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Manual for the CIJE Study of Educators. Drafts, 1995.

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

Nessa,

Please find enclosed a revised DRAFT of the Manual.

Regarding the four substantial changes to the Overview section:

1. Concerning the beginning, I rewrote the first two paragraphs using material from the Policy Brief. It helps somewhat.

There are two jumps that are made: from "building the profession" TO "building" it in your community TO studying your educators as an initial step. (We do not suggest that they need to address the inadequacy of training as opposed to salary, recruitment or any other issue.)

In regard to the first jump, I don't think that the Manual is the place to argue why each community should "build the profession of Jewish education" in their community. In reality, the Commission was able to reach consensus on this, and the CIJE was created to implement it. Also, the national educational community has (again) focused on the needs for professional development (one possible area of building the profession). I have my own arguments, but it seems that purpose of the Manual is to provide a tool for those who already are convinced of the need to "build the profession", not to convince them. The second paragraph is my best shot. Has the CIJE ever issued a statement on this that can be used here? I glanced through A Time to Act and found none.

In regard to the second jump, the reasons to study your educators are: 1) knowing what exists (strengths, weaknesses, resources, obstacles, etc) before beginning to "build", having a base line against which to assess change (success or failure), and data which can be used to mobilize the community (e.g., the educators lack training). These three are given at the end of the third paragraph. Perhaps, the order should be changed?

2. Concerning the need to say that the research instruments contained in the Manual address areas such as salary, benefits, etc., I added a sentence in the third paragraph.

3. Concerning the use of the phrase "... explaining its proper usage" in the first paragraph (last line) of the sub-section "Contents", I changed it to read "... with instructions for its use."

4. Concerning the sub-section "Effective Data Collection", I combined the second and third sentences in the first paragraph. I considered ways of simplifying the rest of the sub-section, but each time I found that important aspects would be lost. I suggest leaving it as is.

Note: In addition to all the other changes, I created cover pages for each section.

Looking forward to getting your final(?) comments,
Bill

CIJE Council
for
Initiatives
in Jewish
Education

MODULE
FOR

*THE CIJE STUDY OF
EDUCATORS*

Adam Gamoran
Ellen Goldring
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DRAFT

Council for Initiatives in Jewish Education

MODULE FOR THE CIJE STUDY OF EDUCATORS

INTRODUCTION

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 pursuit of this lofty vision, the members of the Commission on Jewish Education in North America asserted the primacy of two building blocks upon which action should focus: "developing the profession of Jewish education and mobilizing community support to meet the needs and goals of Jewish education" (A Time to Act, 1990). Each Jewish community in North America should be encouraged to develop and implement a comprehensive plan for building the profession of Jewish education among its educators and educational institutions. In order to begin moving along this path, it is vital to know where one stands. A community's planning efforts should be informed by an accurate knowledge of the strengths and weaknesses of its current educational workforce.

The Module for the CIJE Study of Educators is a set of research instruments designed to obtain information about the educators (both teachers and administrative/supervisory personnel) working in the Jewish schools in your community. This information can help in developing a comprehensive plan for building the profession of Jewish education in your community. In using the Module for the CIJE Study of Educators, you can obtain an accurate description of your current educational workforce, baseline data against

which future change can be assessed, and a means by which to mobilize the community in support of educational improvement.

The Module for the CIJE Study of Educators consists of two separate research instruments: the CIJE Educators Survey and the CIJE Educators Interview. Each instrument is accompanied by a guide, explaining its proper usage. The CIJE Educators Survey is a questionnaire designed to collect quantitative information from all of the educators (both teachers and administrative/supervisory personnel) working in Jewish schools in your community. It consists of four general areas: Settings, Work Experience, Training and Staff Development, and Background. The CIJE Educators Interview is an in-depth interview process employing 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, concerning their professional lives as Jewish educators. There are separate protocols for teachers and administrative/supervisory personnel. Both protocols consist of six general areas: Background, Recruitment, Training, Conditions of the Workplace, Career Rewards and Opportunities, and 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 current educational workforce.

The Module for the CIJE Study of Educators was developed by the CIJE's Monitoring, Evaluation and Feedback (MEF) Research Team, in cooperation with the three Lead Communities of the 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 the field tests has been used to develop comprehensive plans for building the profession in each community. Additionally, the information has been used to prepare the CIJE's Policy Brief Background and Professional Training of Teachers in Jewish Schools. This is the first of a series to be based on the data from the three Lead Communities. Based upon these experiences, the MEF Research Team revised the instruments and wrote the accompanying guides.

As communities begin to employ the Module for the CIJE Study of Educators in studying their own Jewish educational workforce, the data obtained can become a valuable continental resource - providing an increasingly detailed picture of our continental Jewish educational workforce and mobilizing national agencies in support of communal efforts toward building the profession of Jewish education. Each community is asked to provide a copy of the data obtained that they have acquired using their version of the CIJE Educators Survey, to the CIJE in order to build a continental data base. In addition, the Council for Initiatives in Jewish Education would appreciate the CIJE being acknowledged in any reports or other materials that are created through use of the Module for the CIJE Study of Educators.

MEF Research Team

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Bill Robinson

Staff Researcher

The members of the MEF Research Team acknowledge the substantial and invaluable work of Roberta Goodman, R.J.E. and Dr. Julie Tammivaara in creating the Module for The CIJE Study of Educators. 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 the CIJE staff. The members of the MEF Research Team are especially thankful to the Jewish educators who participated in the study.

*The CIJE acknowledges the generous support of the Jacob and Hilda
Blaustein Foundation for the Monitoring, Evaluation, and Feedback Project.*

Please contact Bill Robinson, CIJE Staff Researcher, with any questions or suggestions that you may have regarding the Module for The CIJE Study of Educators.

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Council for Initiatives in Jewish Education

GUIDE TO THE 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 administrative/supervisory personnel) 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, and Background. The CIJE Educators Survey, alone or in conjunction with the CIJE Educators Interview, is designed to provide information that will help in building the profession of Jewish education in your community. The CIJE Educators Survey will also provide a baseline against which you can measure any changes that occur from your efforts in this area.

B. Who completes the CIJE Educators Survey?

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

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

C. How to administer the CIJE Educators Survey

The CIJE Educators Survey was administered initially in the three Lead Communities of the Council for Initiatives in Jewish Education (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 to having the research findings be considered an accurate representation of the total population of educators. The CIJE Educators Survey is intended to be administered to all educators, not a sample. Therefore, it is vital that when administering the CIJE Educators Survey in your community you obtain a similarly high response rate.

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

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

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

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

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

E. Anchor Items - Modifying the CIJE Educators Survey

In using the CIJE Educators Survey, questions may be added and some questions may be modified to suit the particular needs and resources of your community. A number of the questions in the CIJE Educators Survey are "anchor items." This means that they address certain policy issues essential to building the profession of Jewish education in all kinds of communities. Data are or will be available on these items for many communities, contributing to a continental data base. The CIJE hopes that all community educator surveys will contain these anchor items.

The anchor items are:

- 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:
 - c. Continuing education
 - h. Health
 - i. Pension
- Q15: Benefits in second school:
 - c. Continuing education
 - h. Health

- i. Pension
- Q20: Satisfaction:
 - a. Salary
 - b. Benefits
 - c. Job security
 - d. Career opportunities
- 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
- Q55: Sex
- Q59: Total family income
- Q60: Significance of income from work in Jewish schools
- Q62: Plans for the future

Council For Initiatives In Jewish Education

EDUCATORS SURVEY

Dear Educator,

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

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

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

Thank you very much for your participation and cooperation.

Council for Initiatives in Jewish Education

EDUCATORS SURVEY

I. SETTINGS

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

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

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

Yes

☐ 1

No

☐ 2

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

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

First school _____ Second school _____ Third school _____ Fourth school _____

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

First school _____ Second school _____ Third school _____ Fourth school _____

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

6. How many years IN TOTAL have you been working in the field of Jewish education, 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
a. Reform	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b. Conservative	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. Traditional	<input type="checkbox"/> 3	<input type="checkbox"/> 3
d. Orthodox	<input type="checkbox"/> 4	<input type="checkbox"/> 4
e. Reconstructionist	<input type="checkbox"/> 5	<input type="checkbox"/> 5
f. Community	<input type="checkbox"/> 6	<input type="checkbox"/> 6
g. Jewish Community Center	<input type="checkbox"/> 7	<input type="checkbox"/> 7
h. Other (specify) _____	<input type="checkbox"/> 8	<input type="checkbox"/> 8

8. How many students are in each school?

First school _____ Second school _____

9. In what settings do you work?

(Check only one for each school)	First school	Second school
a. Day school	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b. One day/week supplementary school	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. Two or more days/week supplementary school	<input type="checkbox"/> 3	<input type="checkbox"/> 3
d. Pre-school	<input type="checkbox"/> 4	<input type="checkbox"/> 4
e. Adult education	<input type="checkbox"/> 5	<input type="checkbox"/> 5
f. Other (specify) _____	<input type="checkbox"/> 6	<input type="checkbox"/> 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 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 not 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 of 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 of 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 do?

(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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Colleagues in your school(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Colleagues outside your school(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Parents and/or lay leaders	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Rabbi	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Faculty members at a local university	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Central agency staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Teacher resource center	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. National movement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Professional organizations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Job security/tenure	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Opportunities for career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

21. Are you a full-time Jewish educator?

Yes

☐

No

☐

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

Yes

☐

No

☐

(If No, skip to Question #25)

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

in one school

☐

in several schools

☐

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? _____

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

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

(Check Yes or No for each item)

	Yes	No
a. Judaic subject matter (e.g., Bible, history)	<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="text" value="1"/>	<input type="text" value="2"/>
b. Attend a course in Judaica or Hebrew at a college or university?	<input type="text" value="1"/>	<input type="text" value="2"/>
c. Attend a course in education at a college or university?	<input type="text" value="1"/>	<input type="text" value="2"/>
d. Participate in a private Judaica or Hebrew study group?	<input type="text" value="1"/>	<input type="text" value="2"/>
e. Study Judaica or Hebrew on your own?	<input type="text" value="1"/>	<input type="text" value="2"/>
f. Participate in some other on-going form of study in Judaica or Hebrew (e.g., year-long seminar)? (specify) _____	<input type="text" value="1"/>	<input type="text" value="2"/>

35. In which of the following areas would you like to develop your skills further?
Check only the three most important.

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

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

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

37. How proficient are you in Hebrew?

(Check one response for each item)

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

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

(Check one response for each item)

	More than adequate	Adequate	Less than adequate	Inadequate
a. In-service workshops	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Informal, on-going 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

☐

No

☐

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

☐

Reform

☐

Conservative

☐

Traditional

☐

Orthodox

☐

Reconstructionist

☐

Unaffiliated

☐

Other (specify) _____

41. Are you currently a member of a synagogue?

Yes

☐

No

☐

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

Yes

☐

No

☐

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"/> 1	<input type="checkbox"/> 2
b. Attend synagogue on Shabbat at least twice a month	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Daven or attend synagogue daily	<input type="checkbox"/> 1	<input type="checkbox"/> 2

44. Have you ever been to Israel?

Yes ☐ 1 No ☐ 2

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

Yes ☐ 1 No ☐ 2

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

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

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

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

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

Yes ☐ 1 No ☐ 2

If Yes, how many summers? _____

48. Did you belong to a Jewish youth group?

Yes ☐ 1 No ☐ 2

If Yes, how many years? _____

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

Yes ☐ 1 No ☐ 2

If Yes, how many years? _____

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

Yes ☐ 1 No ☐ 2

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

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

55. What is your sex?

Male ☐ 1 Female ☐ 2

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 \$30,000 or below
- ☐ 2 \$31,000 - \$45,000
- ☐ 3 \$46,000 - \$60,000
- ☐ 4 \$61,000 - \$75,000
- ☐ 5 \$76,000 - \$90,000
- ☐ 6 Above \$90,000

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!

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

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 by which in-depth information can be obtained about the professional lives of educators (both teachers and administrative/supervisory personnel) working in Jewish schools in your community. The CIJE Educators Interview consists of two separate protocols to be used with teachers and administrative/supervisory personnel, respectively: the CIJE Educators Interview: Teachers Protocol and the CIJE Educators Interview: Administrators Protocol. Each protocol contains a series of questions that can be asked during the interviews and suggestive probes by which additional information can be elicited, in six general areas: Background, Recruitment, Training, Conditions of the Workplace, Career Satisfaction and Opportunities, and 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.

B. Who participates in the CIJE Educators Interview?

The protocols are to be used with a **SAMPLE** of **ELIGIBLE** educators working in the Jewish schools (i.e., day schools, supplementary schools, and pre-schools) in your community. Educators working in informal educational settings (e.g., camps, youth groups) are excluded.

- If the school uses an "integrated curriculum", all teachers and administrative/supervisory personnel involved with the "integrated curriculum" are eligible to be interviewed.
- In supplementary schools, all teachers and administrative/supervisory personnel 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 who do not teach any Judaic studies or administrative/supervisory personnel who do not have any responsibility for the Judaic studies program are NOT eligible to be interviewed.

From the group of eligible educators, a REPRESENTATIVE sample is selected to be interviewed. Separate samples for teachers and administrative/supervisory personnel are selected. By obtaining a representative sample, it is more likely that the information obtained through the interviews will be generalizable to and "representative" of the total population of teachers or administrative/supervisory personnel in the Jewish schools in your community. To be representative, the samples should contain participants in proportions similar to the ratios that characterize the total populations (for those characteristics that are deemed important). For example, if 40% of the teachers in your community work in day schools, the sample of teachers should contain approximately that proportion (40%) of day 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, Adult education), gender, experience in Jewish education, and Jewish affiliation.

Ideally, to obtain a representative sample, participants should be selected randomly from a complete list of the teachers and administrative/supervisory personnel working in the Jewish schools in your community. 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 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

The interviews should take approximately 45 to 60 minutes. The interviews are to be audio taped 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 any use of quotes will be done anonymously.

Two separate protocols are provided to guide the interviews with teachers and administrative/supervisory personnel. Each protocol contains a series of questions that the interviewer can employ to gather information on particular topics, such as experience, early Jewish education, relations with other teachers, frustrations and rewards of teaching, etc. For several of the questions, probes are provided which can assist the interviewer in eliciting additional information on a particular topic. The protocols are offered as guides for conducting successful interviews. They were developed for and successfully employed by the CIJE's three Lead Communities (Atlanta, Baltimore, and Milwaukee) for their community studies of the educators in

their Jewish schools. Some topics may be emphasized over others and additional questions may be included on topics that are specific to the needs and resources of your community.

It is very important to maintain the **CONFIDENTIALITY** and **ANONYMITY** of the participant's responses. To achieve this, the tapes and transcriptions should not be shared with any members of the community. Only a summary analysis of the transcribed interviews should be provided to the community. In providing specific information about participants (such as place of work, experience, Jewish affiliation, etc.) or in using 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.



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 (being interviewed) about their professional life as a Jewish educator. The sentences in *italic*, 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 name of 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?
-

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. Get the amount of time as well as the ages through high school.]*
 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 where you are as a Jewish educator, in what areas would you like more preparation?
-

D. Conditions of the Workplace

The questions I will be asking next 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. Thinking of a typical week, how is your time divided among your professional responsibilities?
-

E. Career Rewards and Opportunities

1. As far as you are concerned, 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 others?
 3. Looking ahead, what career opportunities do you see for yourself?
 4. What career opportunities would you like to see made available to you? What is standing in your way?
 5. In what ways does your school and community recognize your work as an educator?
 6. What things frustrate you in your work? What would need to happen to significantly change this situation?
 7. What circumstances would cause you to seriously consider quitting your job?
[Probe: Have you ever been tempted to leave? What were the circumstances?]
-

F. Professional Issues

1. What are you really trying to accomplish as an teacher?
2. In what ways do you model a Jewish life for your students?
3. Thinking 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. Thinking 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?]*
-



Council for Initiatives in Jewish Education

EDUCATORS INTERVIEW: ADMINISTRATORS PROTOCOL

This interview protocol for 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 administrators (being interviewed) about their professional life as a Jewish educator. The sentences in *italic*, 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 name of 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?
-

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. Get the amount of time as well as the ages through high school.]*
 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 where you are as a Jewish educator, in what areas would you like more preparation?
-

D. Conditions of the Workplace

The questions I will be asking next 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 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 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. Thinking of a typical week, how is your time divided among your professional responsibilities?
-

E. Career Rewards and Opportunities

1. As far as you are concerned, 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 others?
 3. Looking ahead, what career opportunities do you see for yourself?
 4. What career opportunities would you like to see made available to you? What is standing in your way?
 5. In what ways does your school and community recognize your work as an educator?
 6. What things frustrate you in your work? What would need to happen to significantly change this situation?
 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 deserve to be evaluated by others? How can this best be accomplished to help you grow professionally?
-

F. Professional Issues

1. What are you really 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. Thinking 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 from 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. Thinking 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 their classes, what expectations do you have of your faculty? Are these expectations in the teachers' contracts? *[Probe: How do teachers know these expectations are being held for them?]*
-
-

CIJE Council
for
Initiatives
in Jewish
Education

MANUAL
FOR

*THE CIJE STUDY OF
EDUCATORS*

Adam Gamoran
Ellen Goldring
Roberta Louis Goodman
Bill Robinson
Julie Tammivaara

AUGUST 1995

DRAFT

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

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Council for Initiatives in Jewish Education

MANUAL FOR THE CIJE STUDY OF EDUCATORS

INTRODUCTION

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 1990, the Commission on Jewish Education in North America created the Council for Initiatives in Jewish Education (CIJE) as an independent, non-profit organization dedicated to the revitalization of Jewish education. The CIJE's mission, in its projects and research, is to be a catalyst for systemic educational reform by working in partnership with Jewish communities and institutions **to build the profession of Jewish education and mobilize community support for education.**

Each Jewish community in North America should be encouraged to develop and implement a comprehensive plan for building the profession of Jewish education. In order to move along this path, a community's efforts should be informed by an accurate knowledge of its Jewish educators.

The ***Manual for the CIJE Study of Educators*** is a set of research instruments, with accompanying guides for their usage, which your community can employ to obtain information about the educators (both teachers and educational leaders) working in

your Jewish schools. This information can help in developing a comprehensive plan for building the profession of Jewish education in your community. In using the ***Manual for the CIJE Study of Educators***, you can obtain an accurate description of your Jewish educators, baseline data against which future change can be assessed, and a means by which to mobilize the community in support of educational improvement.

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

- the ***CIJE Educators Survey***, and
- the ***CIJE Educators Interview***.

Each instrument is accompanied by a guide, explaining its proper usage.

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, and
- Background.

The ***CIJE Educators Interview*** is an in-depth interview process employing 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, concerning 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, and
- 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.

The research instruments, contained 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:

- providing an increasingly detailed picture of the educators in the Jewish schools in North America, and
- mobilizing national agencies in support of communal efforts toward building the profession of Jewish education.

Each community is asked to provide a copy of the quantitative data, that they have acquired in studying their educators, to the CIJE in order to build this continental data bank. In addition, the Council for Initiatives in Jewish Education would appreciate the CIJE being acknowledged in any reports or other materials that are created through use of the ***Manual for the CIJE Study of Educators***.

To implement successfully a study of one's Jewish educators requires enlisting the support of those with expertise and experience in the field of research. In particular, each community should engage a qualified person to coordinate the study process. This "study coordinator" would be responsible for administering the research instruments and analyzing the data.

The position of study coordinator requires substantial knowledge and experience in the field of social science research. This 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, and 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.

The ***Manual for the CIJE Study of Educators*** was created by the CIJE's Monitoring, Evaluation, and Feedback (MEF) Research Team, in cooperation with the three Lead Communities of the 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 the 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 the CIJE's first policy brief, ***The Background and Professional Training of Teachers in Jewish Schools*** (1994). This is the first of a series to be based on the data from the three Lead Communities. Based upon these experiences, the MEF Research Team revised the instruments and wrote the accompanying guides.

AMERICAN JEWISH ARCHIVES

MEF Research Team

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Staff Researcher

The members of the MEF Research Team acknowledge the substantial and invaluable work of Roberta 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 the CIJE staff. The members of the MEF Research Team are especially thankful to the Jewish educators who participated in the study.

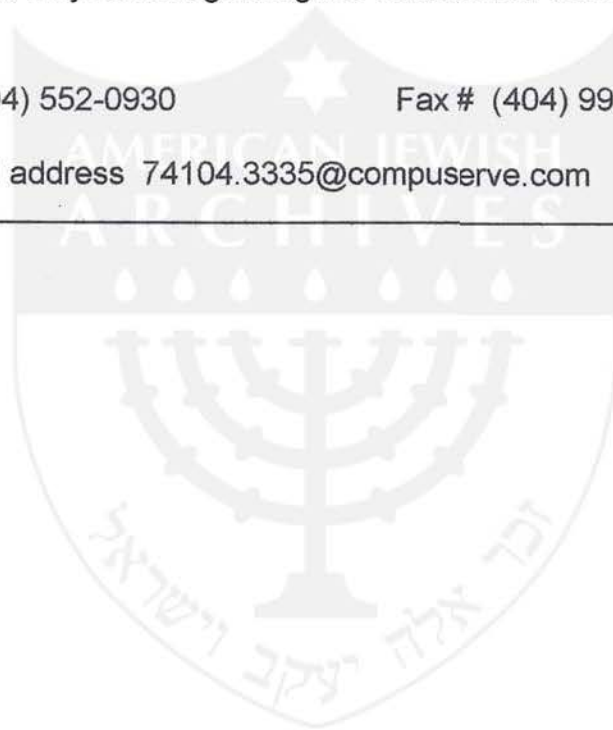
***The MEF Research Team acknowledges the generous support of the
Blaustein Foundation for the CIJE MEF Project.***

Please contact Bill Robinson, CIJE Staff Researcher, with any questions or suggestions that you may have regarding the ***Manual for The CIJE Study of Educators.***

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Council for Initiatives in Jewish Education

GUIDE TO THE 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, and
- Background.

The **CIJE Educators Survey**, alone or in conjunction with the **CIJE Educators Interview**, is designed to provide information that will help in building the profession of Jewish education in your community. The **CIJE Educators Survey** will also provide a baseline against which you can measure any changes that occur from your efforts in this area.

The **CIJE Educators Survey** was administered initially in the three Lead Communities of the 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 to having the research findings be considered an accurate representation of the total population of educators. The **CIJE Educators Survey** is intended to be administered to **all** educators, **not** 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 in the Jewish schools is to complete the questionnaire.
- Both Jewish and non-Jewish persons who fit the above criteria are to complete the questionnaire.
- In day schools and pre-schools, faculty 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 only in one type of school setting, such as pre-schools. Or, you may choose to obtain information only on the teachers in your Jewish schools, excluding educational leaders. What is **important** is that you decide at the outset upon the type of educators from whom you want to collect information. Only for those educators, on which you have obtained data, will you be able to make informed decisions. If you decide to collect data on (for example) pre-school teachers, it is still 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 which 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. In order for your community to achieve a similar response rate, you may want to make similar arrangements when administering your questionnaire.

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 them 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.

This problem can be avoided easily, if the person(s) in charge of administering the ***CIJE Educators Survey*** at each school instructs those educators who have already completed a questionnaire **not** to complete another one.

Note: It does not matter at which school an educator completes 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. **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:

- providing an increasingly detailed picture of the educators in the Jewish schools in North America, and
- mobilizing national agencies in support of communal efforts toward building the profession of Jewish education.

Each community is asked to provide a copy of the quantitative data, that they have acquired in studying their educators, to the CIJE in order to build this continental data bank. To do this, please contact Bill Robinson, CIJE Staff Researcher.

The 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

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
a. Reform	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b. Conservative	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. Traditional	<input type="checkbox"/> 3	<input type="checkbox"/> 3
d. Orthodox	<input type="checkbox"/> 4	<input type="checkbox"/> 4
e. Reconstructionist	<input type="checkbox"/> 5	<input type="checkbox"/> 5
f. Community	<input type="checkbox"/> 6	<input type="checkbox"/> 6
g. Jewish Community Center	<input type="checkbox"/> 7	<input type="checkbox"/> 7
h. Other (specify) _____	<input type="checkbox"/> 8	<input type="checkbox"/> 8

8. How many students are in each school?

First school _____ Second school _____

9. In what settings do you work?

(Check only one for each school)

	First school	Second school
a. Day school	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b. One day/week supplementary school	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. Two or more days/week supplementary school	<input type="checkbox"/> 3	<input type="checkbox"/> 3
d. Pre-school	<input type="checkbox"/> 4	<input type="checkbox"/> 4
e. Adult education	<input type="checkbox"/> 5	<input type="checkbox"/> 5
f. Other (specify) _____	<input type="checkbox"/> 6	<input type="checkbox"/> 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 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 not 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="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
b. Day care	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
c. Free or reduced membership in a synagogue or JCC	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
d. Synagogue privileges such as High Holiday tickets	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
e. Funding to attend conferences, continuing education courses	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
f. Sabbatical leave (full or partial pay)	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
g. Disability benefits	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
h. Employer contributions to a health plan	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
i. Pension benefits	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
j. Other (specify) _____	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="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="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
b. Day care	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
c. Free or reduced membership in a synagogue or JCC	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
d. Synagogue privileges such as High Holiday tickets	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
e. Funding to attend conferences, continuing education courses	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
f. Sabbatical leave (full or partial pay)	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
g. Disability benefits	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
h. Employer contributions to a health plan	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
i. Pension benefits	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
j. Other (specify) _____	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Colleagues in your school(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Colleagues outside your school(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Parents and/or lay leaders	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Rabbi	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Faculty members at a local university	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Central agency staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Teacher resource center	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. National movement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Professional organizations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Job security/tenure	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Opportunities for career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

21. Are you a full-time Jewish educator?

Yes

☐

No

☐

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

Yes

☐

No

☐

(If No, skip to Question #25)

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

in one school

☐

in several schools

☐

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="text" value="1"/>	<input type="text" value="2"/>
b. Attend a course in Judaica or Hebrew at a college or university?	<input type="text" value="1"/>	<input type="text" value="2"/>
c. Attend a course in education at a college or university?	<input type="text" value="1"/>	<input type="text" value="2"/>
d. Participate in a private Judaica or Hebrew study group?	<input type="text" value="1"/>	<input type="text" value="2"/>
e. Study Judaica or Hebrew on your own?	<input type="text" value="1"/>	<input type="text" value="2"/>
f. Participate in some other ongoing form of study in Judaica or Hebrew (e.g., year-long seminar)?	<input type="text" value="1"/>	<input type="text" value="2"/>

(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. Speaking	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Reading	<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

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"/> 1	<input type="checkbox"/> 2
b. Attend synagogue on Shabbat at least twice a month	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Daven or attend synagogue daily	<input type="checkbox"/> 1	<input type="checkbox"/> 2

44. Have you ever been to Israel?

Yes ☐ 1 No ☐ 2

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

Yes ☐ 1 No ☐ 2

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

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

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

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

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

Yes

☐

No

☐

If Yes, how many summers? _____

48. Did you belong to a Jewish youth group?

Yes

☐

No

☐

If Yes, how many years? _____

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

Yes

☐

No

☐

If Yes, how many years? _____

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

Yes

☐

No

☐

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

☐

No

☐

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

☐☐

If Yes, from where? _____

b. General education

☐☐

If Yes, from where? _____

c. Educational administration/supervision

☐☐

If Yes, from where? _____

d. Other (specify) _____

☐☐

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

☐☐

If Yes, from where? _____

b. General education

☐☐

If Yes, from where? _____

c. Educational administration/supervision

☐☐

If Yes, from where? _____

d. Other (specify) _____

☐☐

If Yes, from where? _____

54. What is your sex?

Male

☐

Female

☐

55. What is your age?

☐

Under 20 years

☐

20 - 29 years

☐

30 - 39 years

☐

40 - 49 years

☐

50 - 59 years

☐

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!

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

Council for Initiatives in Jewish Education

GUIDE TO THE EDUCATORS INTERVIEW

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

The **CIJE Educators Interview** is a research process, by which in-depth information can be obtained 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 to be used with teachers and educational leaders (administrative/supervisory personnel), respectively:

- the **CIJE Educators Interview: Teachers Protocol** and
- the **CIJE Educators Interview: Leaders and Administrators Protocol**.

Each protocol contains a series of questions that can be asked during the interviews and suggestive probes by which additional information can be elicited, in six general areas:

- Background,
- Recruitment,
- Training,
- Conditions of the Workplace,
- Career Satisfaction and Opportunities, and
- 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 the 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 interviews 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 those particular educators who would be **eligible** to be interviewed. You can modify these guidelines to be applicable to your community study.

- 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 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, a **representative sample** of educators is to be selected, who would be interviewed. (Separate **samples** for teachers and educational leaders are to be selected.) By obtaining a **representative sample**, it is more likely that the information obtained through the interviews will be generalizable to and "representative" of the total population of teachers or educational leaders (administrative/supervisory personnel), in the group of Jewish educators that you have chosen to study (e.g., pre-school educators, etc.).

To be **representative**, the **samples** should contain participants in proportions similar to the ratios that characterize the total population of the group that 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.

Ideally, to obtain a **representative sample**, participants should 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 employ 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 which can 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 audio taped 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 any use of quotes will be done anonymously.

The protocols are offered as guides for conducting successful interviews. They were developed for and successfully employed by the three Lead Communities of the CIJE (Atlanta, Baltimore, and Milwaukee). Some topics may be emphasized over others, and additional questions may be included on topics that are specific to the needs and resources of your community.

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

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

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 (being interviewed) about their professional life as a Jewish educator. The sentences in *italic*, 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 name of 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?
-

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. Get the amount of time as well as the ages through high school.]*
 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 where you are 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 next 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. Thinking of a typical week, how is your time divided among your professional responsibilities?
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E. Career Rewards and Opportunities

1. As far as you are concerned, 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 others?
 3. Looking ahead, what career opportunities do you see for yourself?
 4. What career opportunities would you like to see made available to you? What is standing in your way?
 5. In what ways does your school and community recognize your work as an educator?
 6. What things frustrate you in your work? What would need to happen to significantly change this situation?
 7. What circumstances would cause you to seriously consider quitting your job?
[Probe: Have you ever been tempted to leave? What were the circumstances?]
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F. Professional Issues

1. What are you really trying to accomplish as an teacher?
2. In what ways do you model a Jewish life for your students?
3. Thinking 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. Thinking 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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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 (being interviewed) about their professional life as a Jewish educator. The sentences in *italic*, 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 name of 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. Get the amount of time as well as the ages through high school.]*
 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 where you are 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 next 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 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 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. Thinking of a typical week, how is your time divided among your professional responsibilities?
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E. Career Rewards and Opportunities

1. As far as you are concerned, 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 others?
 3. Looking ahead, what career opportunities do you see for yourself?
 4. What career opportunities would you like to see made available to you? What is standing in your way?
 5. In what ways does your school and community recognize your work as an educator?
 6. What things frustrate you in your work? What would need to happen to significantly change this situation?
 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 deserve to 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 really 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. Thinking 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 from 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. Thinking 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 their classes, what expectations do you have of your faculty? Are these expectations in the teachers' contracts? *[Probe: How do teachers know these expectations are being held for them?]*
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