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Manual for the CIJE Study of Educators, 1996.

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MEMO

To: Members of the CIJE Steering Committee

From: Nessa Rapoport/MEF Research Team

Date: Feb. 27, 1996

Re: *Manual for The CIJE Study of Educators*

We are delighted to be sending you a copy of the final version of the *Manual for The CIJE Study of Educators*. The Manual is being distributed to those communities interested in conducting their own study of educators, as well as to key Lead Community participants and others.

The MEF Research Team is about to complete the *Coding Instructions for the CIJE Educators Survey*, which offers instructions on how to enter the information gathered through the questionnaire into a commercially available statistical software program.

Seattle, Cleveland and Chicago are currently conducting studies of their educators based upon this work. Other communities have expressed interest as well.

The attached letter from Adam Gamoran is being distributed with each copy of the Manual.

In addition, we have distributed the first print run of 10,000 copies of the *CIJE Policy Brief*, which summarizes the data from *The CIJE Study of Educators* on the background and professional training of teachers. We have now gone back to press for a second run of 10,000 copies.

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February 6, 1996

Dear Friend:

Enclosed please find a copy of *The Manual for The CIJE Study of Educators*. The Manual is being distributed in response to requests from communities across North America for guidance in carrying out studies of educators following the CIJE model.

In 1992-93, CIJE, in collaboration with its three Lead Communities (Atlanta, Baltimore, and Milwaukee) and with the support of the Blaustein Foundation, designed and carried out a study of all the teachers and principals in day schools, supplementary schools and pre-schools. This study led to detailed policy reports and plans of action in each community. Key findings were also released nationally, providing important new information about the background and training of Jewish educators. (See CIJE's Policy Brief, *Background and Professional Training of Teachers in Jewish Schools*.) The Policy Brief attracted widespread attention, and many other communities expressed interest in carrying out similar studies.

In response to this interest, we are releasing *The Manual for The CIJE Study of Educators*. The Manual is fully consistent with the studies of Atlanta, Baltimore, and Milwaukee, with improvements to a few items and some new questions whose importance became evident only after the earlier data were collected. The Manual has two main components: *The CIJE Educators Survey*, which may be used for both teachers and administrators in Jewish schools, and *The CIJE Educators Interview*, which contains one series of questions for teachers and another for administrators.

As additional communities begin using the Manual, we will compile a continental data bank of survey responses from many communities. To ensure comparability across communities, we have identified a set of anchor items, which are to be used in every community's survey. While we

recognize that communities may need to make minor modifications in the survey or interviews to address local conditions, we anticipate that all communities will use the anchor items and will contribute their results to the continental data bank.

Thank you for your support of our endeavors.

Sincerely,

Adam Gamoran

CIJE Director of Monitoring, Evaluation, and Feedback
and Professor of Sociology, University of Wisconsin-Madison





MANUAL FOR

THE CIJE STUDY OF EDUCATORS

*The Monitoring, Evaluation, and Feedback Research Team
of the CIJE acknowledges the generous support
of the Blaustein Foundation for this project.*

JANUARY 1996

Council for Initiatives in Jewish Education
MANUAL FOR THE CIJE STUDY OF EDUCATORS

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CIJE Council
for
Initiatives
in
Jewish
Education

MANUAL
FOR

***THE CIJE STUDY OF
EDUCATORS***

AMERICAN JEWISH
ARCHIVES

Overview

Version 2.0

JANUARY 1996

Council for Initiatives in Jewish Education

MANUAL FOR THE CIJE STUDY OF EDUCATORS

OVERVIEW

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith.... Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.

Professor Isadore Twersky
A Time to Act, 1990

In November 1990, the Commission on Jewish Education in North America released ***A Time to Act***, a report calling for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education - whatever the setting or age group - will depend on two essential tasks: **building the profession of Jewish education**; and **mobilizing community support for Jewish education**. The Council for Initiatives in Jewish Education (CIJE) was established to implement the Commission's conclusions, acting as a catalyst for systemic educational reform by working in partnership with Jewish communities and institutions.

In order to develop and implement a comprehensive plan for building the profession of Jewish education in your community, you need accurate data about your Jewish educators. The ***Manual for The CIJE Study of Educators*** is a set of research instruments, with accompanying guides for their use, which your community can employ to obtain information about the educators (both teachers and educational leaders) working in your Jewish schools. The research instruments will provide you

with data on the training, educational background, experience, professional development, work conditions (i.e., salary, benefits, hours of employment), and commitment of your educators. The result will be base line data about your Jewish educators against which future change can be assessed and a means by which to mobilize the community in support of educational improvement.

CONTENTS

The ***Manual for The CIJE Study of Educators*** consists of two separate research instruments:

- The ***CIJE Educators Survey***
- The ***CIJE Educators Interview***

Each instrument is accompanied by a guide with instructions for its use.

The ***CIJE Educators Survey*** is a questionnaire designed to collect quantitative information from all of the educators (both teachers and educational leaders) working in the Jewish schools in your community. It consists of four general areas:

- Settings
- Work Experience
- Training and Staff Development
- Background

The ***CIJE Educators Interview*** is a series of questions and probes (a protocol) designed to elicit in-depth information from a sample of educators working in the Jewish schools in your community about their professional lives as Jewish educators. There are separate protocols for teachers and educational leaders (administrative/supervisory personnel). Both protocols consist of six general areas:

- Background
- Recruitment
- Training
- Conditions of the Workplace
- Career Rewards and Opportunities
- Professional Issues

The ***CIJE Educators Survey*** and the ***CIJE Educators Interview*** can be used separately or in conjunction with each other to produce an accurate description of your Jewish educators.

TOWARDS A CONTINENTAL DATA BANK

The research instruments in the *Manual for The CIJE Study of Educators* are designed to be used by communities across North America. Because your community may choose to adapt the research instruments to reflect your particular interests and needs, the *Manual for The CIJE Study of Educators* includes a list of **anchor items** (see the *Guide to the CIJE Educators Survey*, Section E). By retaining these **anchor items**, your community can contribute to building a **continental data bank** on the personnel of Jewish education in North America. This data bank can provide a comparative perspective for your community and serve as a valuable continental resource to:

- Provide an increasingly detailed picture of the educators in the Jewish schools in North America.
- Mobilize national agencies in support of communal efforts toward building the profession of Jewish education.

Upon completion of your community study, please provide CIJE with a copy of the quantitative data in order to contribute to this **continental data bank**. In addition, please acknowledge CIJE in any reports or other materials that are created through use of the *Manual for The CIJE Study of Educators*.

EFFECTIVE DATA COLLECTION

To implement successfully a study of your Jewish educators requires the support of those with expertise and experience in the field of research. In particular, each community should engage a qualified person who would be responsible for designing the study, administering the research instruments, and analyzing the data.

This **study coordinator** needs to have substantial knowledge and experience in the field of social science research. Such expertise calls for graduate training, typically at the Ph.D. level, as well as experience in carrying out empirical research. *The CIJE Study of Educators* involves both quantitative and qualitative data collection methods; the **study coordinator** needs experience in both, or must be assisted by trained and experienced partners who are skilled in these areas. Local universities may be a good place to seek individuals who can serve as or work with the **study coordinator**.

ABOUT THE MANUAL

The **Manual for The CIJE Study of Educators** was created by CIJE's Monitoring, Evaluation, and Feedback (MEF) Research Team, in cooperation with the three Lead Communities of CIJE (Atlanta, Baltimore, and Milwaukee). Both instruments were field tested in these three communities in 1992-93. The **CIJE Educators Survey** was developed after reviewing earlier instruments that surveyed Jewish education, with many questions adapted from **The Los Angeles BJE Teacher Census** (1990). The information obtained in CIJE field tests has been used to develop comprehensive plans for building the profession in each community. In addition, the information has been used to prepare CIJE's first policy brief, **The Background and Professional Training of Teachers in Jewish Schools** (1994). This brief is the first of a series to be based on the data from the three Lead Communities. Based upon these field tests, the MEF Research Team revised the instruments and wrote the accompanying guides.

MEF Research Team

Adam Gamoran

*Professor of Sociology and Educational Policy Studies
University of Wisconsin, Madison*

Ellen Goldring

*Professor of Educational Leadership and Associate Dean
Peabody College of Education, Vanderbilt University*

Bill Robinson

Staff Researcher

The members of the MEF Research Team acknowledge the substantial and invaluable work of Roberta Louis Goodman and Julie Tammivaara in creating the **Manual for The CIJE Study of Educators**, as well as the contributions of Shulamith Elster. They appreciate the efforts of the three Lead Communities (Atlanta, Milwaukee, and Baltimore). They are grateful for the guidance of the MEF Academic Advisory Committee: James Coleman; Seymour Fox; Annette Hochstein; Stephen Hoffman; and Mike Inbar. They also acknowledge the help of CIJE staff. The members of the MEF Research Team are especially thankful to the Jewish educators who participated in the study.

Please contact the NY office of CIJE with questions or suggestions regarding the **Manual for The CIJE Study of Educators**.

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15 East 26th Street, New York, NY 10010-1589



CIJE Council
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MANUAL
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**Guide to the CIJE
Educators Survey**

Version 2.0

JANUARY 1996

Council for Initiatives in Jewish Education

GUIDE TO THE CIJE EDUCATORS SURVEY

A. What is the **CIJE Educators Survey**?

The **CIJE Educators Survey** is a questionnaire designed to obtain information about the educators (both teachers and educational leaders) working in the Jewish schools in your community. The **CIJE Educators Survey** contains questions in four general areas:

- Settings
- Work Experience
- Training and Staff Development
- Background

The **CIJE Educators Survey**, alone or in conjunction with the **CIJE Educators Interview**, is designed to provide information that will help to build the profession of Jewish education in your community. The **CIJE Educators Survey** also will provide a base line against which you can assess the success of your efforts in this area.

The **CIJE Educators Survey** was administered initially in the three Lead Communities of CIJE (Atlanta, Baltimore, and Milwaukee) in 1992-93. In total, 983 teachers responded, out of a total population of 1192 in these three communities. Obtaining such a high response rate (over 82%) was essential for the research findings to be considered an accurate representation of the total population of educators. The **CIJE Educators Survey** is intended to be administered to **all** educators - **not** to a sample. Therefore, it is vital that, when administering the **CIJE Educators Survey** in your community, you obtain a similarly high response rate. The following directions are intended to assist you in reaching this goal.

B. Who completes the **CIJE Educators Survey**?

In the three Lead Communities, the **CIJE Educators Survey** was completed by the Judaic studies teachers and the educational leaders (administrative/supervisory personnel) in all of the Jewish schools (i.e., day schools, supplementary schools, and pre-schools) in each community. Teachers and educational leaders working in informal Jewish educational settings (e.g., camps, youth groups) were excluded. The **CIJE Educators Survey** is not designed to obtain information about educators who teach only non-Judaic subjects in Jewish schools or educators working primarily in informal educational settings.

In the three Lead Communities, the following guidelines were used to ascertain to whom the questionnaire should be administered:

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

Your community may choose to follow these guidelines, or you may select other guidelines. You may decide to administer the questionnaire to the educators in only one type of school setting, such as pre-schools. Or, you may choose to obtain information on only the teachers in your Jewish schools, excluding educational leaders. It is **important** to decide at the outset on the type of educators about whom you want to collect information. If you decide to collect data on (for example) pre-school teachers, it is vital that you administer the questionnaire to **all** pre-school teachers in your community. Remember: The **CIJE Educators Survey** is designed to be administered to all members of the group (population) about whom you want to learn, **not** to a sample of the group.

C. How to administer the *CIJE Educators Survey*

As described above, in administering the questionnaire to the educators in the Jewish communities of Atlanta, Baltimore, and Milwaukee, a high response rate (over 82%) was obtained. In large part, we were able to accomplish this by observing the following procedures:

1. This survey process is to 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 is to be allocated for completion of the questionnaire at each school.)
3. Principals or other educational leaders (administrative/supervisory personnel) are not to administer the questionnaire. It is to be handed out and collected by persons designated for this purpose (e.g., central agency personnel, graduate students, study coordinator). The principals and other educational leaders are to complete the questionnaire in a separate room, at the same time as the teachers.
4. Educators who were absent from the faculty meeting are to receive the questionnaire at home by mail, accompanied by a stamped, self-addressed return envelope. The envelope is to 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 with an identification number **before** administering the questionnaires at the schools.
 - a. First, the study coordinator (or someone s/he assigns) is to code the boxes on the bottom of the last page of each survey with a two-digit school ID number (between 01 and 99) that indicates to which school each survey was distributed.
 - b. Then, the person(s) in charge of administering the questionnaire at each school is to add to the same boxes a two-digit person ID number (beginning with 01), so that the highest number equals the total number of persons qualified to complete the survey at that school. 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?

Teachers and educational leaders (administrative/supervisory personnel) sometimes work in more than one Jewish school. If educators were to complete the questionnaire in every Jewish school in which they are employed, the information obtained would be skewed toward those who hold more than one position. Thus, it is **important** that any educator who works in more than one school complete **only one** questionnaire. The **CIJE Educators Survey** is designed to collect information about the educators who work in Jewish schools, not about the positions in Jewish schools.

Therefore, the person(s) in charge of administering the **CIJE Educators Survey** at each school should instruct those educators who have already completed a questionnaire **not** to complete another one.

Note: It does not matter at which school educators complete the questionnaire. In the **CIJE Educators Survey**, there are questions 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.)

E. **Coding Instructions for the CIJE Educators Survey**

In order to assist you in entering the information gathered through the questionnaire into a commercially available statistical software program, the **Coding Instructions for the CIJE Educators Survey** are available from the NY office of CIJE. The document also provides directions for reorganizing the information in a manner that allows for easy understanding of key issues concerning your Jewish educators.

F. **Anchor items: Modifying the CIJE Educators Survey**

In using the **CIJE Educators Survey**, you may choose to add questions and modify some of the questions already included in the survey to suit the particular needs and resources of your community. A number of the questions in the **CIJE Educators Survey** have been designated as **anchor items**. This means that they address certain policy issues essential to building the profession of Jewish education in all kinds of communities. It is hoped that data are or will be available on these **anchor items** from all communities that choose to undertake a study of their educators.

By retaining these **anchor items** in your questionnaire, your community can contribute to building a continental data bank on the personnel of Jewish education in North America. This data bank can provide a comparative perspective for your community, and serve as a valuable continental resource to:

- Provide an increasingly detailed picture of the educators in the Jewish schools in North America.
- Mobilize national agencies in support of communal efforts toward building the profession of Jewish education.

Each community is asked to provide CIJE with a copy of the quantitative data they have acquired in studying their educators in order to build this continental data bank. To do so, please contact the NY office of CIJE.

CIJE requests that all community educator surveys contain these **anchor items**:

- Q1: Number of schools in which respondent works
- Q3: Number of hours respondent works in each school
- Q4: Years of experience in current school
- Q6: Years of experience in the field of Jewish education
- Q7: Affiliation of school(s)
- Q9: Work settings
- Q10: Position(s)
- Q13: Salary
- Q14: Benefits in first school:
 - e. Continuing education
 - h. Health
 - i. Pension
- Q15: Benefits in second school:
 - e. Continuing education
 - h. Health
 - i. Pension
- Q20: Satisfaction:
 - a. Salary
 - b. Benefits
 - c. Job security
 - d. Career advancement

- Q21: Does respondent work full-time in Jewish education?
- Q27: Experience in general education
- Q28: Is Jewish education respondent's career?
- Q29: Workshops required
- Q30: Total number of workshops attended
- Q34: Professional growth beyond workshops:
- a. Judaica/Hebrew course at community center or synagogue
 - b. Judaica/Hebrew course at college or university
 - c. Education course at college or university
- Q38: Adequacy of opportunities for professional growth:
- a. In-service workshops
 - b. Informal study with other educators
 - c. Degrees in Judaic studies or Hebrew
 - d. Certification in Jewish education
 - e. Certification in administration
- Q39: Is respondent Jewish?
- Q40: Respondent's Jewish affiliation
- Q45: Jewish schooling before age 13
- Q46: Jewish schooling after age 13
- Q49: Yeshiva after age 18
- Q50: Degrees since high school
- Q52: Licenses and certification:
- a. Jewish education
 - b. General education
 - c. Administration
- Q54: Sex
- Q59: Total family income
- Q60: Significance of income from work in Jewish schools
- Q62: Plans for the future



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CIJE Educators Survey

*The Monitoring, Evaluation, and Feedback Research Team
of the CIJE acknowledges the generous support
of the Blaustein Foundation for this project.*

Version 2.0

JANUARY 1996

Council For Initiatives In Jewish Education

EDUCATORS SURVEY

Dear Educator,

We appreciate your participation in this survey of educators in Jewish schools in your 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, including this year? _____

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

Reform

☐ 1

☐ 1

Conservative

☐ 2

☐ 2

Traditional

☐ 3

☐ 3

Orthodox

☐ 4

☐ 4

Reconstructionist

☐ 5

☐ 5

Community

☐ 6

☐ 6

Jewish Community Center

☐ 7

☐ 7

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

Day school

☐ 1

☐ 1

One day/week supplementary school

☐ 2

☐ 2

Two or more days/week supplementary school

☐ 3

☐ 3

Pre-school

☐ 4

☐ 4

Adult education

☐ 5

☐ 5

Other (specify) _____

☐ 6

☐ 6

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

(Check all that apply.)	First school	Second school
a. Teacher	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher's aide	<input type="checkbox"/>	<input type="checkbox"/>
c. Educational director or principal	<input type="checkbox"/>	<input type="checkbox"/>
d. Assistant educational director or principal	<input type="checkbox"/>	<input type="checkbox"/>
e. Department head (e.g., Hebrew department chair, director of primary program)	<input type="checkbox"/>	<input type="checkbox"/>
f. Tutor	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

11. 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. Integrated kindergarten/pre-school curriculum	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
h. I am <u>not</u> teaching this year	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Day care	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Free or reduced membership in a synagogue or JCC	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Funding to attend conferences, continuing education courses	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Sabbatical leave (full or partial pay)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Disability benefits	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Employer contributions to a health plan	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Other (specify) _____	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Day care	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Free or reduced membership in a synagogue or JCC	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Funding to attend conferences, continuing education courses	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Sabbatical leave (full or partial pay)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Disability benefits	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Employer contributions to a health plan	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Other (specify) _____	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b. Graduate school placement	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. National professional association	<input type="checkbox"/> 3	<input type="checkbox"/> 3
d. Through a friend or mentor	<input type="checkbox"/> 4	<input type="checkbox"/> 4
e. Recruited by the school	<input type="checkbox"/> 5	<input type="checkbox"/> 5
f. Approached the school directly	<input type="checkbox"/> 6	<input type="checkbox"/> 6
g. Newspaper advertisement	<input type="checkbox"/> 7	<input type="checkbox"/> 7
h. Other (specify) _____	<input type="checkbox"/> 8	<input type="checkbox"/> 8

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

(Check Yes or No for each item.)

	First school		Second school	
	Yes	No	Yes	No
a. Hours and days available for work	<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. Benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Location	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Friends who work there	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Principal, Rabbi, or professional staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Reputation of the school and students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Religious orientation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. My own synagogue	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 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 (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.

26. For each of the following **JEWISH** settings check the positions you have held or are currently holding. Indicate the total number of years in each, including this year.

Setting	Position	Number of years
SUPPLEMENTARY SCHOOL	<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 SCHOOL	<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	_____
PRE-SCHOOL	<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 (including this year)? _____

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? _____

If Yes, for what reason (i.e., school contract, board certification, state license)? _____

30. In total, how many in-service workshops did you actually attend during the last two years, whether required or not? _____ (If none, write 0)

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)	<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. Curriculum development	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Educational leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Art/drama/music	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 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)	<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. Curriculum development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Educational leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Art/drama/music	<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

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?	<input type="checkbox"/>	<input type="checkbox"/>
b. Attend a course in Judaica or Hebrew at a college or university?	<input type="checkbox"/>	<input type="checkbox"/>
c. Attend a course in education at a college or university?	<input type="checkbox"/>	<input type="checkbox"/>
d. Participate in a private Judaica or Hebrew study group?	<input type="checkbox"/>	<input type="checkbox"/>
e. Study Judaica or Hebrew on your own?	<input type="checkbox"/>	<input type="checkbox"/>
f. Participate in some other ongoing form of study in Judaica or Hebrew (e.g., year-long seminar)?	<input type="checkbox"/>	<input type="checkbox"/>

(specify) _____

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. Reading for pronunciation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Reading with understanding	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Writing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Speaking	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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

(Check one response for each item)

	More than adequate	Adequate	Less than adequate	Not at all adequate
a. In-service workshops	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Informal, ongoing study with other educators (e.g., peer mentoring groups)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Degrees in Judaic Studies or Hebrew	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Certification in Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Certification in administration/supervision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/>
b. Attend synagogue on Shabbat at least twice a month	<input type="checkbox"/>	<input type="checkbox"/>
c. Attend synagogue on holidays such as Sukkot, Passover, or Shavuot	<input type="checkbox"/>	<input type="checkbox"/>
d. Daven or attend synagogue daily	<input type="checkbox"/>	<input type="checkbox"/>

44. Have you ever been to Israel?

Yes ☐ No ☐

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

Yes ☐ No ☐

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 degrees	_____	_____	_____
	_____	_____	_____

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. Educational administration/supervision

☐ 1

☐ 2

If Yes, from where? _____

d. Other (specify) _____

☐ 1

☐ 2

If Yes, from where? _____

53. Are you currently working toward 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. Educational administration/supervision

☐ 1

☐ 2

If Yes, from where? _____

d. Other (specify) _____

☐ 1

☐ 2

If Yes, from where? _____

54. What is your sex?

Male

☐ 1

Female

☐ 2

55. What is your age?

☐ 1

Under 20 years

☐ 2

20 - 29 years

☐ 3

30 - 39 years

☐ 4

40 - 49 years

☐ 5

50 - 59 years

☐ 6

60 years and over

56. Where were you born?

- ☐ 1 USA
- ☐ 2 Other, (specify country) _____

57. What is your marital status?

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

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

- Yes ☐ 1 No ☐ 2

59. What is your approximate total family income?

- ☐ 1 Less than \$30,000
- ☐ 2 \$30,000 - \$44,999
- ☐ 3 \$45,000 - \$59,999
- ☐ 4 \$60,000 - \$74,999
- ☐ 5 \$75,000 - \$89,999
- ☐ 6 \$90,000 or more

60. 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

61. 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? _____

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

I plan to: (Check only one.)

- ☐ 1 Continue working in my current teaching or administrative position at the same school(s)
- ☐ 2 Continue in the same type of position (either teaching or administrative) at a different Jewish school
- ☐ 3 Move from a teaching position to an administrative position at a Jewish school (or vice versa)
- ☐ 4 Seek a position in Jewish education other than in a school (such as a central agency)
- ☐ 5 Seek an education position in a non-Jewish setting
- ☐ 6 Seek work outside of education
- ☐ 7 Not work
- ☐ 8 I don't know. I am uncertain.
- ☐ 9 Other (specify) _____

Thank you very much for your cooperation!

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



CIJE Council
for
Initiatives
in
Jewish
Education

MANUAL
FOR

***THE CIJE STUDY OF
EDUCATORS***

AMERICAN JEWISH
ARCHIVES

**Guide to the CIJE
Educators Interview**

Version 2.0

JANUARY 1996

Council for Initiatives in Jewish Education

GUIDE TO THE CIJE EDUCATORS INTERVIEW

A. What is the *CIJE Educators Interview*?

The ***CIJE Educators Interview*** is a research process designed to obtain in-depth information about the professional lives of educators (both teachers and educational leaders) working in Jewish schools in your community. The ***CIJE Educators Interview*** consists of two separate protocols:

- The ***CIJE Educators Interview: Teachers Protocol***
- The ***CIJE Educators Interview: Leaders and Administrators Protocol***

Each protocol contains a series of questions and suggestive probes for eliciting information in six general areas:

- Background
- Recruitment
- Training
- Conditions of the Workplace
- Career Satisfaction and Opportunities
- Professional Issues

The ***CIJE Educators Interview***, alone or in conjunction with the ***CIJE Educators Survey***, is designed to provide information that will help in building the profession of Jewish education in your community.

In the three Lead Communities of CIJE (Atlanta, Baltimore, and Milwaukee) in 1992-93, the ***CIJE Educators Interview*** was conducted in conjunction with the ***CIJE Educators Survey***. In total, 125 educators were interviewed, generally for one to two hours. The information obtained from the interviews provided invaluable assistance and support for understanding the quantitative data, obtained from administering the questionnaire. The following directions are based on the experiences of the MEF Research Team in conducting the educators interview in the three Lead Communities.

B. Who participates in the **CIJE Educators Interview**?

The **CIJE Educators Interview** protocols are to be used with a **representative sample** of **eligible** educators. In selecting a **representative sample** of **eligible** educators to be interviewed, there are two issues to consider:

- Who constitutes the group (population) of **eligible** educators?
- How do you select a **representative sample** from this group?

1. Who constitutes the group (population) of **eligible** educators?

In conducting the interviews in the Jewish communities of Atlanta, Baltimore, and Milwaukee, the group (population) of **eligible** educators consisted of all Judaic studies teachers and educational leaders (administrative/supervisory personnel), in all of the Jewish schools (i.e., day schools, supplementary schools, and pre-schools). As discussed earlier in the **Guide to the CIJE Educators Survey**, you may decide to study only a portion of the educators in the Jewish schools in your community, such as pre-school educators. If so, the group of **eligible** educators would consist of **all** pre-school educators (teachers and educational leaders). Note: The **CIJE Educators Interview** is not designed to obtain information about educators who teach only non-Judaic subjects in Jewish schools or educators working primarily in informal educational settings.

In the three Lead Communities, where the group of **eligible** educators consisted of all Judaic studies teachers and educational leaders in the Jewish schools, the following guidelines were used to determine which educators were **eligible** to be interviewed:

- If the school uses an "integrated curriculum," all teachers and educational leaders involved with the "integrated curriculum" are eligible to be interviewed.
- In supplementary schools, all teachers and educational leaders are eligible to be interviewed.
- Every principal or educational director in the Jewish schools is eligible to be interviewed.
- Both Jewish and non-Jewish persons who fit the above criteria are eligible to be interviewed.
- In day schools and pre-schools, faculty members who do not teach any Judaic studies or educational leaders who do not have any responsibility for the Judaic studies program are **not** eligible to be interviewed.

2. How do you select a **representative sample** from this group?

From the group of **eligible** educators, you select a **representative sample** of educators to be interviewed. It is then more likely that the information obtained through the interviews will be "representative" of the total population of teachers or educational leaders (administrative/supervisory personnel) in the group of Jewish educators you have chosen to study (e.g., pre-school educators, etc.). **Teachers and educational leaders must be sampled separately.**

To be **representative**, the **samples** should contain participants in proportions similar to the ratios that characterize the total population of the group you have chosen to study (for those characteristics that are deemed important). For example, if you have chosen to study all of the Judaic teachers in the Jewish schools in your community, and 40% of the Judaic teachers in your community work in day schools, the **sample** of teachers to be interviewed should contain approximately that proportion (40%) of day school teachers. If you have chosen to study only Judaic teachers in the pre-schools in your community, and 20% of them work in JCCs, the **sample** of pre-school teachers to be interviewed should contain approximately 20% of JCC-based pre-school teachers. Characteristics that your community could consider to be important may include the type of setting (i.e., day school, supplementary school, pre-school), gender, experience in Jewish education, and Jewish affiliation, among others.

To obtain a **representative sample**, participants should ideally be selected randomly from a complete list of the teachers and educational leaders in the group of **eligible** educators. If this method is not feasible, participants may be selected through other methods, such as nomination by the administrator of each school. In addition, specific participants may be selected based upon their demonstrated leadership, role in the community, or other characteristics. These targeted individuals may be added to the sample, but this should be kept in mind when interpreting the interview responses.

C. How to conduct the interviews

Two separate protocols are provided to guide the interviews with teachers and educational leaders (administrative/supervisory personnel). Each protocol contains a series of questions that the interviewer can ask to gather information on particular topics, such as experience, early Jewish education, relations with other teachers, frustrations and rewards of teaching, and so on. For several of the questions, probes are provided to assist the interviewer in eliciting additional information on a particular topic. Each interview should take approximately 60 to 90 minutes. The interviews are to be audiotaped and the tapes transcribed. At the beginning of each interview, the interviewer is to inform the participants that their individual responses will be kept

confidential, and that any quotes used will be anonymous.

The protocols were developed for and successfully employed by the three Lead Communities of CIJE (Atlanta, Baltimore, and Milwaukee). They can be modified to address the specific needs and resources of your community. Some topics may be emphasized over others, and additional questions may be included.

D. Confidentiality and Anonymity

In conducting the interviews and in using the information obtained, it is very important to maintain the **confidentiality** and **anonymity** of the participants' responses. To achieve this, the following guidelines are recommended:

- The tapes and transcripts should not be shared with any members of the community.
- Only a summary analysis of the transcribed interviews should be provided to the community.
- If you provide specific information about participants (such as place of work, experience, Jewish affiliation, etc.) or use quotes, it is important not to reveal the identity of any participants. The names of people or places may need to be changed, and revealing phrases from within quotes may need to be omitted.
- Finally, the interviews should be conducted in a relatively private location, such as an empty classroom or office, or at the participant's home.



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AMERICAN JEWISH
ARCHIVES

**CIJE Educators Interview:
Teachers Protocol**

Version 2.0

JANUARY 1996

Council for Initiatives in Jewish Education

EDUCATORS INTERVIEW: TEACHERS PROTOCOL

This interview protocol for teachers consists of six parts: background, recruitment, training, conditions of the workplace (including salaries and benefits), career satisfaction and opportunities, and professional issues (including professional growth and empowerment). This interview protocol provides a series of introductory statements and numbered questions designed to elicit information from the teachers about their professional lives as Jewish educators. The sentences in *italics*, which may follow a question, specify the type of information desired and/or suggest ways of probing for additional information.

A. Background

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

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

B. Recruitment

My next few questions will focus on how you became a Jewish educator.

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

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

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

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

1. How did you secure your current job?
2. What advice did you receive when you began teaching here? *[Probe: Who gave the advice? Under what circumstances?]*
3. Now I'd like to ask you about the people with whom you interact as a teacher. For each of the categories I will name, please tell me to what extent and how you interact:
 - fellow teachers
 - the principal [and educational director, if there is one]
 - rabbis
 - communal resource [i.e., central agency] people
 - federation personnel
 - others
4. What kinds of scheduled, periodic gatherings, such as teachers' meetings, do you participate in?
5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your principal? *[Ask for explanation of metaphor.]*
8. Now I would like to turn to some questions regarding your salary and any benefits you may receive.
 - What difference in your quality of life does your salary make? *[Probe: Is teacher main family bread winner? How would life change if salary is not available?]*
 - What benefits do you receive?
 - Do you receive any other perquisites as an educator- for example, synagogue membership, JCC membership, and the like?

9. In a typical week, how is your time divided among your professional responsibilities?

E. Career Rewards and Opportunities

1. What are the major satisfactions you receive as a Jewish educator?
 2. What rewards are available in a Jewish educational setting that may not be available in other work settings?
 3. Looking ahead, what career opportunities do you see for yourself?
 4. What career opportunities would you like made available to you? What is standing in the way?
 5. In what ways do your school and community recognize your work as an educator?
 6. What frustrates you in your work? What would need to happen to change this situation significantly?
 7. What circumstances would cause you to seriously consider quitting your job?
[Probe: Have you ever been tempted to leave? What were the circumstances?]
 8. What aspects of your work should be evaluated by others? How can this best be accomplished to help you grow professionally?
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F. Professional Issues

1. What are you trying to accomplish as a teacher?
2. In what ways do you model a Jewish life for your students?
3. As you think about your school or program as a whole, what kinds of decisions do you participate in? [Probe as to areas of curriculum, personnel, instruction, school policy, and budget. Get specific examples.]

4. In what ways are you continuing to develop as a teacher? *[Probe as to formal courses, workshops, professional study groups, conversations, books and journals, etc. Elicit what requirements are from school, community, and state.]*
 5. Tell me about the three most beneficial professional development activities in which you have participated. *[Probe: In what ways were they beneficial? What qualities or conditions made these activities particularly beneficial?]*
 6. If you think ahead three years, what would you like to know then that you do not know now? *[Elicit: How might he or she obtain this knowledge? Are there resources in the community to achieve these goals?]*
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CIJE Council
for
Initiatives
in
Jewish
Education

MANUAL
FOR

*THE CIJE STUDY OF
EDUCATORS*

**CIJE Educators Interview:
Leaders and
Administrators Protocol**

Version 2.0

JANUARY 1996

Council for Initiatives in Jewish Education

EDUCATORS INTERVIEW: LEADERS AND ADMINISTRATORS PROTOCOL

This interview protocol for educational leaders (administrative/supervisory personnel) consists of six parts: background, recruitment, training, conditions of the workplace (including salaries and benefits), career satisfaction and opportunities, and professional issues (including professional growth and empowerment). This interview protocol provides a series of introductory statements and numbered questions, designed to elicit information from the educational leaders about their professional lives as Jewish educators. The sentences in *italics*, which may follow a question, specify the type of information desired and/or suggest ways of probing for additional information.

A. Background

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

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

B. Recruitment

My next few questions will focus on how you became a Jewish educator.

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

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

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

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

1. How did you secure your current job?
2. What advice did you receive when you began as an administrator there? *[Probe: Who gave the advice? Under what circumstances?]*
3. Now I'd like to ask you about the people with whom you interact as an administrator. For each of the categories I will name, please tell me to what extent and how you interact:

- fellow administrators
- teachers
- rabbis
- communal resource [i.e., central agency] people
- federation personnel
- school board or committee
- others

4. What kinds of scheduled, periodic gatherings, such as staff and principals' meetings, do you participate in?
5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your teaching staff? *[Ask for explanation of metaphor.]*
8. Now I would like to turn to some questions regarding your salary and any benefits you may receive.

- What difference in your quality of life does your salary make? *[Probe: Is administrator main family bread winner? How would life change if salary is not available?]*
- What benefits do you receive?
- Do you receive any other perquisites as an educator- for example, synagogue membership, JCC membership, and the like?

9. In a typical week, how is your time divided among your professional responsibilities?

E. Career Rewards and Opportunities

1. What are the major satisfactions you receive as a Jewish educator?
 2. What rewards are available in a Jewish educational setting that may not be available in other work settings?
 3. Looking ahead, what career opportunities do you see for yourself?
 4. What career opportunities would you like made available to you? What is standing in the way?
 5. In what ways do your school and community recognize your work as an educator?
 6. What frustrates you in your work? What would need to happen to change this situation significantly?
 7. What circumstances would cause you to seriously consider quitting your job?
[Probe: Have you ever been tempted to leave? What were the circumstances?]
 8. What aspects of your work should be evaluated by others? How can this best be accomplished to help you grow professionally?
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F. Professional Issues

1. What are you trying to accomplish as an administrator?
2. What changes have you made in your school's program? What changes are you working on now?
3. In what ways do you model a Jewish life for your students?

4. As you think about your school or program as a whole, what kinds of decisions do you participate in? *[Probe as to areas of curriculum, personnel, instruction, school policy, and budget. Get specific examples.]*
 5. In what ways are you continuing to develop as an administrator? *[Probe as to formal courses, workshops, professional study groups, conversations, books and journals, etc. Elicit what requirements are demanded by school, community, and state.]*
 6. Tell me about the three most beneficial professional development activities in which you have participated. *[Probe: In what ways were they beneficial? What qualities or conditions made these activities particularly beneficial?]*
 7. If you think ahead three years, what would you like to know then that you do not know now? *[Elicit: How might he or she obtain this knowledge? Are there resources in the community to achieve these goals?]*
 8. Besides teaching classes, what expectations do you have of your faculty members? Are these expectations in the teachers' contracts? *[Probe: How do teachers know these expectations are being held of them?]*
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