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Manual for the CIJE Study of Educators. Planning and
correspondence, 1995.

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FROM: INTERNET:gamoran@ssc.wisc.edu, INTERNET:gamoran@ssc.wisc.edu
TO: Alan Hoffmann, 73321,1220
(unknown), 74104,3335
DATE: 2/24/95 1:12 PM

Copy.
1. Area, Jan, Ray, #
2. Put in file for
for 3/6 meeting

Re: Mike Inbar's comments on the survey instrument

Sender: gamoran@ssc.wisc.edu
Received: from eunice.ssc.wisc.edu by arl-img-3.compuserve.com (8.6.9/5.941228sam)
id NAA19083; Fri, 24 Feb 1995 13:02:40 -0500
From: <gamoran@ssc.wisc.edu>
Received: from GAMO.DECnet MAIL11D_V3 by eunice.ssc.wisc.edu;
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Date: Fri, 24 Feb 1995 12:01:14 -0600
Message-Id: <9502241801.AA16383@eunice.ssc.wisc.edu>
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Cc: ANNETTE@ssc.wisc.edu, ALAN@ssc.wisc.edu, GAMORAN@ssc.wisc.edu
Subject: Mike Inbar's comments on the survey instrument

I had a good conversation about the survey instrument with Mike Inbar. Overall, he likes it very much -- it is lean and good. It is a very good basis for modular design. He urges us to keep it lean and modular, because we or others may want to add questions derived from new policy issues in the future.

Mike expressed one substantive concern with the instrument: He is uncertain about the value of the very first question, about satisfaction. For one thing, it doesn't make much sense to ask about satisfaction, unless one also has a good sense of what the objective situation is. In his view, knowing about the objective situation (to the extent that's possible with survey methods) is much more important. For another thing, many of the items in the satisfaction question overlap with later questions about adequacy (e.g., Q14, adequacy of in-service; Q27 on mentoring). He strongly favors questions about adequacy rather than satisfaction. Asking about adequacy is more concrete; satisfaction is too diffuse. In his view, the only reason for keeping the satisfaction question would be if we want cross-validation for the adequacy questions.

If we drop the satisfaction question, he proposes that we move Q2 (career perceptions) to after Q3 (experiences). Thus, the order of questions would be (1) experiences -- a concrete, fact-oriented question and a good place to start; (2) career perceptions; (3) general ed experience; etc.

If we decide to drop the satisfaction question, we will want to make sure that its important elements are indeed covered by the adequacy questions. In particular, I'd want to make sure we ask about the perceived adequacy of salary and benefits.

Adam

Jewish studies/Jud 2122

Serial comm

THE CIJE STUDY OF EDUCATORS

Materials ^{Questionnaire} Survey & Interviews ~~Procedures~~
for
Protocols

I. The Survey

A. Procedures

Is Survey the same as
Questionnaire?

B. Questionnaire

II. The Interviews

A. Procedures

B. Teacher Interview

C. Principal Interview

draft

This instrumentation was prepared by the Monitoring, Evaluation, and Feedback team of the Council for Initiatives in Jewish Education (CIJE). Its purpose is to provide a way for Jewish communities to study their formal educators, addressing such issues as background and training, professional development, entry into the field and career plans, salaries and benefits, and attitudes and perceptions of the work of Jewish education.

Prep Under + direction of A/E
credit?
address, etc

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I. A.

Procedures for the Study of Educators

relat to cover?

substance?

Interview guides and surveys for the study of educators are available from CIJE. Please remember to follow these guidelines as well as those stated in your contract.

- 1) When using the materials and writing reports please cite and acknowledge CIJE;
- 2) Provide CIJE (or ??????) with the raw data on disk.
- 3) If other communities or agencies want to use them, please refer them directly to CIJE (or ??????).

(THIS NEEDS TO BE WRITTEN AFTER A FORMAL AGREEMENT IS DRAFTED BETWEEN COMMUNITIES AND?????)

Specific Procedures

The educator survey should be administered at faculty meetings in each school. This is very important to ensure a high response rate. The teachers are not permitted to take the survey home, but should answer during a faculty meeting. This should be coordinated in advance with the principal of each school. The principals should not administer the survey and should go out of the room when the teachers are responding. The survey should be handed out and collected by people not connected with the school (for example, graduate students hired for this purpose). This is important so that the teachers feel that their responses are truly confidential and do not need to be sanctioned by the school. The questionnaire should not be distributed by mail.

mention
response
rate

Teachers who are absent at the faculty meeting should receive a survey at home in the mail with a stamped, addressed return envelope to the Community Coordinator, not the school or the principal.

In regard to multiple work settings, throughout the survey teachers are asked to respond to questions about a second school if they work in more than one school. (Very few teachers work in more than two schools; therefore we decided to limit the collection of information of the multiple settings to two.) Teachers who work in multiple work settings shall respond to the survey only at the first school where it is administered, but in that survey they answer questions about both of their settings. When the survey is administered at their second school, an announcement is made that any teacher who has already taken the survey at another school should not respond a second time.

UC

Sense?

For the educator survey of teachers, all teachers in the community who teach in Jewish education are included; therefore the total population is surveyed. All pre-school teachers should be included. Non-Jewish pre-school teachers who teach Judaica subjects (versus science, for example) are also included in the population. However, teachers of secular subjects in the day schools should be excluded. Therefore, there is no sampling method for teachers as far as the survey is concerned, since all teachers are included.

For the survey of educational leaders, all principals and/or designated administrators of formal Jewish education programs are included. In other words, the head of the programs where the teachers work, are surveyed. This excludes informal education.

It is important to keep precise information about the number of surveys distributed and the number of surveys returned so that a response rate can be calculated. Each survey should be coded at the bottom, on the last page, with a two digit school ID number (a number from 1- 99 identifying each institution/educational setting receiving the survey). Thus packets of surveys should be prepared with the institution's ID number before distribution to schools.

diff for each school
each

individual

[Enclosed is a separate memo explaining the sampling method for the interviews.]

← A field researcher or designated person from the community may conduct the interviews. This person(s) analyzes the interview data and prepares reports based on the interview data.

All information should be shared back to the communities in a series of reports. For example, the first report can be the analysis of the interviews, called, "The Professional Lives of Educators," while the second report is an analytical-summary report, integrating the analyses and results of the interviews and survey data.

(7)

For more information contact: ?????

February 27, 1995

TO: Bill Robinson
CC: Adam Gamoran/ Ellen Goldring
FROM: Nessa Rapoport

Re: CIJE Study of Educators Materials

I wanted to react in some detail to the document called "The CIJE Study of Educators" (IA), because it raises a number of editorial questions that will have to be resolved for all our work in this area. (As for the questionnaire itself, I'll give you those comments over the phone by March 1.)

As I said in Cambridge, I think we need to be quite scrupulous about the consistency of our use of terms. Keeping in mind that I am emphatically not a specialist, this is what jumped out at me:

In the document (IA) now called "The CIJE Study of Educators," henceforth CSE, I was quite confused about terms. We noted in Cambridge that there should probably be a subhead to this title, as we have used CSE in the policy brief (henceforth pb) to refer to the complete study--that is, to the compilation of both the quantitative and qualitative aspects of the CSE.

Cover: Do you want to name the MEF team, as we did in the pb? I think we should, perhaps replicating the box in the pb. Note that after the Copyright, "for" should not be uppercase. I am assuming we'll have a CIJE address and phone/fax on the cover as well.

Contents: There are significant terminology problems in these two pages, as described below. (In truth, the writing here does not have the clarity of other MEF documents I've read.)

Audience: Is this language designed for lay people? Educators but not professional researchers? Professional researchers? I couldn't tell. (I do recognize that until we make a decision about the way we handle the module, the question of audience remains an open one.)

Page 1, line 1: "Interview guides and surveys": Do you mean "Copies of the interview procedure and questionnaire," per the cover page? Terms within the document should be consistent with cover page--or cover page should be changed.

"Procedures":

1) "When using the materials": What is being referred to here? We have not used the term "materials" on cover page--although we could in the subhead.

3) "If...use them": What is "them"?

"Specific Procedures": What is the difference between the "procedures," above, and "specific procedures"?

Para. 1: First of all, I think this paragraph should be written out as numbered points, per above. You should also mention the high response rate and explain that the points that follow account for the unusually high rate. Otherwise, there are a lot of "shoulds" and "this is very important" without giving an intelligent reason for people to give this enterprise credibility.

Line 1: "The educator survey": What is this--"the questionnaire"? Note the use of the term "survey" most of the time in this section (in contrast to line 12, "questionnaire"), whereas on the cover, "survey" refers to both the procedures and the questionnaire. Note, too, the way we distinguished the two in the section of the pb called "About The CIJE Study of Educators." (I haven't checked in depth for our consistency there, but "survey" seems to be broader than "questionnaire.")

Line 9: "for example, graduate students...": On p. 2, para. 4, there is mention of "a field researcher or designated person." This was confusing to me. Are you making different points about what you call "the survey" and what you call "the interviews" in this section called "specific procedures"? If yes, subdivide the procedures so that the reader is clear about which procedures apply to the survey and which to the interviews.

Para. 2, line 3: "envelope" misspelled. There are a number of punctuation errors that I don't want to deal with right now. (By the way, we should consider seriously hiring a copyeditor for the final version of the module, which will be disseminated across North America forever.)

Para. 2, line 3: What does the term "Community Coordinator" mean? Is that the same as the example of the "graduate students" in para. 1. (And why is it uppercase?)

Para. 3, line 1: "In regard to multiple work settings": I would not know what you are referring to here. Perhaps, "In regard to the term "multiple work settings" that appears in P. X, Question Y."

Line 6: I did not understand this sentence on my first reading. Perhaps "Teachers who work in multiple work settings should respond to the survey (questionnaire?) only once, at the first school where the survey (questionnaire?) is administered, but in that survey (?) they should answer questions..."

Line 10: Change "an announcement is" to "an announcement should be"?

P. 2, para. 1, line 1: "the educator survey of teachers": What does this refer to? Not consistent with other usage (singular here).

Line 2: Here you say "who teach in Jewish education" but in the next para. you use the term "formal Jewish education." We wrestled this out in the pb, so perhaps we should be consistent with our choice there. Also, the phrase "all teachers in the community who teach in Jewish education" feels too vague.

Line 4: "Non-Jewish teachers...are also included in the population." Shouldn't that read, "should also be included in the population"?

Para. 2, line 2: "formal education programs": Is this the way we consistently refer to them? A "program" seems a bit minimalist to me--compared to "school," for example.

Line 4: Take out comma after "work."

Para. 3, line 3: The sentence beginning "Each survey should be coded..." is hard to decode! I think it's two sentences, with the info in the parentheses being the first.

Line 7: Should read "prepared with the individual institution's ID number before distribution to each school."

Para. 5, line 1: Again, "A field researcher or designated person from the community" needs clarification.

Para. 6, line 1: What does "shared back" mean?

Line 3: Put "The Professional Lives of Educators" in quotes or underline it. And any reference to The CIJE Study of Educators should probably be underlined, as we did in the policy brief--as if it's a book (which some day it may be!).

I know we're not up to this document yet, but I wanted to get these notes to you while they were still fresh in my mind. (I also have notes on IIB and IIC, when you're ready. Sufficient to note that they are called "protocols" and IA is called "procedures"! Let's use the most respected research vocabulary.))

March 13, 1995

Gail,

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

Bill



I. B.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educator,

We appreciate your participation in this survey of ^{formal?} Jewish education 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

Study of Educators?

I. ATTITUDES

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

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

(Check one response for each item)	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
a. Student attitudes toward Jewish education	1	2	3	4
b. Parental attitudes toward Jewish education	1	2	3	4
c. Feeling part of a larger Jewish community, such as a synagogue	1	2	3	4
d. Respect shown you as a teacher by the community	1	2	3	4
e. Opportunity to work closely with other educators	1	2	3	4
f. Support from principal or supervisor	1	2	3	4
g. Amount of input you have into school policy	1	2	3	4
i. Salary	1	2	3	4
j. Benefits	1	2	3	4
k. Number of hours of teaching available	1	2	3	4
l. Opportunity for career advancement	1	2	3	4
m. Job security/tenure	1	2	3	4
n. Physical setting and facilities	1	2	3	4
o. Resources available to you	1	2	3	4

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

Yes 1

No 2

II. EXPERIENCE

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

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

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

4. Have you ever worked in general education?

Yes 1

No 2

If Yes, how many years? _____

III. TRAINING AND STAFF DEVELOPMENT

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

5. 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? _____

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

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

(Check Yes or No for each item)

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

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

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

9. 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 teaching
- _____ f. Availability of certification
- _____ g. Other (specify) _____

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

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

Jewish studies

11. 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 development
- ___ e. Creating materials
- ___ f. Communication skills
- ___ g. Parental involvement
- ___ h. Motivating children to learn
- ___ i. Other (specify) _____

School Administration?

12. In which of the following areas would you like to increase your knowledge?

Check only the three most important.

- ☐ a. Hebrew language
- ☐ b. Customs and ceremonies *Ritual and holidays*
- ☐ c. Israel and Zionism
- ☐ d. Jewish history
- ☐ e. Bible
- ☐ f. Synagogue skills/prayer
- ☐ g. Rabbinic literature
- ☐ h. Other (specify) _____

13. How proficient are you in Hebrew?

(Check one response for each item)

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

14. How adequate are the opportunities in your community for:

(Check one response for each item)

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

IV. SETTINGS

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

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

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

Yes 1

No 2

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

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

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

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

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

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

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

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

21. What is the affiliation of each school?

(Check one response for each school)

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

22. How many students are in each school?

First school _____ Second school _____

23. In what settings do you work?

(Do not check more than one for each school)

	First school	Second school
a. Day school	1	1
b. One day/week supplementary school	2	2
c. Two or more days/week supplementary school	3	3
d. Pre-school	4	4
e. Adult education	5	5
f. Other (specify) _____	6	6

24. What subjects do you primarily teach this year?

(Check all that apply)

	First school	Second school
a. Hebrew language	_____	_____
b. Judaica (e.g., Bible, history, holidays) in Hebrew	_____	_____
c. Judaica (e.g., Bible, history, holidays) in English	_____	_____
d. Bar/Bat Mitzvah preparation	_____	_____
e. Secular subjects (e.g., math, reading, science)	_____	_____
f. Other (specify) _____	_____	_____

25. In what grade levels are your primary assignments?

First School

Second school

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

	First school	Second school
a. Central agency for Jewish education	1	1
b. Graduate school placement	2	2
c. National professional association	3	3
d. Through a friend or mentor	4	4
e. Recruited by the school	5	5
f. Approached the school directly	6	6
g. Newspaper advertisement	7	7
h. Other (specify) _____	8	8

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

(Check one response for each item)	Frequently	Occasionally	Seldom	Never
a. Principal/supervisor	1	2	3	4
b. Mentor teachers	1	2	3	4
c. Other teachers	1	2	3	4
d. Rabbi	1	2	3	4
e. Faculty members at a local university	1	2	3	4
f. Central agency consultants	1	2	3	4
g. Teacher resource center	1	2	3	4
h. Other (specify) _____	1	2	3	4

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

(Check one response for each item)	Frequently	Occasionally	Seldom	Never
a. Principal/supervisor	1	2	3	4
b. Mentor teachers	1	2	3	4
c. Other teachers	1	2	3	4
d. Rabbi	1	2	3	4
e. Faculty members at a local university	1	2	3	4
f. Central agency consultants	1	2	3	4
g. Teacher resource center	1	2	3	4
h. Other (specify) _____	1	2	3	4

29. Which of the following factors affected your decision to work in the schools 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 teaching	1	2	1	2
b. Salary	1	2	1	2
c. Location	1	2	1	2
d. Friends who teach there	1	2	1	2
e. Principal and/or professional staff	1	2	1	2
f. Reputation of the school and students	1	2	1	2
g. Religious orientation	1	2	1	2
h. My own synagogue	1	2	1	2
i. Other (specify) _____	1	2	1	2

Discount in tuition for children
Syn membership
etc. →

30. Which of the following benefits are available to you as a teacher in the first school?

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

31. Which of the following benefits are available to you as a teacher in the second school?

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

32. Are you a full-time Jewish educator?

Yes 1

No 2

33. Would you like to work more hours in Jewish education if the opportunity were available to you?

Yes 1

No 2 (If No, skip to Question #36)

34. If you answered Yes to Question 33, would you prefer to work more hours:

in one school 1

in several schools 2

35. If you answered Yes to Question 33, which of the following would encourage you to work more hours? 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 (see question 30)

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

k. Other (specify) _____

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

_____ a. tutor students privately in Judaica or Hebrew

_____ b. work with a Jewish youth group

_____ c. work in a Jewish camp

_____ d. work in a Jewish adult education program

_____ e. do other work in an informal Jewish educational setting
(please specify) _____

_____ f. 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? _____

V. BACKGROUND

Next we are going to ask you about yourself.

37. Are you Jewish?

Yes 1

No 2

38. 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) _____

39. 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

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

___ a. Light candles on Friday evening

___ b. Attend a Seder in your home or somewhere else

___ c. Keep Kosher at home

___ d. Light Hanukkah candles

___ e. Fast on Yom Kippur

___ f. Observe Sabbath

___ g. Build a Sukkah

___ h. Fast on the fast of Esther

___ i. Celebrate Israel Independence Day

41. During the past year, did you:

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

42. 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

43. What kind of Jewish school 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
- ☐ d. School in Israel
- ☐ e. None
- ☐ f. Other (specify) _____

move 46
here?

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

(Active 13)

Yes 1 No 2

If Yes, how many summers? _____

45. Did you belong to a Jewish youth group?

Yes 1 No 2

If Yes, how many years? _____

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. Have you attended a yeshiva after age eighteen?

women's tm?

Yes 1

No 2

If Yes, for how many years? _____

48. What is your age? _____

49. What is your sex?

Male 1

Female 2

50. Where were you born?

1 USA

2 Other, please specify country _____

51. Marital status

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

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

Yes 1

No 2

53. What is your annual salary from your teaching?

(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 - \$24,999	6	6
\$25,000 - \$29,999	7	7
\$30,000 - \$34,999	8	8
\$35,000 - \$39,999	9	9
Over \$40,000	10	10

54. 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 Over \$75,000

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

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

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

Yes 1

No 2

56. 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, etc.)	<hr/>	<hr/>	<hr/>
	<hr/>	<hr/>	<hr/>
Degrees from teachers seminary (non-university)	<hr/>	<hr/>	<hr/>
	<hr/>	<hr/>	<hr/>
Bachelors degrees (e.g., BA, BS, BEd, BHL, etc.)	<hr/>	<hr/>	<hr/>
	<hr/>	<hr/>	<hr/>
Masters degrees (e.g., MA, MS, MEd, MHL, MSW, etc.)	<hr/>	<hr/>	<hr/>
	<hr/>	<hr/>	<hr/>
Doctorates (e.g., PhD, EdD, DHL, etc.)	<hr/>	<hr/>	<hr/>
	<hr/>	<hr/>	<hr/>
Rabbinic ordination	<hr/>	<hr/>	<hr/>
	<hr/>	<hr/>	<hr/>
Other degree	<hr/>	<hr/>	<hr/>

57. Are you currently enrolled in a degree program?

Yes 1

No 2

If Yes, for what degree?

in what major(s)?

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

Definition (see pb.?)

(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. Other (specify)

1

2

If Yes, from where?

59. 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? _____

60. Which of the following best describes your career plans over the next three years?
(Choose one)

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

Thank you very much for your cooperation!

CIJE MONITORING, EVALUATION AND FEEDBACK PROJECT

PROFESSIONAL LIVES OF EDUCATORS

Interview Protocol: Teachers

This interview protocol 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.

I. 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: 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 settings? [If yes, elicit kind of work and whether full 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 of the movements in Judaism? [If so, ask which one and ask if informant affiliated with a synagogue.]

II. Recruitment

My next few questions will focus on how you came to be a Jewish teacher.

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 informant 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?

III. Training

The next set of questions will focus on your preparation to become a teacher. 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: both formal and informal instruction. Get amount of time as well as 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: Jewish studies courses or degrees, Jewish education certificates, etc. Probe: 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?

IV. 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?

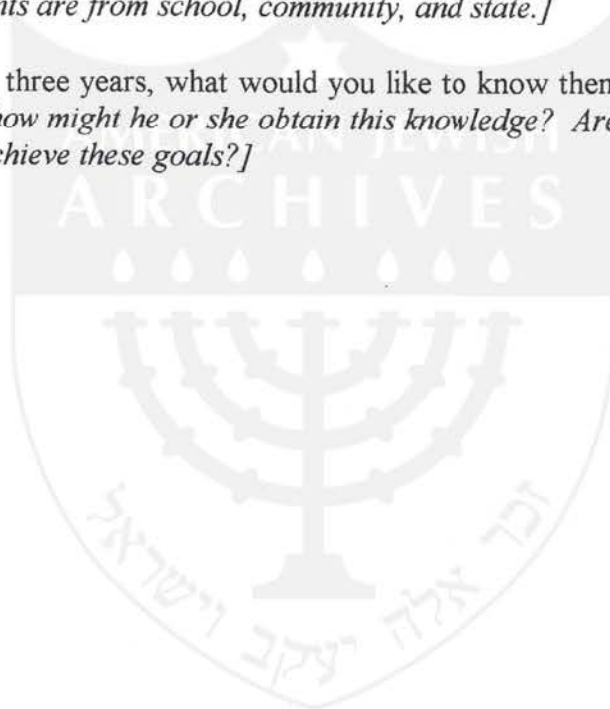
5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your principal? *[Probe: explanation of metaphor.]*
8. Now I would like to turn to some 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 breadwinner? How would life change if salary not available?]*
 - What benefits do you receive? *[Probe: List from questionnaire]* } *distinction*
 - 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?

V. 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 a teacher?
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?]*

VI. Professional Issues

1. What are you really trying to accomplish as a 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: 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: formal courses, work shops, professional study groups, conversations, books and journals, etc. Elicit what requirements are from school, community, and state.]*
5. 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?]*



II. A

CIJE MONITORING, EVALUATION, AND FEEDBACK PROJECT

CIJE STUDY OF
EDUCATORS

PROFESSIONAL LIVES OF JEWISH EDUCATORS: METHOD

term - cover

by

Julie Tammivaara and Roberta Goodman
November 1994

audience?

Suggested guidelines for sampling, collecting data, and analyzing data are the focus of this document. It is intended as a general statement of how CIJE field researchers planned, conducted, and analyzed their studies of the professional lives of Jewish educators in three lead communities.

term not used in pb

Sampling

The concept of sampling relates directly to the idea of representativeness. In studying a particular group of people, one is often interested in including members that fairly reflect the variety found within the group. In such a case, the researcher's first task is to define the group; the second task is to devise a plan to select people that by some criteria can be said to represent that group.

If one is interested in studying Jewish educators in a particular community, the definition of who a "Jewish educator" is and what constitutes a "community" is often less than straightforward. Who will be defined as a Jewish educator? Depending upon your source, this category could include teachers, principals, and aides in Jewish preschools, congregational schools and day schools. Others might exclude principals but include rabbis. Still others would include camp counselors and community center workers. Some would include only those who teach Jewish studies in Jewish schools; others would include anyone who teaches at a Jewish school or in a Jewish setting. Whatever the decision, it should be clear at the outset who is to be defined as part of the group under study and who is excluded.

Similarly, one needs to define "community." Geographically a community may have one definition, while practically it has another. For example, Baltimore's central agency, the Council on Jewish Education Services of Baltimore, serves congregations and schools well outside the city limits of Baltimore and even outside Baltimore's metropolitan boundary. One must decide, then, what physical area will be covered by the sample of people chosen as participants in the study.

Once a population has been identified by [in this case] role and location, there are numerous other characteristics to consider. These may include ideological orientation [Reform, Conservative, Orthodox, Reconstructionist, etc.], gender, type of setting [preschool, day school, congregational school, community center, etc.], length of service to the profession or the community, and so on. Whatever the characteristics under consideration, the researcher aims to select participants in proportions relative to the ratios that characterize the total population. For example, if 40% of the educators are day school teachers, one would seek to have a sample that contains approximately that proportion of day school teachers.

When the researcher has decided upon what characteristics are salient to the representativeness of the participants, then a scheme for ensuring appropriate choices should be devised. One might choose to select participants within categories randomly or by nomination. In the first case, a roster of appropriate names is generated and then numbered participants are selected by using a device such as a table of random numbers. In the second case, a roster of names is generated and then "experts" are asked to identify who among the candidates should be included. A third possibility entails a combination of both; that is, selecting part of the sample by reputation or nomination, and part of the sample randomly.

There can be no hard and fast rules about what characteristics one should consider. In small communities, ideology may not be relevant; in larger ones, it may be vital. In a long-standing community, length of service may be important, while in a rapidly growing community, this may be much less important. To discover what characteristics are likely to be important, one should investigate the community and determine what members feel are important defining attributes.

Procedure

To carry out a study in a community, one must arrange to "enter" the field. This is the first step in a study's procedure. The appropriate process will depend on the nature of the community, that is, the customary ways people in it do business, and the researcher's relationship to the people with whom he or she will be working.

Each community has unofficial as well as official "gatekeepers" who can either facilitate or hinder a study's progress. It is important, therefore, to take time in the beginning of a study to identify those with whom it is essential to establish a good working relationship and get permission to conduct a study. In some communities, for example, it is important to work from the top down, gaining acceptance from official representatives in an established hierarchy; in others, acceptance is appropriately gained by working from the bottom up, gaining acceptance from those who are the focus of the study, and then seeking official permission to conduct interviews. The choice of these or any other ways of entering the field will rest on the judgement of the researcher in light of a community's structure.

In the studies conducted under the auspices of the CIJE, principals and teachers of Judaic studies in preschools, congregational schools, and day schools were included in the samples. In one case, the researchers were formally introduced to the principals through letters from a federation and a central agency director. Principals were then contacted for permission to be interviewed. From these encounters, rosters of teachers were secured and teachers contacted for interviews. In some cases, the researchers contacted teachers without an introduction by the principal, in others, the principals notified teachers a researcher would be calling them. In this community, principals were interviewed first and teachers second. which?

In another community, a smaller one, a list of principals and their teacher rosters were obtained from a central agency director and personnel were directly contacted by the researchers. Principals and teachers were interviewed simultaneously. The strategy must be sensitive to the local rules of a given community. one adopts

Interviews will necessarily occur over a several-day or even several-week period. In arranging interviews, one should attempt to accommodate the informants by letting them select when and where the interviews will occur. In our experience, principals were much more flexible and easier to schedule than teachers. They had more discretionary time, allowing us to interview them during the day, and they usually had an office suitable for the interview. Teachers tended to have fewer time slots available, and interviews were arranged for at all times of the day from early morning until fairly late at night. Many teachers did not have a classroom or office available and so we met them in their or our own homes. Sometimes a public place, such as a restaurant, is suggested but we found that the noise level in restaurants is unpredictable and thus avoided this setting. Most of the interviews lasted from 45 to 60 minutes. Once the interviews were completed, a personalized note of thanks and promise to share results was sent to each participant.

All interviews were audiotaped. To maximize confidentiality, the tapes were sent to a transcriber who did not reside in any of the Lead Communities. When this is not possible, an agreement to keep interview material confidential should be made with the transcriber. In our case, participants were promised no one but the researcher and the transcriber would have access to the tapes. They were promised they would not be quoted by name without their permission. For that reason, all participants were assigned pseudonyms, and authors of reports refrained from describing individuals in a manner that would make their identities obvious. The quotes contained in reports are the words of the participants. (In some cases, passages contained information that would reveal the identity of the speaker.) In such instances, the authors either deleted the identifying phrase inserting an ellipsis or changed people or place names to complete the disguise.

Analysis

Once the transcripts were returned to the researchers, the files were loaded into computers. All transcriptions contained some errors and corrections had to be made. The researchers compared the transcriptions with the original audiotapes to perform this act of "cleaning" the transcripts. [As it happened, the transcriber and three field researchers used different software programs. This meant that the transcribed tape files had to be

converted for each researcher. Current technology permits this, but potential researchers should be aware that this might be necessary. Once the transcripts had been corrected on the computer, they were printed and inserted into indexed two-inch loose leaf binders.

The most labor-intensive piece of an interview study entails the analysis of the participants' words. The first step was to determine general categories for the report. Some categories may be part of the proposed study, for example, to determine what factors attracted participants to enter the field of Jewish education. Others arise from an examination of the transcripts themselves. (In our case, the phenomenon of structuring full-time jobs from a series of part-time positions was not anticipated but included as a category in the reports.)

*Categories only when
for ex. teachers
in creating the questionnaire?
binder*

(7)

Once the categories are developed, pieces of interviews relevant to each category were extracted and added to a new file. For example, all participant talk about entering the field of Jewish education was copied into one file divided by setting [preschool, congregational school, day school]. This procedure allowed us to see what each participant had to say about entering the field in one convenient file. The text for each category or domain was then analyzed for themes and these themes appeared in the reports.

for se

(7)

CIJE MONITORING, EVALUATION AND FEEDBACK PROJECT

PROFESSIONAL LIVES OF EDUCATORS

Interview Protocol: Principals

leadership issues
national policy issues

This interview protocol 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.

I. Background

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

1. I am interviewing you as a principal of [name of institution]. Are you contracted as a full- or part-time administrator? How many hours per week do you work as a principal? [Elicit: name of roles principal has in this setting and approximately how many hours are spent in each role. If principal 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 settings? [If yes, elicit kind of work and whether full 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 of the movements in Judaism? [If so, ask which one and ask if informant affiliated with a synagogue.]

II. Recruitment

My next few questions will focus on how you came to be 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 informant says he or she always wanted to be a principal, 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?

III. Training

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

1. What kind of Jewish education did you receive as a young person outside your family?
[Elicit: both formal and informal instruction. Get amount of time as well as 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: Jewish studies courses or degrees, Jewish education certificates, etc. Probe: trips to Israel, study groups, JCC courses, etc.]
4. As you think about where you are as a principal of a Jewish school, in what areas would you like more preparation?

IV. 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 a principal 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 principal. For each of the categories I will name, please tell me to what extent and how you interact with:

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

Children? / chsrm

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? *[Probe: 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 principal main family breadwinner? How would life change if salary 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?

V. 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 a principal?
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?

VI. Professional Issues

1. What are you really trying to accomplish as a principal?
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: areas of curriculum, personnel, instruction, school policy, and budget. Get specific examples.]*
5. In what ways are you continuing to develop as a principal? *[Probe: formal courses, work shops, professional study groups, conversations, books and journals, etc. Elicit what requirements are from school, community, and state.]*
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?]*
7. 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?]*

Date: Tue, 16 May 1995 11:35:08 -0600 (CST)

Subject: what's in a name?

To: GOLDRIEB@ctrvax.Vanderbilt.Edu, 74104.3335@compuserve.com,
74671.3370@compuserve.com, 73321.1220@compuserve.com,
73321.1217@compuserve.com

Message-id: <01HQKI791LZWIB9BJQ@ssc.wisc.edu>

X-VMS-To: ELLEN, BILL, NESSA, BARRY, GAIL, ALAN

X-VMS-Cc: GAMORAN

MIME-version: 1.0

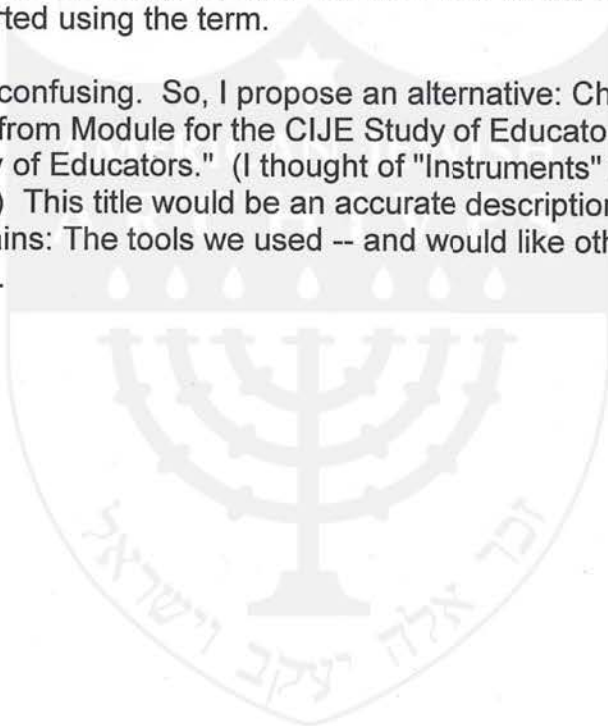
Content-type: TEXT/PLAIN; CHARSET=US-ASCII

Content-transfer-encoding: 7BIT

I agree with the questions that have been raised about the term "module." If it is a module, what are the other modules or components? One answer is, the Personnel Action Plan or similar policy plans and decisions that are prepared in response to the Study results. I think this is what Alan had in mind when he started using the term.

But the term may be too confusing. So, I propose an alternative: Change the title of the document from Module for the CIJE Study of Educators to "Tools for the CIJE Study of Educators." (I thought of "Instruments" first, but that was too jargony.) This title would be an accurate description of what the document contains: The tools we used -- and would like others to use -- to study educators.

What do you think?



Nessa
I like
module but
will refer.
Should it
be "manual"?

h

TO: Adam, internet:gamoran@ssc.wisc.edu
CC: Alan, 73321,1220
Barry, 73321,1221
Ellen, INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
Gail, 73321,1217
Bill Robinson, 74104,3335

Re: New name for "module"

Thanks for not dropping the ball. I think "Tools for The CIJE Study of Educators" is well on the way. My alternative suggestion is "The CIJE Study of Educators Kit" (which would, like "Tools," include the survey, the interview, and the guides to both).

I wanted to find a word that encompassed individual components, rather than pluralized them, as "tools" does. And I like the idea of beginning with the most important term, "The CIJE Study of Educators"; it seems more complete somehow. But "tools" may be more precise and so less misleading. (By the way, do we imagine there will ever be a document called "The CIJE Study of Educators?")

Your (collective) thoughts?

Nessa

Units	kit
Components	tools
module	



FROM: Bill Robinson, 74104,3335
TO: Nessa Rapoport, 74671,3370
CC: Adam Gamoran, INTERNET:gamoran@ssc.wisc.edu
Ellen Goldring, INTERNET:goldrieb@ctrvax.vanderbilt.edu
DATE: 5/17/95 4:45 PM

Re: New name for "module"

TO BE LITERAL about this, we don't call the interview and survey processes that took place in the three Lead Communities by anything. The instruments themselves are called the CIJE Educators Survey (same old name) and the CIJE Educators Interview (new name). The reports are named: The Teaching Force of (fill in community name)'s Jewish Schools and The Professional Lives of Jewish Educators in (fill in community name).

"The CIJE Study of Educators", as the Guide to the CIJE Terminology memo of April 1995 states, includes both the research activities which took place in the three Lead Communities (and PERHAPS in the new ones) AND any Research Briefs and Policy Briefs that will be issued based on the data collected, AS WELL AS the instruments used to collect the data. In other words, it is the total universe of CIJE (and CIJE-related) activities and materials concerning research on Jewish educators in schools.

On renaming the Module, may I suggest The CIJE Study of Educators Toolkit or The CIJE Study of Educators Tool Kit (whichever is proper English).

NESSA: If you haven't already, I hope you will find time to read over the whole "Module" (especially the Introduction and the two Guides) for grammar and ease of understanding.

Bill



FROM: INTERNET:gamoran@ssc.wisc.edu, INTERNET:gamoran@ssc.wisc.edu
TO: Nessa Rapoport, 74671,3370
DATE: 5/17/95 3:37 PM

Re: RE: New name for "module"

Sender: gamoran@ssc.wisc.edu
Received: from eunice.ssc.wisc.edu by dub-img-2.compuserve.com (8.6.10/5.950515)
id PAA14694; Wed, 17 May 1995 15:18:02 -0400
From: <gamoran@ssc.wisc.edu>
Received: from GAMO.DECnet MAIL11D_V3 by eunice.ssc.wisc.edu;
id AA04803; 5.65/43; Wed, 17 May 1995 14:17:23 -0500
Date: Wed, 17 May 1995 14:17:23 -0500
Message-Id: <9505171917.AA04803@eunice.ssc.wisc.edu>
To: "74671.3370@compuserve.com"@ssc.wisc.edu
Cc: ELLEN@ssc.wisc.edu, BILL@ssc.wisc.edu
Subject: RE: New name for "module"

The CIJE Study of Educators is what we call the surveys and interviews
in the three lead communities, from which the policy brief and other
studies are drawn.



FROM: gail dorph, 73321,1217
TO: Nessa Rapoport, 74671,3370
DATE: 5/18/95 2:28 AM

Re: New name for "module"

I thought that the integrated study due out this summer was to be called the CIJe study of educators. I think I like kit better than tools.



TO: Adam, internet:gamoran@ssc.wisc.edu
Ellen, INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
Bill Robinson, 74104,3335

Re: more on names

The consensus here seems to favor "kit" over "tools," on the grounds that when you allude to it in shorthand, you want to say "the kit" rather than "the tools." But Alan's just weighed in with "manual," as in "The CIJE Study of Educators Manual," which I like. (He still prefers "module" above all, I suspect.)

Adam, I want to thank you for the article you sent us that critiqued the Coalition. I read it not only as a cautionary tale for our work but as an illuminating diagnosis of how CIJE itself has been received within the Jewish education establishment.



Thanks for not dropping the ball. I think "Tools for The CIJE Study of Educators" is well on the way. My alternative suggestion is "The CIJE Study of Educators Kit" (which would, like "Tools," include the survey, the interview, and the guides to both).

I wanted to find a word that encompassed individual components, rather than pluralized them, as "tools" does. And I like the idea of beginning with the most important term, "The CIJE Study of Educators"; it seems more complete somehow. But "tools" may be more precise and so less misleading. (By the way, do we imagine there will ever be a document called "The CIJE Study of Educators?")

Your (collective) thoughts?

Nessa

Nessa



June 5, 1995

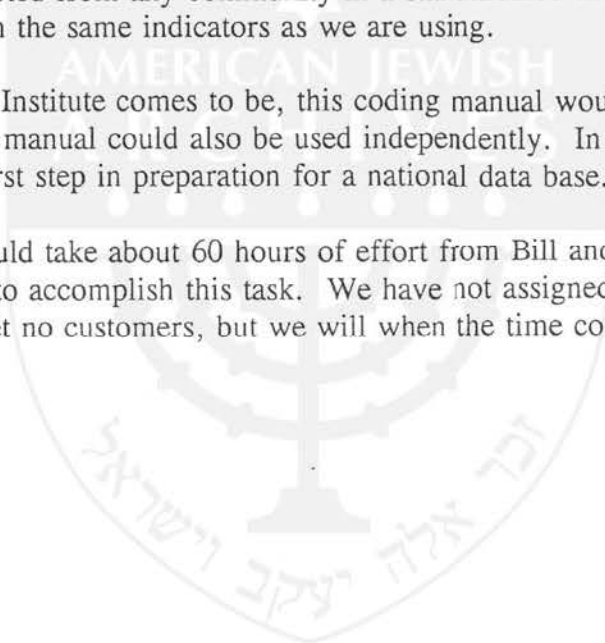
To: CIJE Steering Committee
From: Adam Gamoran
RE: support for analysis of survey data

At the last meeting, the Steering Committee asked whether the MEF team could provide support for community researchers who may be analyzing data gathered with the CIJE Educators Survey.

It is well within our means to prepare a manual including coding instructions and program lines to be used with SPSS, a commercially available software package. This would enable a user to code data collected from any community in a standardized manner using our coding procedures, resulting in the same indicators as we are using.

If the CIJE Evaluation Institute comes to be, this coding manual would be part of the training materials. The coding manual could also be used independently. In the long run, the coding manual could be the first step in preparation for a national data base.

We estimate that it would take about 60 hours of effort from Bill and about 10 hours each from Ellen and Adam to accomplish this task. We have not assigned ourselves this task yet because there are as yet no customers, but we will when the time comes.



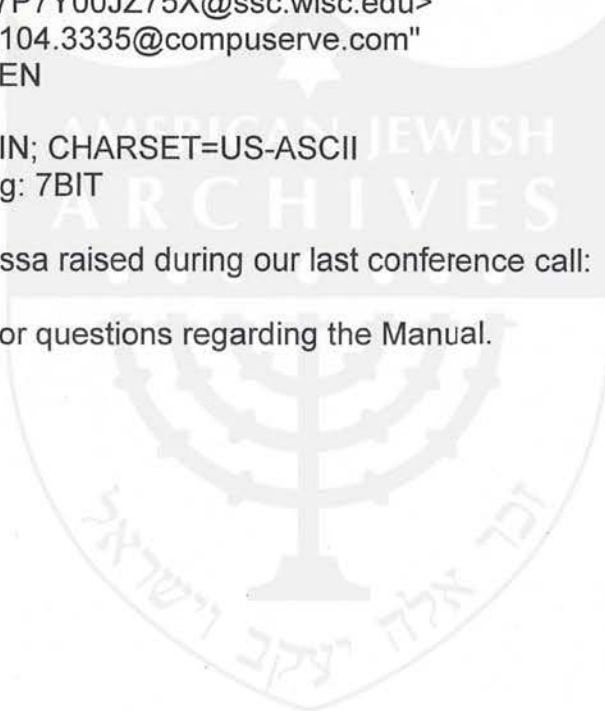
FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
CC: Nessa Rapoport, 74671,3370
(unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
DATE: 7/10/95 3:13 PM

Re: Re: on "point person"

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by arl-img-2.compuserve.com (8.6.10/5.950515)
id OAA04448; Mon, 10 Jul 1995 14:55:15 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-3 #6454)
id <01HSPHB7OYAE0JZ75X@ssc.wisc.edu>; Mon, 10 Jul 1995 13:56:55 -0600 (CST)
Date: Mon, 10 Jul 1995 13:56:55 -0600 (CST)
Subject: Re: on "point person"
Cc: 74671.3370@compuserve.com, GOLDRIEB@ctrvax.Vanderbilt.Edu
Message-id: <01HSPHB7P7Y00JZ75X@ssc.wisc.edu>
X-VMS-To: EUNICE::"74104.3335@compuserve.com"
X-VMS-Cc: NESSA, ELLEN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Regarding a question Nessa raised during our last conference call:

Bill is the "point person" for questions regarding the Manual.



TO: Bill Robinson, 74104,3335

Re: apologies

We had a meeting today that ran far longer than expected. As a result, I did not succeed in reading the manual. Tomorrow is an all-day meeting, and Friday is not realistic. So it looks as if next week is the deal. Sorry, and thanks.

Nessa



FROM: Bill Robinson, 74104,3335
TO: Nessa Rapoport, 74671,3370
CC: myself, 74104,3335
DATE: 7/19/95 11:04 AM

Re: on the Manual

Nessa,

I don't know if you already have that section "About the CIJE" written for the DRAFT of the Manual. If you do, could you fax or e-mail it to me today. I'm leaving for Boston tomorrow morning (and then will be in NJ until I go to Cleveland for the Institute on the 30th). It's just easier for me to add it into the Manual and print it while I'm still in Atlanta.

BUT, if you don't have it ready yet, then e-mail it as soon as you can.

Sorry to be a pain.

Thanks,
Bill



FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
CC: (unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
Nessa Rapoport, 74671,3370
DATE: 7/27/95 4:31 PM

Re: Re: on revisions to the Manual

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by arl-img-5.compuserve.com (8.6.10/5.950515)
id QAA06818; Thu, 27 Jul 1995 16:30:48 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-3 #6454)
id <01HTDBK4QTQMJ8YVQJ@ssc.wisc.edu>; Thu, 27 Jul 1995 15:32:15 -0600 (CST)
Date: Thu, 27 Jul 1995 15:32:15 -0600 (CST)
Subject: Re: on revisions to the Manual
Cc: GOLDRIEB@ctrvax.Vanderbilt.Edu, 74671.3370@compuserve.com
Message-id: <01HTDBK4QUOGJ8YVQJ@ssc.wisc.edu>
X-VMS-To: EUNICE::"74104.3335@compuserve.com"
X-VMS-Cc: ELLEN, NESSA
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

NO! Do not have a separate category for a gay person living with a partner. Believe me, I'm not homophobic, just following the simple but essential rule of avoiding complications. Do not add a category that would even raise the possibility of unmarried cohabitation. It is NOT an important issue for our survey -- it is not any kind of issue at all -- but it could cause trouble.

I'll respond to your other question in a separate message.

FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
CC: (unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
Nessa Rapoport, 74671,3370
DATE: 7/27/95 4:59 PM

Re: Re: on revisions to the Manual

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by dub-img-2.compuserve.com (8.6.10/5.950515)
id QAA03729; Thu, 27 Jul 1995 16:35:36 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-3 #6454)
id <01HTDBNZC6PIJ8YVQJ@ssc.wisc.edu>; Thu, 27 Jul 1995 15:36:46 -0600 (CST)
Date: Thu, 27 Jul 1995 15:36:46 -0600 (CST)
Subject: Re: on revisions to the Manual
Cc: GOLDRIEB@ctrvax.Vanderbilt.Edu, 74671.3370@compuserve.com
Message-id: <01HTDBNZC7NCJ8YVQJ@ssc.wisc.edu>
X-VMS-To: EUNICE::"74104.3335@compuserve.com"
X-VMS-Cc: ELLEN, NESSA
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Regarding the prescriptiveness of the Manual: We had very explicit instructions both from our advisory committee and from the Steering Committee, that we were to urge in the strongest possible terms that communities should follow our procedures, although we should recognize and make some allowance for their need to make changes around the margins. The reason for their concern was that they worry that without good instructions, the survey could be administered in a haphazard way. These concerns are of course well founded. I do not see a reason to pull back from these decisions. I do think it's a good idea, as was suggested in our conference call yesterday, to mention xxx to explain the reason why it is important to follow a standard set of procedures.

TO: Adam, internet:gamoran@ssc.wisc.edu

Re: a still small voice

I wholly agree that the manual should be prescriptive, but I suggest that the tone of the questionnaire and its instructions succeeds in being both very professional and very respectful; on the other hand, the tone of the initial pages of the current manual is not, I believe, conducive to the very goal you articulated: compliance. There are always ways in language to accomplish what one wants. Perhaps the new paragraph will make what follows easier to digest.



FROM: INTERNET:gamoran@ssc.wisc.edu, INTERNET:gamoran@ssc.wisc.edu
TO: (unknown), INTERNET:"74671.3370@COMPUSERVE.COM"@SSC.WISC.EDU
DATE: 7/31/95 12:32 PM

Re: RE: a still small voice

Sender: gamoran@ssc.wisc.edu

Received: from eunice.ssc.wisc.edu by arl-img-1.compuserve.com (8.6.10/5.950515)
id MAA10662; Mon, 31 Jul 1995 12:12:05 -0400

From: <gamoran@ssc.wisc.edu>

Received: from SSCB.DECnet MAIL11D_V3 by eunice.ssc.wisc.edu;
id AA03528; 5.65/43; Mon, 31 Jul 1995 11:13:12 -0500

Date: Mon, 31 Jul 1995 11:13:12 -0500

Message-Id: <9507311613.AA03528@eunice.ssc.wisc.edu>

To: "74671.3370@compuserve.com"@ssc.wisc.edu

Subject: RE: a still small voice

Thanks for the comment.



TO: Alan, 73321,1220
Barry, 73321,1221
Gail, 73321,1217
CC: robin, 74043,423

Re: community calls

Robin and I have been talking about the necessity of our having a consistent way of responding to inquiries that have resulted from our 400-piece mailing to federations. (Her extension is on the letter.)

For example, she just got a call from Jerry Unterman of Hartford, asking for copies of the policy brief, study and code book, as if he didn't know anything about us! Also, we have to be able to say to people that the code book is a technical manual for entering survey data (and therefore unnecessary until one undertakes the survey), rather than what it must sound like to people: a handbook to the club.

In addition, re Pittsburgh and the woman who wanted 50 more copies of the PB, after the 50 we just sent. Robin told Bill, per Gail's instructions, to call her. (I'm assuming that Gail had called her first.) But this raises what will be an ongoing question: How we should embark on quasi-formal relationships with curious communities--in this case, the federation of Pittsburgh. THAT call is not Bill's domain; the initial contact to assess the true source and nature of the inquiry should likely be handled from our office.

Next, how do we keep everyone in the loop about these overtures and their progress? (Is anyone talking to another community? Someone mentioned Columbus, but I hadn't heard about that. Is any other community that we know about using the survey, even without our involvement?) I've asked Robin to open a file keeping track of who calls, when, and how we followed up, but we need a procedure--and fast. The core staff and MEF needs to know where things are at with these new forays, even if they're very tentative. Adam, Ellen and Bill could get calls, too, and we wouldn't know about theirs.

So there are some policy/personnel decisions. Can we address this seriously at tomorrow's staff meeting? These first queries are VERY important.

Nessa

FROM: Robin Mencher, 74043,423
TO: Bill Robinson, 74104,3335
CC: Nessa Rapoport, 74671,3370
DATE: 9/14/95 9:58 AM

Re: contact with communities

Hi Bill:

Nessa has asked me to keep records of all communication between CIJE and communities that contact us for information about the study of educators. When you speak with someone, please inform me of the communication, including the content of the discussion. Thanks,
Robin



Note to Alan/Debra for staff meeting: 9/18/95

1. Please distribute the invitation list and remind people that I need their responses by Wednesday.
2. Please distribute the "decisions taken" list from our com. mob. staff meetings and remind people to look for their names and to talk to me if they have any questions--or corrections.
3. Under "Old Communities, New Communities": We still need to arrive at a consistent process for handling any inquiries from potential new communities, even in an early incarnation. And we still need to talk about whether we'll hold a Friday breakfast for old and new communities at the GA.



Neera
You and I
should talk
about this
we discussed it
last night.
9/19.

4. Neera : I want to encourage you to meet w. Dalia Pollack as soon as possible.

FROM: Gail Dorph, 73321,1217

TO: Adam, INTERNET:gamoran@ssc.wisc.edu

CC: Alan, 73321,1220

Barry, 73321,1221

Ginny, 73321,1223

INTERNET:GOLDRIEB@ctrvax, INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu

nessa, 74671,3370

DATE: 9/19/95 5:35 PM

Re: 1 day seminar in January on "The Module"

In order to respond to requests for the Manual/module from communities in a way that is both responsive to the time constraints of staff and in keeping with our desire to have some modicum of quality control, we want to schedule a day long seminar in January for folks who are asking to receive "the stuff." This would mean that we would send the stuff on request along with a letter that describes CIJE and the context of our work and invite Inquirers to attend a seminar in January. This would also take the burden off of Bill in terms of responding to each and every call that comes in.

1. How does this sound as a strategy?
2. If it sounds good, can we talk about how and when to set up such a seminar?

Talk to you soon. gail



FROM: Bill Robinson, 74104,3335

TO: Gail Dorph, 73321,1217

Adam Gamoran, INTERNET:gamoran@ssc.wisc.edu

Ellen Goldring, INTERNET:goldrieb@ctrvax.vanderbilt.edu

Alan Hoffmann, 73321,1220

Barry Holtz, 73321,1221

Robin Mencher, 74043,423

myself, 74104,3335

Debra Perrin, 76322,2406

Nessa Rapoport, 74671,3370

DATE: 9/22/95 11:20 AM

Re: the Manual for The CIJE Study of Educators

To all,

We (Adam, Ellen, and myself) have completed the revised version of the Manual for The CIJE Study of Educators (incorporating all your suggestions). The NY office as a copy of it.

What needs to be done next?

As far as I understand, the staff needs to review the content of it one last time, and decide on how to produce it for dissemination.

Some suggestions on creating a professional-looking, easy-to-use, easy-to-keep-in-shape Manual:

- Spiral binding (holds it together and yet easy to remove sections for duplication)?
- Thick covers (for protection)?
- Color-code the sections, leaving the Educators Survey white (easy to use)?

As you all know, communities have been requesting the Manual (i.e., Chicago, Columbus, Pittsburg). It is becoming more difficult to delay sending it to them. So, QUICK ACTION on producing the Manual seems needed.

Thank you (all) for your comments and your help in producing the Manual,
Bill

FROM: Bill Robinson, 74104,3335
TO: Gail Dorph, 73321,1217
CC: Adam Gamoran, INTERNET:gamoran@ssc.wisc.edu
Ellen Goldring, INTERNET:goldrieb@ctrvax.vanderbilt.edu
DATE: 10/11/95 10:02 AM

Re: on the Manual

Hi Gail,

Sorry for the delay in responding to you on the Manual. Taking a couple of days off (dissertation!), the holidays, and work on the community reports have delayed my response. But, here it is:

1. On the Sections of the Manual page, the section titles start at different places in order to graphically illustrate that certain sections fold out of the sections preceding them (i.e., the CIJE Educators Survey folds out of the Guide to the CIJE Educators Survey). There may be a better way of illustrating this, or (if you prefer) I can just align all the section titles. You had originally suggested indenting like this, when I wrote the original Terminology Guide which listed these titles.

2. Concerning the absence of areas that the survey addresses in the description of the survey (as found on page 2 of the Introduction), first I thought that I could add add brief descriptions of the four general areas in parentheses. But, in trying to do so, I find that the list gets rather long. For instance, Setting includes questions on hours, experience, type of school, position, salary, benefits, recruitment, support, satisfaction (with several items), encouragements to full-time, and other Jewish educational employment.

I understand that this Introduction should "sell" the survey (to a degree). But, if they are that interested in whether or not it covers salary (per se), PERHAPS they will look at the survey?

3. Ideally, I think communities should do both the quantitative and qualitative components. YET, it is most important that they do the quantitative! By itself the qualitative is simply anecdotal evidence. (How does one know if the other educators share the same opinions, or work under the same conditions?) On the other hand, it is possible to use the results from the quantitative by themselves, though the report may lack its "punch" without the quotes, and interpretation of a few facts may prove difficult without the interviews.

I do expect that many communities will skip the qualitative part, because of the comparably greater investment of time and, thus, money that is needed to do it well.

4. Yep, Committee should be capitalized (and now is)!

5. On calling me or NY first: Perhaps, given that the NY number is a constant and mine is not, we should use the NY number with my name, or with someone else's (who can then refer them to me).

6. On Hebrew - we (MEF) had decided not to add the fourth item. We interpret "reading" to mean the ability to read Hebrew REGARDLESS of whether they understand what they're reading. If we want to know if they understand what they are reading, we could see if they ALSO know how to speak or write Hebrew. We assume that if someone can speak Hebrew, then they could understand what they are reading (like speaking to themselves). And, if they could write it, they can certainly understand their reading of it.

7. Our (MEF) feeling is that the January meeting should be mentioned in a separate cover letter that accompanies this. The Manual will still be going out to communities after January, so we would then have to remove the announcement from the Manual.

We also think that the Code Book, since it is not part of the Manual, should not be mentioned in the Manual, though perhaps in a cover letter.

8. Finally, based on the LC discussion on educational leaders, we have decided to add a question to the Educators Survey. It will ask them to indicate the number of years that they have held their CURRENT POSITION(S) in their current school(s), including this year. (We're deciding on the appropriate wording.)

Thanks for looking over it so thoroughly again!

Where do we go now with it? Production design?

I'll send you a NEW and REVISED copy of the Manual, after I hear from you about the above issues.

Bill



FROM: Bill Robinson, 74104,3335
TO: Gail Dorph, 73321,1217
DATE: 10/12/95 3:17 PM

Re: manual for study of educators

Alan: On Sunday,
we need to talk about
this = MANUAL

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

From: Gail Dorph, 73321,1217
TO: bill, 74104,3335
CC: Alan, 73321,1220
Barry, 73321,1221
INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu,
INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
gail, 73321,1217
DATE: 9/30/95 10:12 PM

RE: manual for study of educators

all in all, I like it and think it is both clear and good looking.

I have only a few questions:

on sections of manual page, is there a reason why each of the lines starts at a different place, I personally find it distracting.

p. 2

although I understand that the survey is divided into four parts, when you read the areas, you might think that an important issue like salary and benefits will not be studied. is there anything to be done about something like that?

should something be said about what you will be missing if you only do one and not the other. do you actually think it would be an accurate description if only qualitative study were done? do you think they would understand the results as fully if only a survey were done?

p. 3

I think something perhaps the comparison thing needs to be said more strongly. It feels to me like you can miss it -- I did to begin with, I only noticed the part about the contribution to the data base. maybe it needs a bulleted or something.

p. 4

if Academic and Advisory are capitalized, isn't committee as well? I don't now, I'm asking.

p. 5

did we decide that people should call Bill with their questions; or should they be calling the CIJE office who then refers people to Bill? My concern is that it will be hard to keep tabs on this once it goes out.

p. 13

on Hebrew, didn't we want to add a fourth
reading -- decoding
reading with understanding

IF WE INTEND TO DO A WORKSHOP IN JANUARY FOR THOSE WHO INQUIRE ABOUT THIS INSTRUMENT, SHOULD WE MENTION IT?

IF WE ARE PREPARING A SOFTWARE PACKAGE OR WHATEVER IS THE CORRECT TERMINOLOGY SHOULD WE NOT MENTION IT AS WELL?



TO: Bill Robinson, 74104,3335
CC: Adam, internet:gamoran@ssc.wisc.edu
Alan, 73321,1220
Ellen, INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
Gail, 73321,1217

Re: Manual

As we discussed, I've fedexed you a copy of my final edit of the manual. Most of the changes are minor and self-explanatory. In a couple of instances, I still (literally) don't understand the text; I've indicated my questions.

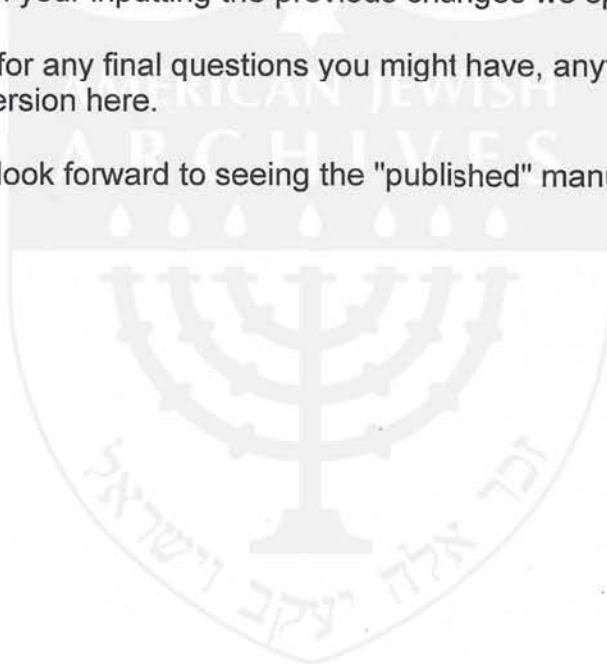
In general, the manual is now extremely clear and usable in both content and format, far clearer than the earlier versions; anyone, lay or professional, could understand it now.

Bill, my only caution is that you input these changes SLOWLY and check off each one, as no one else will read it after you! (For example, there were a couple of missing words in this version that resulted from your inputting the previous changes we spoke about.)

As always, I'm available for any final questions you might have, anything you can't read, etc. I've kept a copy of this version here.

Have a great vacation! I look forward to seeing the "published" manual.

Nessa



facsimile

TRANSMITTAL

to: Nessa Rapoport, CIJE
fax #: (212) 532-2646
re: *Manual*
date: November 15, 1995
pages: 3, including cover sheet.

Nessa,

As per my e-mail to you, here is the (new) title page for the *Manual* and a revised last page of the Overview.

The page that was previously the inside front cover no longer exists. Its two parts are now divided among the title page and the last page of the Overview.

Bill

From the desk of...

Bill Robinson
Field Researcher
CIJE
1525 Wood Creek Trail
Roswell, Georgia 30076


(404) 552-0930
Fax: (404) 998-0860

FROM: Bill Robinson, 74104,3335
TO: Nessa Rapoport, 74671,3370
DATE: 11/15/95 11:36 AM

Re: Manual

Hi Nessa,

Two things that came up from the MEF telecon:

-  1. Since the group decided that the Manual should be printed on single-sided sheets (I mentioned that you suggested double-sided), I need to construct a title page that includes the acknowledgement. I will send this to you and Alan for review and approval.
2. Since I will be producing the Manual here in Atlanta (another decision), I need the CIJE logo on disk. I also will need the software on which it was produced, if it wasn't Wordperfect or Microsoft Publisher. Do you have the logo or does Ginny? *liz sheehan*

Thanks,
Bill



FROM: Bill Robinson, 74104,3335
TO: Nessa Rapoport, 74671,3370
DATE: 12/26/95 11:08 AM

Re: Manual Acknowledgement

Nessa,

I need to know how the acknowledgement in the Manual should be presented. What I sent you (in the last revision of the Manual) was a version in which the acknowledgement was on a title page which would be the first page as you open the Manual; the cover page being on the outside of the binder. Alan didn't like this, but he thought it was the cover page... so maybe it's still a good idea. Either way, as the message below states, you and Alan are to figure this out and get back to me. I need to know during the first week in January, if we want them produced on time (mid-January).

Bill

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

From: Alan, 73321,1220
TO: Bill Robinson, 74104,3335
DATE: 12/26/95 4:01 AM

RE: Manual Acknowledgement

PLEASE SPEAK TO NESSA, BILL AND LET HER AND I WORK THIS OUT.

A.

