 hours/week or more) in Jewish education	24%	20%	25%
Health benefits are available	19%	16%	13%
Pension benefits are available	12%	15%	12%
First year teaching in current setting	21%	17%	18%
Plan to leave Jewish education next year	9%	5%	4%



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

*Policy brief*

From: INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu,  
INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu  
TO: (unknown), 74671,3370  
CC: (unknown), INTERNET:GAMORAN@SSC.WISC.EDU  
Alan Hoffmann, 73321,1220  
DATE: 7/19/95 7:02 PM

RE: Re: Next policy brief

Sender: goldrieb@ctrvax.vanderbilt.edu  
Received: from ctrvx1.Vanderbilt.Edu by dub-irmg-4.compuserve.com (8.6.10/5.950515)  
id TAA21722; Wed, 19 Jul 1995 19:00:41 -0400  
From: <GOLDRIEB@ctrvax.Vanderbilt.Edu>  
Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF V4.2-15  
#7190) id <01HT2AC59MW08XKHZM@ctrvax.Vanderbilt.Edu>; Wed,  
19 Jul 1995 17:59:05 CDT  
Date: Wed, 19 Jul 1995 17:59:05 -0500 (CDT)  
Subject: Re: Next policy brief  
To: 74671.3370@compuserve.com  
Cc: gamoran@ssc.wisc.edu, 73321.1220@compuserve.com  
Message-id: <01HT2AC59MW28XKHZM@ctrvax.Vanderbilt.Edu>  
X-VMS-To: IN%"74671.3370@compuserve.com"  
X-VMS-Cc: IN%"gamoran@ssc.wisc.edu", IN%"73321.1220@compuserve.com"  
MIME-version: 1.0  
Content-transfer-encoding: 7BIT

Nessa, we also discussed the next policy brief when we went over the budget. We must narrow down the topic, a number of ideas have been suggested, such as early childhood educators, comparison of teachers and leaders' professional growth and training, the training and professional development of leaders, etc.

This needs to be a topic for either telecon or one of your staff meetings even if Adam and I are not present, as a starting point. Do you want to get this on the agenda???? Is the target date for the next GA?

I know you know all this is up in the air too. Ellen

✓

Policy brief

DSP:

For the next staff telecon I would like to add to the agenda:

- MEF consultation in August / if not do we want to meet with AG/EG on 24th or 23rd
- E-mail discussion on next Policy Brief.

a.

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

From: Nessa Rapoport, 74671,3370  
TO: Adam, INTERNET:gamoran@ssc.wisc.edu  
Ellen, INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu  
CC: Alan, 73321,1220  
DATE: 7/19/95 4:36 PM

RE: Next policy brief

I note from today's budget meetings that MEF has a policy brief on the docket. Please keep in mind that it takes about 14 weeks to produce a policy brief--from the date I receive a final draft of the hard copy to the off-press copies of the brief. Remember, too, that the final draft must already include the first read-and-critique of the advisory board, should that be needed, and an initial read-and-response from the CIJE staff. Only once those two have been incorporated into the final draft can I begin the editorial process with the author/s of the brief.)

Nessa

Adam, were you going to send me your draft for the Reform rabbis? Now's the time!

✓



**A&M Bank Consultants, Inc.**4949 Ethel Avenue □ Sherman Oaks, California 91423 □ 818-784-7399  
Fax 818-784-2202

June 6, 1996

Dear Ellen,

I am enclosing the first draft of an annotated Table of Contents for an evaluation guide for Jewish educators. I am assuming that the audience are the educators themselves -- teachers, administrators, project directors -- and that they may be interested in evaluating programs for children, teens, adults, families or fellow-professionals in formal or informal settings. If there are some audiences I missed out in thinking about this, please let me know.

I am also making some assumptions as to the current state of practice -- for example, that there are few tests, even teacher-made ones, around in schools; that formal curricula and instructional materials with measurable goals and objectives are not frequently used in schools; that educators are, more often than not going to be their own evaluators rather than spend the money for outside trained evaluators; that "projects" that are funded by foundations or other granting agencies are more likely to be evaluated than are on-going school programs. Related to these assumptions, for example, are decisions about whether the guide should try to teach teachers how to make up and interpret various types of tests.

Before we go too much further, and based on this outline, we should talk more about your expectations for the book, its level of formality, what the graphics might look like, and your expectations about how it will be distributed and used. All of these influence decisions about the length/depth of each section and balance among the sections.

I'd also be interested in your views about how we think about "indicators of success" for the guide itself.

To further the discussion on some of the details that we touched on over the phone.

1. I could probably have various sections of this to you during the fall, but could not complete the project earlier than January 1, 1997.

2. I would like to have an "advisory committee" -- people with knowledge about evaluation, knowledge about various facets of Jewish education and knowledge of audience needs -- who could act as a resource for me and make suggestions as we go. They might want to meet together once, but I would like to have them on call, and use them as reviewers of sections as we go. They might also be able to help with the collection of forms and evaluation practices that people have used, these to appear as examples in the main body of the guidebook or in the appendix.

3. As noted earlier, I am still not clear about how much time this will take to do. For both of our sakes, we might want to work out a reimbursement range along with a payment schedule. I do know that I would be very reluctant to start this project for less than \$15,000. I expect that we could set a top figure around \$25,000. I certainly would not charge you for more time than I work; but I know how suggestions from the advisory committee might result in a lot more time needed for revisions than we initially contemplate.

4. After one more conversation, I think we would be ready to draw up a letter of agreement that documents the decisions we have come to.

I look forward to working with you on this project.

Sincerely,





## A&M Bank Consultants, Inc.

4949 Ethel Avenue □ Sherman Oaks, California 91423 □ 818-784-7399  
Fax 818-784-2202

*Discussion draft - 6/5/96*  
*Adrianne Bank*

### THE JEWISH EDUCATORS' EVALUATION GUIDE

#### TABLE OF CONTENTS

##### SECTION 1 OVERVIEW

#### INTRODUCTION. (3 pages)

The author, her interests and her biases. How the book came to be written, who it is for, how it can be used. The role of the personal in evaluation. Utilization-focused perspectives. Evaluation in Jewish education. Overview of sections.

#### EVALUATION'S MULTIPLE PERSONALITIES. (5 pages)

Evaluation in the Jewish tradition. *(I will need a bit of help here)*  
Evaluation as an empirically-based way of sense making. The epistemology of "knowing" through data gathering, data processing and data interpretation in contrast to other ways of "knowing."  
Evaluation as a systematic way of learning from experience.  
Cognitive mapping, problem identification and problem solving.  
Evaluation as continuous feedback loops for managerial decision-making during program development. Formative evaluation as on-going course correction.  
Evaluation as summary information for policy decision-making.  
Summative evaluation and consideration of worth, merit, opportunity costs.  
*Interspersed in this segment will be examples of different types of evaluation from Jewish educational settings, formatted either as marginal notes or as graphic inserts.*

#### THREE DECADES OF EDUCATIONAL EVALUATION. (3 pages)

Evolution of the field of educational evaluation. Discipline-based contributions and controversies; current status; the changing paradigms of evaluation; attitudes about evaluation related to



temperament, knowledge, previous experiences and role. Educational evaluation in Jewish settings - formal and informal; with children, teens, parents, families. What foundations/grantors now want. *Interspersed in this discussion will be a glossary of evaluation terms, formatted as above.*

## SECTION 2 DOING EVALUATIONS

### DO YOU REALLY WANT TO EVALUATE? ARE YOU READY? (3 pages)

Self-assessment of own and staff's ability to take risks, handle criticism, avoid burnout, be creative about alternatives, etc. The dollars, staff, skills, time, trust, personality characteristics needed to think seriously about either informal or formal evaluation. Evaluation as it occurs in Jewish settings such as classrooms, schools, programs, projects. *This segment will have text and examples. Much of the content will be embedded in checklists.*

### WHAT DOES EVALUATION MEAN? (10 pages)

Distinctions between distributing questionnaires and evaluating; between testing and evaluating; between informal and formal evaluations; between formative and summative evaluations; between implementation and impact evaluations. The importance of understanding the purpose for the evaluation, the audiences for the evaluation and their preferences for qualitative/quantitative data. Suggestions for doing a stakeholder scan and bringing stakeholders into the conceptualization of the evaluation. Considerations of the "value" in evaluation.

*This segment will have text and examples and tables listing typical Jewish education evaluation audiences and their interests (e.g., funders, lay leaders, parents, managers, participants, other professionals, media, etc.) as well as evaluation questions related to program implementation and program impact, etc.*

### DATA COLLECTION: HOW? WHEN? FROM WHOM? (15 pages)

Brief discussion of subjective/objective distinctions, concepts of impartiality, fairness, validity, reliability, etc. A review of the various forms of tests (paper and pencil, performance, role playing, simulations), self-evaluations (essays, journals, portfolios) self-report formats (questionnaires, interviews, go-rounds, focus groups, journals, exit interviews, phone follow-ups), observation techniques



(structured, informal), record/documentation (minutes, attendance, budgets, portfolios etc.); expert evaluations. Short discussion of sampling. Short discussion of design: objectives-based evaluation; goal-free evaluation; pre/post studies; time series; follow-ups; case studies, etc.

*Jewish education examples instruments and models will be in the appendix or in boxes.*

#### FROM DATA ANALYSIS TO INTERPRETATION TO ACTION. (6 pages)

Descriptive statistics, graphic displays, qualitative analysis. Interpretation, inferences and implications. Presentation and discussion of results. Writing evaluation reports. Dealing with decision makers. Assessing the options. Taking action.

#### HOW TO EVALUATE EVENTS, MEETINGS, PROGRAMS AND PROJECTS. (12 pages)

Application of previous discussion to specific types of Jewish education situations. Examples with alternative evaluation possibilities.

*(I'd like to collect these from the field and have them represent the full range that people encounter doing Jewish educational programs -- e.g., classes in Judaic, Hebrew for students; teens; adults, families, training,, conferences, retreats, camping, trips, etc.)*

### SECTION 3 EVALUATION ISSUES

#### EVALUATION ROLES AND SKILLS (4 pages)

Evaluating yourself. Evaluating your own work. Evaluating with colleagues. Encouraging others to evaluate themselves. Hiring an evaluator to evaluate your work. Being evaluated by an evaluator hired by others. Advantages of internal and external evaluation. Hiring, negotiating, working with, outside evaluators.

#### EVALUATION COSTS. (2 pages)

Cost estimates in time, dollars, opportunity costs. How to cost out an evaluation. Examples of evaluation budgets

#### EVALUATION CAUTIONS. (3 pages)

Premature evaluations. Unfair evaluations. Political evaluations. Negative fall-out from evaluations. Others.

#### EVALUATION BENEFITS ( 2 pages)

Evaluation as change agent, consensus builder, establisher of credibility, identifier of strengths, of activities/programs that work, etc.

## APPENDICES

1. Sample instruments
2. Implementation evaluation questions
3. Impact evaluation questions
4. Evaluation cases and discussion questions
5. Readings and references
6. Resources

