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Subseries 1: Lead Communities and Monitoring, Evaluation, and Feedback (MEF),  
1991–2000.

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Box  
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Educators Survey. Manual for the CIJE Study of Educators. Drafts  
with comments. Correspondence and notes, 1995.

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

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From: EUNICE::"74104.3335@compuserve.com" 10-MAR-1995 11:04:55.36  
To: Adam Gamoran <gamoran>  
CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>  
Subj: Educators Survey Guide

Adam & Ellen,

Based on the initial draft of the "Specific Procedures", I have created the following draft document, entitled Educators Survey Guide (see below). It is an incomplete document, as it stops with the administration of the questionnaire. It does not address issues of coding, analysis or report writing. (At the least, a section of basic coding instructions is required. Perhaps, a sample questionnaire with instructions written into it, and then additional instructions for those additional variables computed from variables obtained from the questionnaire, would be the most useful?)

In writing the Guide, I realized the need for certain items to be addressed in an Introduction to The CIJE Module for the Study of Educators. These include the following:

- ✓ 1. a more thorough discussion of what is the Educators Survey and the Professional Lives of Jewish Educators Interview Protocols;
- ✓ 2. the rationale for using the Module - to develop a PAP, need to know what already exists, community mobilization tool, base-line data;
- ✓ 3. the nature of the Community Coordinator position - coordinates administration of questionnaire, coding & analysis of data, and generating findings from the data; same for interviews; responsible for answering questions and addressing concerns from within the community about that which s/he coordinates; confers with CIJE on issues that s/he is unsure about; AND responsible for assuring that CIJE receives a useable copy of the coded data;
- ✓ 4. a listing of all sections of the module;
- ✓ 5. a description of CIJE's past, present, and future work with The CIJE Study of Educators;
- ✓ 6. a listing of the MEF research team, with a contact number.

Bill

Council for Initiatives in Jewish Education

#### EDUCATORS SURVEY GUIDE

##### A. What is the Educators Survey?

The 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 Educators Survey contains questions in four general areas: Settings, Experience, Training and Staff Development, and Background. The Educators Survey, alone or in conjunction with the Professional Lives of Jewish Educators Interview Protocols, is designed to provide information that you will need to develop a comprehensive Personnel Action Plan for building the profession of Jewish education in your community. The Educators Survey will also provide a base-line against which you can measure any change that occurs from implementing your Personnel Action Plan.

## B. Who completes the 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.

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.

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.

## C. How to administer the Educators Survey

The Educators Survey was administered initially in the three Lead Communities of the Council for Initiatives in Jewish Education (Atlanta, Baltimore, and Milwaukee) in 1993-94. In total, 983 educators 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 Educators Survey is not intended to be administered to only a sample of educators. Therefore, it is vital that when administering the 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 following process~~ <sup>should</sup> 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. (?? hours should be allocated for completion of the questionnaire at each school.)
3. ~~The~~ <sup>NP</sup> principals or other administrative personnel are not to administer the questionnaire. It should be handed out and collected by persons recruited for this purpose (e.g., central agency personnel, graduate students, Community Coordinator).
4. ~~In the case of~~ <sup>designated</sup> educators who were absent from the faculty meeting, they should receive the questionnaire at home by mail, accompanied by a stamped, self-addressed return envelope to be mailed to the Community Coordinator.
5. In order to be able to calculate your response rate and control the distribution of the questionnaire, every questionnaire is to

45 minutes  
ask P-44

be coded BEFORE administering them at the schools.

- 5441/ a. First, the Community Coordinator (or someone s/he assigned) ~~will~~ 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 will 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. Concerning educators who work in more than one school

Educators who work in more than one school are to complete ONLY ONE questionnaire. The person(s) in charge of administering the 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 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.)

# facsimile

## TRANSMITTAL

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**to:** Adam Gamoran  
**fax #:** (608) 265-5389  
**re:** Introduction to Module - DRAFT  
**date:** March 19, 1995  
**pages:** 3, including cover sheet.

Adam,

The following is a draft of the Introduction to The CIJE Module for the Study of Educators. As you will notice, it is not complete. Certain issues (i.e., study coordinator, our training program, returning the data, who to contact) require that the process by which we will work with these communities be firmly decided and put into place.

I wrote the Introduction (and the Educators Survey Guide) with the assumption that additional materials (e.g., on the nature of educational research, its relationship to communal planning, etc.) will be provided to communities during the "envisioned" training college/seminar(s). Thus, both items provide only the "bare bones".

In addition to the parts that are not yet included in the Introduction, the Educators Survey Guide still needs at the least a section on coding (the computed variables).

From the desk of...

Bill

Bill Robinson  
Field Researcher  
CIJE  
1525 Wood Creek Trail  
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## **Council for Initiatives In Jewish Education**

### **THE CIJE MODULE FOR THE 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 CIJE Module for the 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 CIJE Module for the 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 CIJE Module for the Study of Educators consists of two separate research instruments: the Educators Survey and the Professional Lives of Jewish Educators Interview Protocols. Each instrument is accompanied by a guide, explaining its proper usage. The 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 Professional Lives of Jewish Educators Interview Protocols are two sets of

guidelines for conducting in-depth interviews with a sample of educators working in the Jewish schools in your community. 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 Educators Survey and the Professional Lives of Jewish Educators Interview Protocols can be used separately or in conjunction with each other to produce an accurate description of your current educational workforce.

The CIJE Module for the Study of Educators was developed by the CIJE's Monitoring, Evaluation and Feedback (MEF) Research Team, in cooperation with the three Lead Communities of CIJE (Atlanta, Baltimore, and Milwaukee). Both instruments were field tested in these three communities in 1993-94. The information obtained 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.

on using the module -- study coordinator, our training program, returning the data, who to contact, other issues (such as acknowledging CIJE)

#### **MEF Research Team**

**Dr. Adam Gamoran**

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

**Dr. Ellen Goldring**

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

**Bill Robinson**

*Staff Researcher*

**Julie & Roberta?**

The MEF Research Team acknowledges... (especially Julie and Roberta, if not above)...see Policy Brief

From: EUNICE::"74104.3335@compuserve.com" 18-APR-1995 15:40:48.37  
Adam & Ellen,

Adam - When you receive the next e-mail (as mentioned directly below), please e-mail me so I know that you have it. Could you bring a hard copy to show Ellen in S.F.?

In the next e-mail I will send you a draft of the Guide to the CIJE Educators Interview. I was very hesitant to write this, but I think it needed to be done. The "Method" section that Julie and Roberta had written was (per Nessa) not their best writing, perhaps going into too much discussion, and using different language than we decided to employ for the Module. I did a MUCH bigger re-write than I had originally intended, but I think that the two Guides (for the Survey and the Interview protocols) should be in the same format. While it is now MUCH shorter and more direct, I believe that I have kept ALMOST all of their ideas and key points. The exceptions are as follows:

1. The protocols are to be used ONLY for educators in Jewish schools (not informal education).
2. Having the principal of a school nominate teachers for participation is NOT an ("ideal") method for obtaining a "representative" sample, but it may be more "feasible" than generating a random sample from a complete list of teachers in the Jewish schools in the community.
3. I left out any information on how to approach the community and "establish a good working relationship", since we are providing the Module to the communities who will then hire the researcher.
4. Finally, I left out most (but not all) of the detailed info on contacting participants and doing the analysis. Both of these topics seem more appropriate to discussion in the envisioned Evaluation Institute.

This seems to be what was decided for the Guide to the CIJE Educators Survey.

I'm not sending you copies of the two Interview Protocols (yet), since they will remain essentially as is. There are TWO EXCEPTIONS to this, that I would like your comments on / approval of:

1. I replaced the word "principals" with "administrators", since the interview would be used for all administrative/supervisory personnel responsible for Jewish education in the schools - not only the principal. Where appropriate, I changed both protocols to read "educators", as opposed to "teachers" and "principals".

2. I added one question on in-service training. It's placed as Question #5 in section IV on Professional Issues. It is:

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?]

Have a good conference, Bill

## **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 opening 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, you are to select a REPRESENTATIVE sample to be interviewed. You are to select separate samples for teachers and administrative/supervisory personnel. By obtaining a representative sample, it is more likely that the information you obtain 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 you deem important). For example, if 40% of the teachers in your community work in day schools, you should attempt to obtain a sample of teachers that contains 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, <sup>Pre</sup>Day school, Adult education), gender, experience in Jewish education, and Jewish affiliation.

Ideally, to obtain <sup>a</sup> representative sample, you should select participants 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, you may select participants through other methods such as nomination by the administrator of each school.

#### 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 should 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 opening 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. You may choose to emphasize some topics over others and include additional questions on topics that you consider important to building the profession of Jewish education within your community.

It is very important to maintain the CONFIDENTIALITY and ANONYMITY of the participants' 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, you should be careful not to reveal the identity of any participants. You may need to change the names of people and places or omit revealing phrases from within quotes. Finally, the interviews should be conducted in a relatively private location, such as an empty classroom, or office, or at r's home.

# **Council for Initiatives in Jewish Education**

## **EDUCATORS SURVEY GUIDE**

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

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### **B. Who completes the 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.

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### **C. How to administer the Educators Survey**

The Educators Survey was administered initially in the three Lead Communities of the Council for Initiatives in Jewish Education (Atlanta, Baltimore, and Milwaukee) in 1993-94. In total, 983 educators 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 Educators Survey is intended to be administered to all educators, not a sample. Therefore, it is vital that when administering the 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).
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 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 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.)

## **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? \_\_\_\_\_

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	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

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	_____	_____
b. One day/week supplementary school	_____	_____
c. Two or more days/week supplementary school	_____	_____
d. Pre-school	_____	_____
e. Adult education	_____	_____
f. Other (specify) _____	_____	_____

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

(Check all that apply)	First school	Second school
a. Teacher	_____	_____
b. Teacher Aide	_____	_____
c. Educational director or principal	_____	_____
d. Assistant educational director or principal	_____	_____
e. Department head (e.g., Hebrew department chair, director of primary program)	_____	_____
f. Tutor	_____	_____
g. Other (specify) _____	_____	_____

11. 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. Integrated kindergarten/pre-school curriculum	_____	_____
g. Other (specify) _____	_____	_____
h. I am not teaching this year	_____	_____

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	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

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	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

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	1	2
b. Graduate school placement	1	2
c. National professional association	1	2
d. Through a friend or mentor	1	2
e. Recruited by the school	1	2
f. Approached the school directly	1	2
g. Newspaper advertisement	1	2
h. Other (specify) _____	1	2

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	1	2	1	2
b. Salary	1	2	1	2
c. Benefits	1	2	1	2
d. Career advancement	1	2	1	2
e. Location	1	2	1	2
f. Friends who work there	1	2	1	2
g. Principal, Rabbi, or professional staff	1	2	1	2
h. Reputation of the school and students	1	2	1	2
i. Religious orientation	1	2	1	2
j. My own synagogue	1	2	1	2
k. Other (specify) _____	1	2	1	2

18. Did you move to this community to take your current position(s)?

Yes 1                      No 2

19. To what extent do you receive help and support for your work as a Jewish educator from the following?

(Check one response for each item)	Frequently	Occasionally	Seldom	Never
a. Principal/supervisor	1	2	3	4
b. Colleagues in your school(s)	1	2	3	4
c. Colleagues outside your school(s)	1	2	3	4
d. Parents and/or lay leaders	1	2	3	4
e. Rabbi	1	2	3	4
f. Faculty members at a local university	1	2	3	4
g. Central agency staff	1	2	3	4
h. Teacher resource center	1	2	3	4
i. National movement	1	2	3	4
j. Professional organizations	1	2	3	4
k. Other (specify) _____	1	2	3	4

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

(Check one response for each item)	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
a. Salary	1	2	3	4
b. Benefits	1	2	3	4
c. Job security/tenure	1	2	3	4
d. Opportunities for career advancement	1	2	3	4

21. Are you a full-time Jewish educator?

Yes 1

No 2

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

Yes 1

No 2 (If No, skip to Question #25)

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

in one school 1

in several schools 2

24. If you would consider working more hours, which of the following would encourage you to do so? Rank only the three most important by writing 1, 2 or 3 next to your choice where 1 is the most important.

a. Salary \_\_\_\_\_

b. Benefits \_\_\_\_\_

c. Job security, tenure \_\_\_\_\_

d. Opportunities for career advancement \_\_\_\_\_

e. Opportunities to work closely with other educators \_\_\_\_\_

f. Availability of training opportunities \_\_\_\_\_

g. More resources at work \_\_\_\_\_

h. Change in family status \_\_\_\_\_

i. Other (specify) \_\_\_\_\_

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

\_\_\_\_\_ a. tutor students privately in Judaica, Hebrew, or for Bar/Bat Mitzvah

\_\_\_\_\_ b. work with a Jewish youth group

\_\_\_\_\_ c. work in a Jewish camp

\_\_\_\_\_ d. do other work in an informal Jewish educational setting  
(please 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 in education.

---

26. 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 or Aide	<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"/>

27. Have you ever worked in general education?

Yes 1                      No 2

If Yes, how many years? \_\_\_\_\_

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)	1	2
b. Hebrew language	1	2
c. Teaching methods	1	2
d. Classroom management	1	2
e. Curriculum development	1	2
f. Educational leadership	1	2
g. Art/drama/music	1	2
h. Other (specify) _____	1	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)	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. Educational leadership	1	2	3	4
g. Art/drama/music	1	2	3	4
h. Other (specify) _____	1	2	3	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?	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
f. Participate in some other on-going form of study in Judaica or Hebrew (e.g., year-long seminar)? (specify) _____	1	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	1	2	3	4
b. Reading	1	2	3	4
c. Writing	1	2	3	4

38. In your community, how adequate are the opportunities 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. Degrees in Judaic Studies or Hebrew	1	2	3	4
d. Certification in Jewish education	1	2	3	4
e. Certification in administration/supervision	1	2	3	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	1	2
b. Attend synagogue on Shabbat at least twice a month	1	2
c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot	1	2
d. Daven or attend synagogue daily	1	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 degree	_____	_____	_____

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. Administration/supervision                      1                      2                      If Yes, from where? \_\_\_\_\_

d. Other (specify) \_\_\_\_\_ 1                      2                      If Yes, from where? \_\_\_\_\_

53. What is your age? \_\_\_\_\_

54. What is your sex?

Male 1

Female 2

55. Where were you born?

1                      USA

2                      Other, (specify country) \_\_\_\_\_

56. What is your marital status?

1                      Single, never married

2                      Married

3                      Separated

4                      Divorced

5                      Widowed

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

Yes 1

No 2

58. 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

59. 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

60. 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? \_\_\_\_\_

61. 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!**

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

## ANCHOR ITEMS

A number of the items in the Educators Survey are "anchor items." This means they are considered to address essential policy issues for all kinds of communities. Data are or will be available on these items for many communities, contributing to a national data base. CIJE hope that all community educator surveys will contain these anchor items.

### 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
  - 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 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 Jewish study
  - 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
- Q58: Total family income
- Q59: Significance of income from Jewish education
- Q61: Plans for the future

## ANCHOR ITEMS (DRAFT)

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  - b. Judaica/Hebrew course at college or university
  - c. Education course at college or university
- Q39: Is respondent Jewish
- Q40: Respondent's Jewish affiliation
- Q42: Jewish practices (items a-i)
- Q43: Synagogue attendance (items a-d)
- Q45: Jewish schooling before age 13

Q46: Jewish schooling after age 13

Q50: Degrees since high school

Q54: Sex

Q58: Total family income

Q59: Significance of income from Jewish education

Q61: Plans for the future

From: EUNICE::"74104.3335@compuserve.com" 23-APR-1995 18:05:46.04  
To: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>  
CC: Adam Gamoran <gamoran>  
Subj: Materials for your Wednesday meetings

Adam & Ellen,

Hope your conference was enjoyable and thought-provoking.

I've been busy creating the Module and overheads for the Educ. Leaders presentation. I will be Fed-Exing the whole thing tomorrow (to arrive on Tuesday morning). [The Module was not done in time to bring into the city on Friday. Also, it was easier for me to use the Kinko's here in Atlanta to produce the overheads than in NJ.]

I will FedEx to NY, to Adam (at Sociology Dept), and to Ellen (at Dept. of Educ Leadership):

- the Module (cover page, Introduction, Guide to CIJE Educators Survey, CIJE Educators Survey!!, Guide to CIJE Educators Interview, CIJE Educators Interview: Teachers Protocol, and CIJE Educators Interview: Administrators Protocol).

- a Black & White set of tables and figures for educational leaders presentation.

I will ALSO FedEx to NY:

- Overheads for the presentation (tables in B&W, figures in color).

And, to Ellen:

- the color copies of the figures from which the overheads were made (just in case).

IF there is any PROBLEM with you receiving these items tomorrow morning at the stated addresses, please TELL ME!

IF YOU WANT TO SEE ANY ITEMS BEFORE I FEDEX THEM, I CAN FAX THEM TO YOU TOMORROW MORNING! JUST TELL ME WHICH ITEMS AND WHERE TO FAX THEM! I've already sent you the Guide to the CIJE Educators Interview, the Guide to the CIJE Educators Survey (I've added the anchor items in this), and the Introduction to the Module (in rough form).

A few questions/issues REMAIN. If I don't hear from you before tomorrow late afternoon, I will assume that what I have written so far is good as is (for now).

1. On the Introduction to the Module:

a. Any comments?

b. Who will be the "contact person" if the communities have questions or suggestions regarding the usage of the Module?

I volunteer and suggest myself, since I have the most amount of time, flexibility, and the easiest to reach. [And, I'd like to do it.] If I don't hear from you about this, or if we're not sure, I will leave the appropriate sentence out of the Introduction. It is not in the copy I sent you earlier. OK

c. Who is the MEF Research Team? I hate being the one to raise such potentially touchy questions, but I need to include it in the Introduction (in a shaded box at the end, with the requisite acknowledgements to those who have worked on the Module). While Julie and Roberta created much of the Module (more than myself even), it seems appropriate that the Research Team consist only of us three (Adam, Ellen and myself) since this IS the current MEF team of CIJE. In my mind the question hinges on who is CIJE if the communities want to ask someone about the Module and how to use it. If in the future I'm no longer with CIJE, then I would expect future copies of the Module not to have my name on it. I don't think it is really a question of ownership, since (I assume) CIJE owns all work we produce for CIJE. In addition, would Julie and Roberta want their name on it, given the changes that have been made? - As is, I have included only the three of us, and then have acknowledged (first) the "substantial and invaluable" work of Roberta & Julie in creating the Module. OK

2. on the Survey (yes, two minor changes)

a. on Q#5: "this community" has always been underlined, though in Q#4 we write CURRENT in capitals, and in Q#6 we write TOTAL in capitals. I've changed Q#5 so that THIS COMMUNITY is now in capitals. No bolding on any of them.

b. on Q52b (now 53): I wrote the question to be: "Are you currently working toward a professional license or certification in:". We had originally written it as "Are you currently working toward certification in any of the following:". BUT, the first version keeps it similar to Q#52! OK

3. on the Guide to the CIJE Interview - ANY COMMENTS? Okay as is (for now)?

4. on the extra question (on in-service training) for the CIJE Interview protocols - ANY COMMENTS? Okay as is (for now)? OK

I know your both rather busy until you leave for NY, but hopefully you can read through this and respond (at least to say that all changes are fine as is [for now]). I'll be home almost all day tomorrow, if you prefer to call. Welcome back, Bill

Adam,

Please find enclosed:

1. Copy of The overheads  
in B+W
2. Copy of The Module.

Bill.

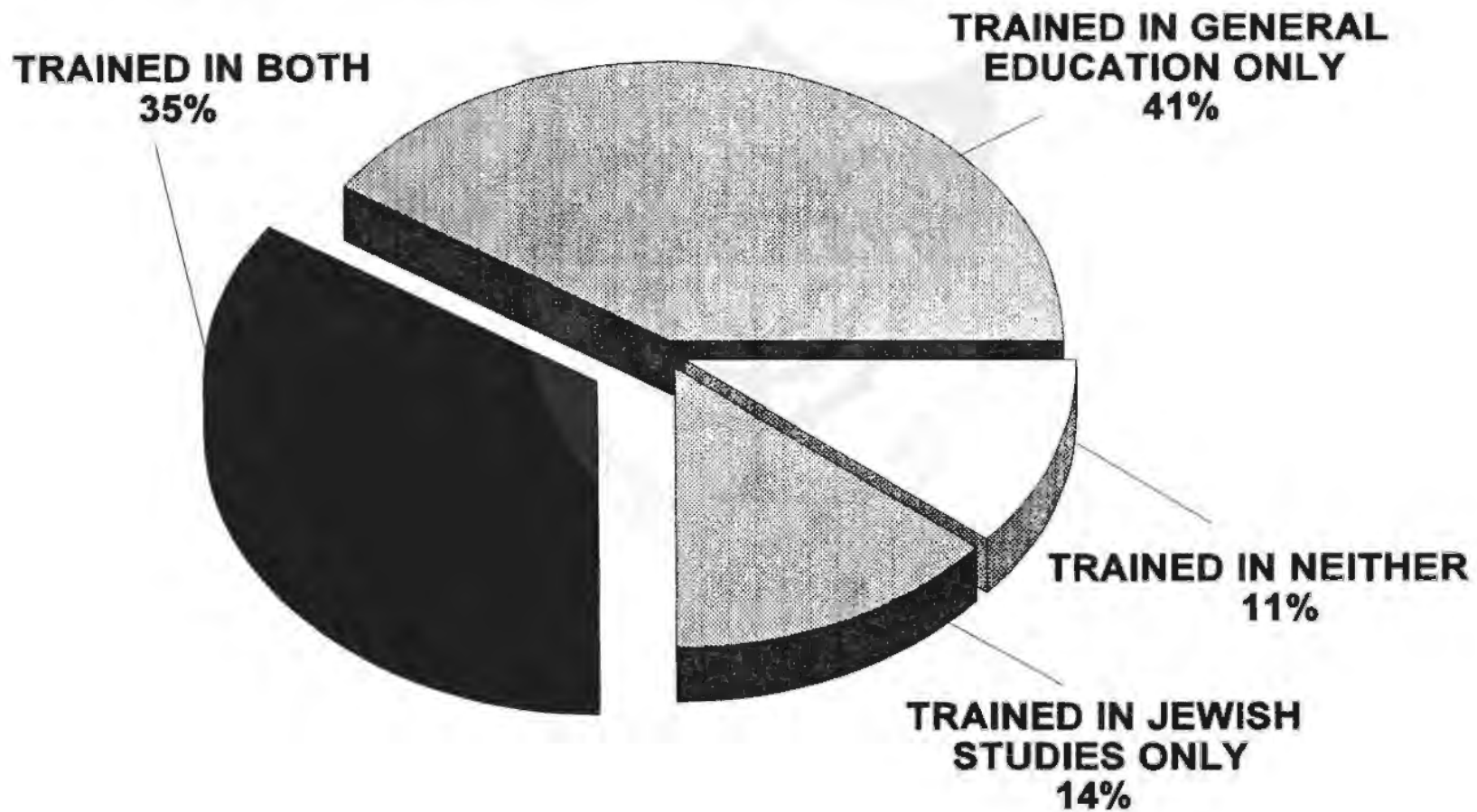
P.S. N.Y. is receiving.

1. an original copy of The module
2. an original copy of The B+W  
pages for The Overheads
3. The Overheads.

## Extent of Professional Training of Educational Leaders in General Education and Jewish Studies

SETTING	<i>Trained in General Education Only</i>	Trained in Both	<i>Trained in Jewish Studies Only</i>	Trained in Neither
Day School	41%	33%	19%	7%
Supplementary School	29%	48%	16%	6%
Pre-school	62%	12%	- -	25%
TOTAL	41%	35%	14%	11%

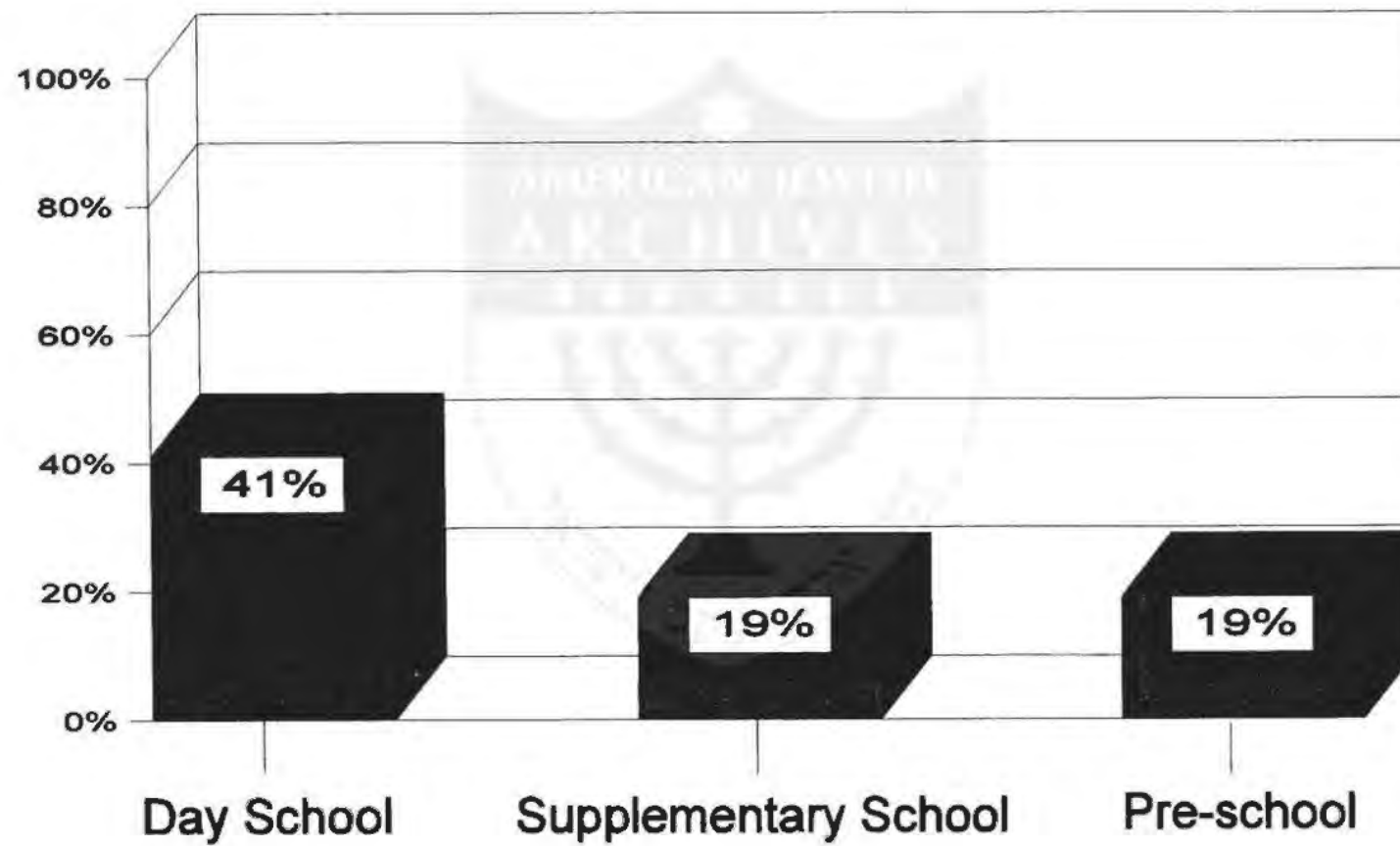
## **TRAINED IN GENERAL EDUCATION AND JEWISH STUDIES?**



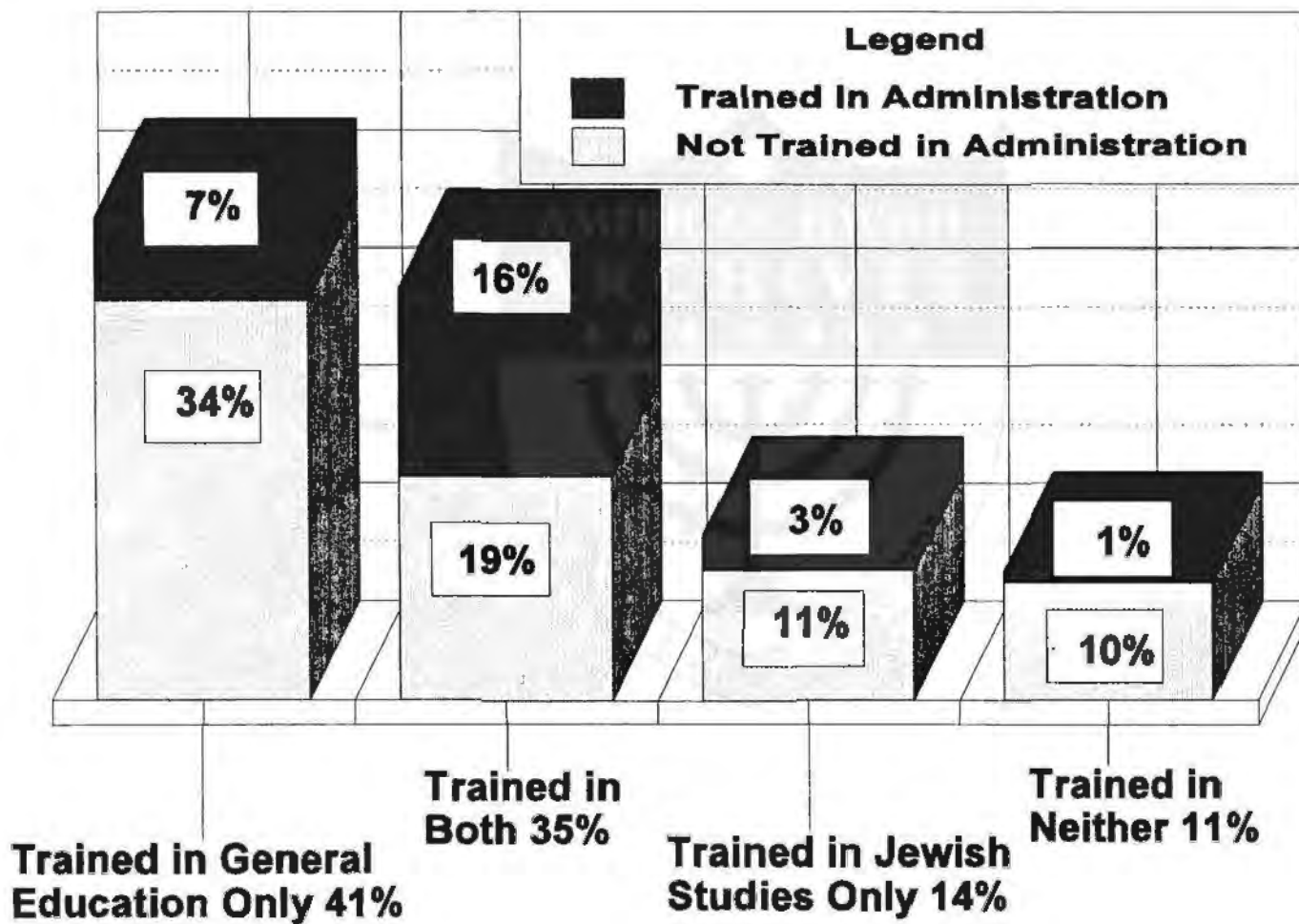
## Collegiate and Professional Administration Backgrounds of Educational Leaders

SETTING	Certificate in Administration	Degree in Educational Administration	Trained in Educational Administration
Day School	36%	19%	41%
Supplementary School	19%	9%	19%
Pre-school	19%	- -	19%
TOTAL	25%	11%	27%

## TRAINED IN EDUCATIONAL ADMINISTRATION?



## ARE THE EDUCATIONAL LEADERS TRAINED?



## **ADEQUACY OF THE OPPORTUNITIES FOR THEIR PROFESSIONAL GROWTH?**

**PERCENTAGE WHO INDICATED "ADEQUATE" OR "VERY ADEQUATE"**

<b>Day school</b>	<b>74%</b>
<b>Supplementary School</b>	<b>59%</b>
<b>Pre-school</b>	<b>75%</b>
<b>TOTAL</b>	<b>68%</b>

## **AVERAGE NUMBER OF WORKSHOPS ATTENDED BY THE EDUCATIONAL LEADERS (in a 2 year period)**

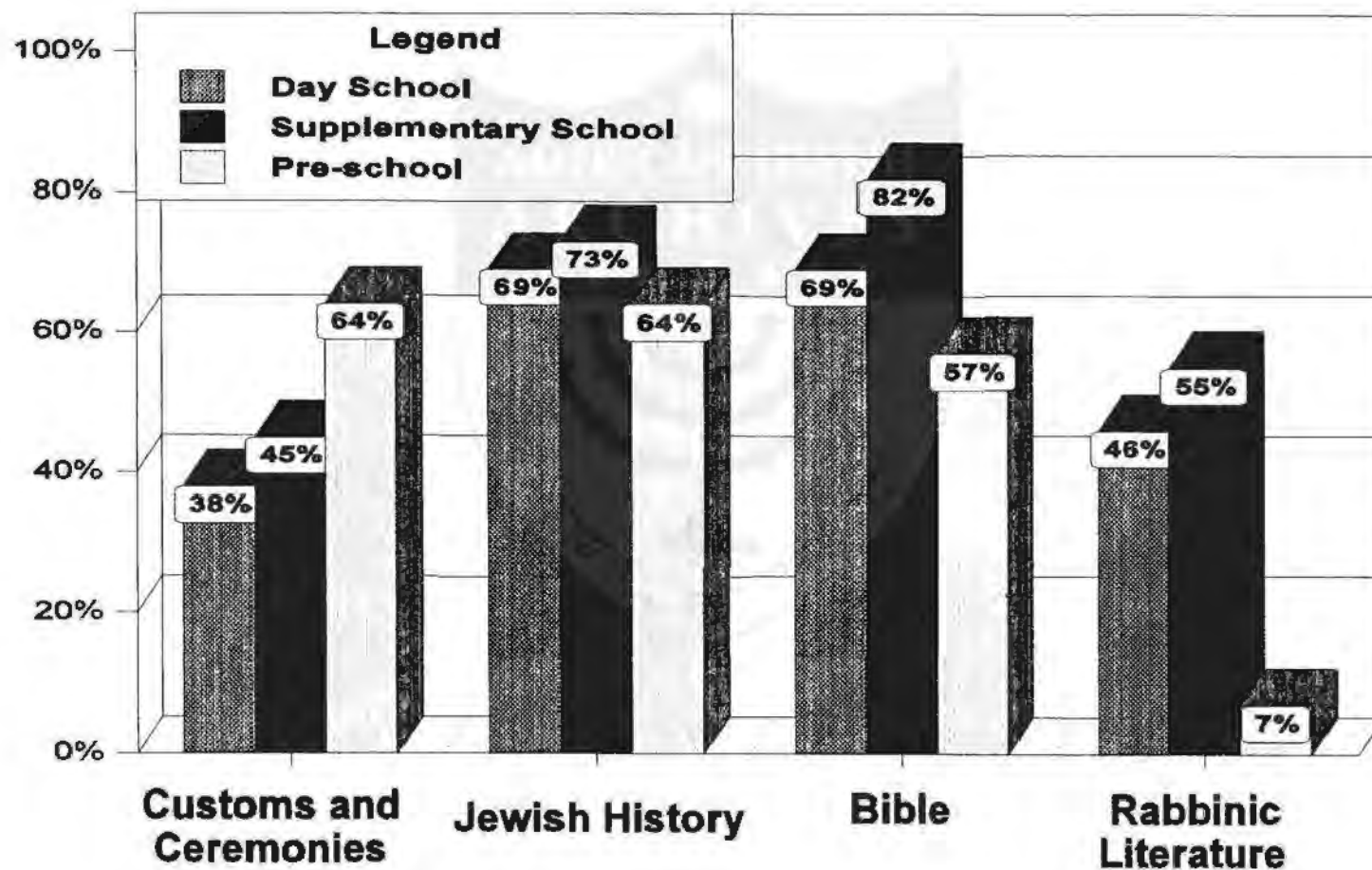
**MEAN # OF WORKSHOPS**

<b>Day School</b>	<b>4.4</b>
<b>Supplementary School</b>	<b>5.6</b>
<b>Pre-school</b>	<b>5.4</b>
<b>TOTAL</b>	<b>5.5</b>

**PERCENTAGE OF EDUCATIONAL LEADERS  
WHO ENGAGE IN SOME FORM OF INFORMAL STUDY  
OF HEBREW OR JUDAICA**

	<b>PERCENTAGE</b>
<b>Day School</b>	<b>79%</b>
<b>Supplementary School</b>	<b>88%</b>
<b>Pre-school</b>	<b>50%</b>
<b>TOTAL</b>	<b>77%</b>

**DESIRES INCREASED KNOWLEDGE?**  
**(percentage of those NOT trained in Jewish studies)**



## **ARE THE EDUCATIONAL LEADERS FULL-TIME?**

### **PERCENT BY SETTING**

	<b>Day</b>	<b>Supplementary</b>	<b>Pre</b>	<b>TOTAL</b>
<b>NO, Part-time</b>	<b>4%</b>	<b>39%</b>	<b>19%</b>	<b>22%</b>
<b>YES, Full-time</b>	<b>96%</b>	<b>61%</b>	<b>81%</b>	<b>78%</b>

## **DO THE EDUCATIONAL LEADERS CONSIDER JEWISH EDUCATION AS A CAREER?**

### **PERCENT BY SETTING**

	<b>Day</b>	<b>Supplementary</b>	<b>Pre</b>	<b>TOTAL</b>
<b>NO, Not a Career</b>	<b>--</b>	<b>9%</b>	<b>7%</b>	<b>5%</b>
<b>YES, a Career</b>	<b>100%</b>	<b>91%</b>	<b>93%</b>	<b>95%</b>

# **EXPERIENCE OF EDUCATIONAL LEADERS IN JEWISH EDUCATION**

## **PERCENT BY SETTING**

<b>TOTAL # OF YEARS</b>	<b>Day</b>	<b>Supplementary</b>	<b>Pre</b>	<b>TOTAL</b>
<b>1 year</b>	<b>- -</b>	<b>3%</b>	<b>- -</b>	<b>1%</b>
<b>2 - 5 years</b>	<b>4%</b>	<b>12%</b>	<b>6%</b>	<b>8%</b>
<b>6 - 10 years</b>	<b>7%</b>	<b>12%</b>	<b>25%</b>	<b>13%</b>
<b>11- 20 years</b>	<b>57%</b>	<b>39%</b>	<b>50%</b>	<b>48%</b>
<b>21 or more years</b>	<b>32%</b>	<b>33%</b>	<b>19%</b>	<b>30%</b>

## **FUTURE PLANS OF EDUCATIONAL LEADERS**

### **PERCENT BY SETTING**

	<b>Day</b>	<b>Supplementary</b>	<b>Pre</b>	<b>TOTAL</b>
<b>Continue in an Administration Position at the Same School</b>	<b>86%</b>	<b>73%</b>	<b>75%</b>	<b>78%</b>
<b>Seek an Administration Position at a New School</b>	<b>4%</b>	<b>9%</b>	<b>6%</b>	<b>6%</b>
<b>Seek a Position Outside of Jewish Education</b>	<b>- -</b>	<b>3%</b>	<b>- -</b>	<b>1%</b>
<b>Other (e.g., go back to school)</b>	<b>4%</b>	<b>3%</b>	<b>12%</b>	<b>5%</b>
<b>Undecided</b>	<b>7%</b>	<b>12%</b>	<b>6%</b>	<b>9%</b>

**CIJE** Council  
for  
Initiatives  
in Jewish  
Education

**MODULE  
FOR**

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***THE CIJE STUDY OF  
EDUCATORS***

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Adam Gamoran  
Ellen Goldring  
Roberta Louis Goodman  
Bill Robinson  
Julie Tammivaara

**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**

### **Dr. Adam Gamoran**

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

### **Dr. Ellen Goldring**

*Professor of Educational Leadership and Associate Dean  
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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.*

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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

☐ 1

☐ 2

☐ 3

☐ 4

b. Colleagues in your school(s)

☐ 1

☐ 2

☐ 3

☐ 4

c. Colleagues outside your school(s)

☐ 1

☐ 2

☐ 3

☐ 4

d. Parents and/or lay leaders

☐ 1

☐ 2

☐ 3

☐ 4

e. Rabbi

☐ 1

☐ 2

☐ 3

☐ 4

f. Faculty members at a local university

☐ 1

☐ 2

☐ 3

☐ 4

g. Central agency staff

☐ 1

☐ 2

☐ 3

☐ 4

h. Teacher resource center

☐ 1

☐ 2

☐ 3

☐ 4

i. National movement

☐ 1

☐ 2

☐ 3

☐ 4

j. Professional organizations

☐ 1

☐ 2

☐ 3

☐ 4

k. Other (specify) \_\_\_\_\_

☐ 1

☐ 2

☐ 3

☐ 4

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

(Check one response for each item)

Very  
satisfied

Somewhat  
satisfied

Somewhat  
dissatisfied

Very  
dissatisfied

a. Salary

☐ 1

☐ 2

☐ 3

☐ 4

b. Benefits

☐ 1

☐ 2

☐ 3

☐ 4

c. Job security/tenure

☐ 1

☐ 2

☐ 3

☐ 4

d. Opportunities for career advancement

☐ 1

☐ 2

☐ 3

☐ 4

21. Are you a full-time Jewish educator?

Yes

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

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### III. TRAINING AND STAFF DEVELOPMENT

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

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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

☐ 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 ☐ 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!**

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# 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?]*
- 
-

color copy  
incl. ~~on the~~  
Adam and Ellen,

Most of the changes are in the *Introduction*, but there are significant changes in the *Guide to the CIJE Educators Survey* and in the *Guide to the CIJE Educators Interview*.

I've included two different versions of the *Introduction*. There are three differences between the two versions:

1. The order of the paragraphs differ from mine to the other.
2. The paragraphs are separated by spaces and lines (gasp!) in the second version and not the first - Nessa requested that I space out the text so that it has a nicer look to it (like the survey).
3. The two paragraphs, describing the *CIJE Educators Survey* and the *CIJE Educators Interview*, are indented in the second version and not the first.

Also, I have not (yet) rewritten the paragraph on the "study coordinator".

Within the constraints of our priorities, I need your comments on this ASAP, so I can send NY a copy for their review, so they can print copies of it, so I can send a copy out to communities that are already requesting it.

Does Annette need to review it again?

Bill

P.S. I noticed (at the copy store) that I had started to make some of Ellen's changes. Please try to read past the scribbles. Sonny! I just wanted to get this to you.

## Manual

prescribe the researchers  
advise on how to locate

- go to local uni
- ~~exper~~ soc sci - ask advice
  - soc, pol sci, ed
- exper in data collec, analys, <sup>prod</sup>
- qualit - interviews, qualit <sup>data</sup>  
trained social scientist <sup>analys</sup>

informal ed

talk w/ SF about training camp staff

talk w/ Steve Cohen about crits for goal

- set copy of questionnaire for Sr. Programme

- check Annette's originals

Eric Cohen (Jens fellow) - some youth work  
in S.Am, Eur

purpose

- resp to advocates of informal ed (lay leaders)

- here's profile - how resp

- time & devel of informal educators

what is fit b/w actual mission & goal  
of camp, & staff characteristics

1996 work plan

what are goals? what prefer?

## Pol Brf #2

if Nessa / CIFE feel can handle it,  
should do it

- must have positive impact on CIFE agenda
- must have direct bearing

- early childhood ~~is~~ <sup>is</sup> provocation, but not  
~~central~~ <sup>focus</sup> of CIFE

- leaders - extent of understanding
  - abs of sub, math expertise
  - leadership pt is second

- no audience is lay leader

- build on strong segments

- mentor, peer tutor, prof commun

- could argue that mn does not need  
sub, math expertise

- does not hold for J s. h/s

- symbol, focal pt for leadership

- teachers are weak - need to lead them  
in studies

- plan for action must preempt  
responses that "we're already doing it"

planning for seminar

Feb - at MET advis mts

poss audiences

- ① educational - for new directors etc.
- ② internal
- ③ mini-conference - dissemination - publicat  
- pre-conference?

Feb - plan (MET advis mts)

Apr - pre-conf (CATE in Isr)

Dec - conference (Mandel Instit - Jerus)

substance - what have we learned re:

- implem of ideas
- common mobilizat
- devel of profess. in  
(research capacity)
- evaluat of common dynamics

Ag

**CIJE** Council  
for  
Initiatives  
in Jewish  
Education

MANUAL

TOOLS  
**MODULE**  
FOR

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# ***THE CIJE STUDY OF EDUCATORS***

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Adam Gamoran  
Ellen Goldring  
Roberta Louis Goodman  
Bill Robinson  
Julie Tammivaara

Contents

**DRAFT**

June, 1995

**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

*Tools*

*A - M etc*

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

### **Dr. Adam Gamoran**

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

### **Dr. Ellen Goldring**

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

### **Bill Robinson**

*Staff Researcher*

*Dr. Shulamith Elster also  
contrib to the development  
of the survey instrument.*

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.

Blaustein

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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.

Phone # (404) 552-0930

Fax # (404) 998-0860

e-mail address 74104.3335@compuserve.com

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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.

unclear

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

What would it take to develop  
a software program to  
accompany the module?

- field test?
- coding instructions  
    -on the form

— Bill

## Table of Contents

Explain what a module is

- or use a diff term?

## **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

☐ 1

No

☐ 2

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

Yes

☐ 1

No

☐ 2

(If No, skip to Question #25)

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

in one school

☐ 1

in several schools

☐ 2

24. If you would consider working more hours, which of the following would encourage you to do so? Rank only the three most important by writing 1, 2 or 3 next to your choice where 1 is the most important.

a. Salary

☐

b. Benefits

☐

c. Job security, tenure

☐

d. Opportunities for career advancement

☐

e. Opportunities to work closely with other educators

☐

f. Availability of training opportunities

☐

g. More resources at work

☐

h. Change in family status

☐

i. Other (specify) \_\_\_\_\_

☐

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

☐

a. tutor students privately in Judaica, Hebrew, or for Bar/Bat Mitzvah

☐

b. work with a Jewish youth group

☐

c. work in a Jewish camp

☐

d. do other work in an informal Jewish educational setting (specify) \_\_\_\_\_

☐

e. I do not work in an informal Jewish educational setting

In total, how many hours per week do you work in the informal Jewish educational settings indicated above?

## II. WORK EXPERIENCE

The following set of questions asks about your current and prior work experience.

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

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

27. Have you ever worked in general education?

Yes

☐ 1

No

☐ 2

If Yes, how many years (including this year)? \_\_\_\_\_

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

Yes

☐ 1

No

☐ 2

### III. TRAINING AND STAFF DEVELOPMENT

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

29. During the last two years, have you been required to attend in-service workshops?

Yes

☐ 1

No

☐ 2

If Yes, how many were you required to attend? \_\_\_\_\_

30. In total, how many in-service workshops did you actually attend during the last two years, whether required or not? 5 (If none, write 0.)

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

(Check Yes or No for each item)

	Yes	No
a. Judaic subject matter (e.g., Bible, history)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Hebrew language	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Teaching methods	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Curriculum development	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Educational leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Art/drama/music	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

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

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

33. What would encourage you to spend additional time on professional training?

Check only the TWO items that are most important to you.

- ☐ a. Increased salary
- ☐ b. Release time
- ☐ c. Tuition subsidies
- ☐ d. Topics of personal interest
- ☐ e. Relevance to your work in Jewish education
- ☐ f. Availability of certification
- ☐ g. Other (specify) \_\_\_\_\_

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

(Check Yes or No for each item)

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

*Not at all adequate*  
Inadequate

#### 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

☐☐

b. Attend synagogue on Shabbat at least twice a month

☐☐

c. Attend synagogue on holidays such as Sukkot,  
Passover or Shavuot

☐☐

d. Daven or attend synagogue daily

☐☐

44. Have you ever been to Israel?

Yes

☐

No

☐

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

Yes

☐

No

☐

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

☐

a. One day/week supplementary school

☐

b. Two or more days/week supplementary school

☐

c. Day school or yeshiva

☐

d. School in Israel

☐

e. None

☐

f. Other (specify) \_\_\_\_\_

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

☐

a. One day/week supplementary school

☐

b. Two or more days/week supplementary school

☐

c. Day school or yeshiva

☐

d. School in Israel

☐

e. None

☐

f. Other (specify) \_\_\_\_\_

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

Yes ☐ 1 No ☐ 2

If Yes, how many summers? \_\_\_\_\_

48. Did you belong to a Jewish youth group?

Yes ☐ 1 No ☐ 2

If Yes, how many years? \_\_\_\_\_

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

Yes ☐ 1 No ☐ 2

If Yes, how many years? \_\_\_\_\_

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

Yes ☐ 1 No ☐ 2

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

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

51. Are you currently enrolled in a degree program?

Yes

☐ 1

No

☐ 2

If Yes, for what degree? \_\_\_\_\_

in what major(s)? \_\_\_\_\_

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

(Check Yes or No for each item)

Yes

No

a. Jewish education

☐ 1

☐ 2

If Yes, from where? \_\_\_\_\_

b. General education

☐ 1

☐ 2

If Yes, from where? \_\_\_\_\_

c. Educational administration/supervision

☐ 1

☐ 2

If Yes, from where? \_\_\_\_\_

d. Other (specify) \_\_\_\_\_

☐ 1

☐ 2

If Yes, from where? \_\_\_\_\_

53. Are you currently working toward a professional license or certification in:

(Check Yes or No for each item)

Yes

No

a. Jewish education

☐ 1

☐ 2

If Yes, from where? \_\_\_\_\_

b. General education

☐ 1

☐ 2

If Yes, from where? \_\_\_\_\_

c. Educational administration/supervision

☐ 1

☐ 2

If Yes, from where? \_\_\_\_\_

d. Other (specify) \_\_\_\_\_

☐ 1

☐ 2

If Yes, from where? \_\_\_\_\_

54. What is your 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?]*
- 
-

From: ELINICE:174104.3335@compuserve.com 23-JUN-1995 09:47:14.20  
To: Adam Gamoran (gamoran), Ellen Goldring (goldrieb@ctrvax.vanderbilt.edu),  
myself (174104.3335@compuserve.com)

Cc:

Subject: Don't lose this in the shuffle - change to manual/module

Adam R. Ellen,

Based on the issues that were raised in the "levers" paper, I have one (last?)  
suggested change to the Educators Survey.

Change Q#29 to be as follows:

29. During the last two years, have you been required to attend in-service  
workshops?

Yes \_\_\_ No \_\_\_

If Yes, how many were you required to attend? \_\_\_\_\_

If yes, for what reason (e.g., school contract, state license, board  
certification)?

-----

Bill



From: EUNICE: "74104.3335@compuserve.com" 10-JUL-1995 13:39:46.33  
To: Adam Gamoran <gamoran>, Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,  
myself <74104.3335@compuserve.com>  
C:  
Subj: Changes to the Manual

Adam & Ellen,

I've made Adam's changes to the Manual, with the following adjustments.

Concerning adding Shumamith to the box ... in order to keep the wording similar throughout the box, I added a phrase to the end of the sentence mentioning Roberta and Julie: ", as well as the contributions of Shulamith Elster."

Concerning Q#54 (on age) ... I gave the following ranges from which to choose from -

Under 20 years  
20 - 29 years  
30 - 39 years  
40 - 49 years  
50 - 59 years  
60 years and over

Concerning the Table of Contents - I simply listed the different sections (not including the planned Code Book).

I've also made my suggested addition to Question #29 (on required workshops) -  
"If Yes, for what reason (i.e., school contract, board certification, state license)? \_\_\_\_\_"

If there are any problems with these changes, please tell me ASAP.

I'll mail Nessa the revised copy today.  
Bill

From: EUNICE:"74104.3335@arl-gw-3.compuserve.com" 12-SEP-1995 09:34:25.08  
To: Gail Dorph <73321.1217@arl-gw-3.compuserve.com>  
CC: Adam Gamoran <gamoran>, Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,  
Alan Hoffmann <73321.1220@arl-gw-3.compuserve.com>,  
myself <74104.3335@arl-gw-3.compuserve.com>  
Subj: Communities and the Manual

Gail,

I spoke with Carolyn Linder in Pittsburg today, as she was out of the office yesterday. Per our conversation, I will be sending her a copy of the CIJE Educators Survey and a list of the "anchor items". Her boss (?) had requested the materials. They are in the stage of thinking about doing a study of their educators.

I also made a follow-up call to Jeff Lasday in Columbus. He has received the copy of the CIJE Educators Survey and a list of the "anchor items", that I had sent him. They are planning to do (administer? design?) the study in December.

Last week, I spoke with Linda Berkowitz in Chicago, and sent her the unrevised version of the Guide to the CIJE Educators Survey. I explained that it is being revised, and that the version she will be receiving was written with the idea that communities would survey all of their educators at once (unlike Chicago's plan to survey only their early childhood educators). Nevertheless, I explained that she should find the recommended procedures for administering the survey helpful.

That's where things stand at present.  
Bill

**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 held your CURRENT POSITION(S) (e.g., teacher, assistant director, principal) in your current school(s), including this year?

First school \_\_\_\_\_ Second school \_\_\_\_\_ Third school \_\_\_\_\_ Fourth school \_\_\_\_\_

6. How many years have you been working in Jewish education in THIS COMMUNITY, including this year? \_\_\_\_\_

7. How many years IN TOTAL have you been working in the field of Jewish education, including this year? \_\_\_\_\_

10. What position(s) do you CURRENTLY hold in each school, and how many years have you held the position(s), including this year?

(Check all that apply)

First school

Second school

- |  |                                      |                                      |
|--|--------------------------------------|--------------------------------------|
| a. Teacher   | <input type="checkbox"/> _____ years | <input type="checkbox"/> _____ years |
| b. Teacher aide  | <input type="checkbox"/> _____ years | <input type="checkbox"/> _____ years |
| c. Educational director or principal   | <input type="checkbox"/> _____ years | <input type="checkbox"/> _____ years |
| d. Assistant educational director or principal                                 | <input type="checkbox"/> _____ years | <input type="checkbox"/> _____ years |
| e. Department head (e.g. Hebrew department chair, director of primary program) | <input type="checkbox"/> _____ years | <input type="checkbox"/> _____ years |
| f. Tutor   | <input type="checkbox"/> _____ years | <input type="checkbox"/> _____ years |
| g. Other (specify) _____   | <input type="checkbox"/> _____ years | <input type="checkbox"/> _____ years |

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"/> |

12/14/95

12:49

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NO. 348 D01

209

To: Adam Gamaram (608) 265-5389

From Bill Robinson

Re: Chicago Survey  
(e-mail to follow)

~~pg~~

11 pager including  
cover page

**Jewish Early Childhood Educators Survey**  
conducted jointly by  
**Associated Talmud Torahs**  
**Community Foundation for Jewish Education**  
**Jewish Community Centers**  
**Jewish Federation of Metropolitan Chicago**

**I. SETTINGS**

1. In how many Jewish schools do you work? \_\_\_\_\_
2. How many hours per week do you work at each school? (List them in order, so that the first or main school is the school at which you work the most hours and so on.)

First school \_\_\_\_\_ Second school \_\_\_\_\_ Third school \_\_\_\_\_ Fourth school \_\_\_\_\_

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

First school \_\_\_\_\_ Second school \_\_\_\_\_ Third school \_\_\_\_\_ Fourth school \_\_\_\_\_

4. How many years IN TOTAL have you been working in the field of Jewish education, including this year? \_\_\_\_\_

5. What is the affiliation of the primary school at which you work?

- a. Reform  
b. Conservative  
c. Traditional  
d. Orthodox  
e. Reconstructionist  
f. Community  
g. Jewish Community Center  
h. Other (specify) \_\_\_\_\_

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

6. What is the setting of your primary job?

- a. Nursery school/Early childhood  
1. Serving children 0-2 1/2 years old  
2. Serving children 2 1/2 -5 years old  
3. Day care  
b. Day school (K-8)  
c. Supplementary school  
d. Adult education  
e. Other (specify) \_\_\_\_\_

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

exclusive categories?

Ask @ other setting  
so you know  
where else they  
work.

7 What position do you hold in your primary job?

- a. Teacher ☐
- b. Teacher aide ☐
- c. Educational director or principal ☐
- d. Assistant educational director or principal ☐
- e. Department head (e.g. Hebrew department chair, director of primary program) ☐
- f. Tutor ☐
- g. Other (specify) ☐ →

8 What is your annual salary from your primary job? (check one range)

- a. Less than \$1,000 ☐
- b. \$1,000-\$4,999 ☐
- c. \$5,000-\$9,999 ☐
- d. \$10,000-\$14,999 ☐
- e. \$15,000-\$19,999 ☐
- f. \$20,000-\$29,999 ☐
- g. \$30,000-\$39,999 ☐
- h. \$40,000+ ☐

9 Which of the following benefits are available to you as a teacher in your primary job? (Check all that apply.)

	Not available	Available but do not receive	Available and receive
a. Free or reduced tuition for your children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Day care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Free or reduced membership in a synagogue or JCC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Funding to attend conferences, continuing education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Sabbatical leave (full or partial pay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Disability benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Employer contributions to a health plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Pension benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Sick days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Vacation days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 Which of the following factors affected your decision to work in your primary job? (Check "Yes" or "No" for each item.)

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

11 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Job security/tenure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Opportunities for career advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Are you a full-time Jewish educator?

Yes ☐  
No ☐

*[Handwritten signature]*

## II. WORK EXPERIENCE

13 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
SUPPLEMENTAL 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 (EXCLUDING PRE-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 (EXCLUDING PRE-SCHOOL)	<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 (ALL PROGRAMS SERVING CHILDREN 0-5)	<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	_____

12/14/95 12:50  
DEC-11 95 11:02 FROM: JF/JUF

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3124442086

TO: 216+231+2130

NO. 348 006  
PAGE: 05

14. 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 (secular and/or Jewish)  
☐ g. Other (specify) \_\_\_\_\_

15. Beyond attending in-service workshops, during the past two years did you: (Check "Yes" or "No" for each item)

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| a. Attend a course in Judaica or Hebrew at a community center or synagogue?                        | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Attend a course in Judaica or Hebrew at a college or university?                                | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Attend a course in education at a college or university?  | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Participate in a private Judaica or Hebrew study group?   | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Study Judaica or Hebrew on your own?  | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Participate in some other ongoing form of study in Judaica or Hebrew (e.g., year-long seminar)? | <input type="checkbox"/> | <input type="checkbox"/> |
| Specify _____  |                          |                          |

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

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

17 In your community, how adequate are the opportunities for:

	Very adequate	Somewhat adequate	Somewhat inadequate	Very inadequate
a. In-service workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Informal study with other educators (e.g., peer mentoring groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Degrees in Judaic Studies or Hebrew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Certification in Jewish education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Certification in administration/supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### III. PERSONAL BACKGROUND

18. Are you Jewish?

Yes ☐  
 No ☐

19. What is the affiliation of the primary school at which you work?

- a. Reform ☐  
 b. Conservative ☐  
 c. Traditional ☐  
 d. Orthodox ☐  
 e. Reconstructionist ☐  
 f. Community ☐  
 g. Jewish Community Center ☐  
 h. Other (Specify) ☐

*What is your affiliation?  
 At the present time  
 which of the following  
 best describes your Jewish  
 affiliation?*

20. 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 ☐

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FROM: JF/JUF

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PAGE: 08

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

- ☐ Light candles on Friday evening
- ☐ Attend a Passover seder
- ☐ Keep kosher at home
- ☐ Light Hanukkah candles
- ☐ Fast on Yom Kippur
- ☐ Observe Shabbat
- ☐ Build a sukkah
- ☒ Observe Shavuot
- ☐ Celebrate Israel Independence Day

22. During the past year, did you: (Check "Yes" or "No" for each item)

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| a. Attend synagogue on the High Holidays                            | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Attend synagogue on Shabbat at least twice a month               | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Daven or attend synagogue daily                                  | <input type="checkbox"/> | <input type="checkbox"/> |

23. Have you ever been to Israel?

- Yes ☐  
No ☐

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

- Yes ☐  
No ☐

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

- ☐ One day/week supplementary school
- ☐ Two or more days/week supplementary school
- ☐ Day school or yeshiva
- ☐ School in Israel
- ☐ None
- ☐ Other (specify) \_\_\_\_\_

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

- ☐ One day/week supplementary school  
☐ Two or more days/week supplementary school  
☐ Day school or yeshiva  
☐ School in Israel  
☐ None  
☐ Other (specify) \_\_\_\_\_

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

- Yes ☐  
 No ☐

27. 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, DML, etc.)	_____	_____	_____
	_____	_____	_____
Rabbinic ordination/smicha	_____	_____	_____
	_____	_____	_____
Other degrees	_____	_____	_____
	_____	_____	_____

12/14/95 12:51  
DEC-11 95 11:02 FROM: JF/JUF

216+231+2130  
GLIDDEN HOUSE - 608 265 5389  
3124442086

TO: 216+231+2130

NO. 348 010  
PAGE: 10

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

- |   | Yes                                 | No                       |                             |
|---|-------------------------------------|--------------------------|-----------------------------|
| a. Jewish education                       | <input type="checkbox"/>            | <input type="checkbox"/> | If "Yes", from where? _____ |
| b. General education                      | <input type="checkbox"/>            | <input type="checkbox"/> | If "Yes", from where? _____ |
| c. Educational administration/supervision | <input type="checkbox"/>            | <input type="checkbox"/> | If "Yes", from where? _____ |
| d. Early childhood education              | <input type="checkbox"/>            | <input type="checkbox"/> | If "Yes", from where? _____ |
| e. Other <i>(Jewish)</i>                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | If "Yes", from where? _____ |

29. What is your gender?

- Male ☐  
Female ☐

30. What is your age?

- a. under 20 *(youth)* ☐  
b. 20-29 years old ☐  
c. 30-39 years old ☐  
d. 40-49 years old ☐  
e. 50-59 years old ☐  
f. 60 years and over ☐

31. What is your marital status?

- a. Single, never married ☐  
b. Married ☐  
c. Separated ☐  
d. Divorced ☐  
e. Widowed ☐

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

- Yes ☐  
No ☐

33. What is your approximate total family income?

- \$30,000 or below ☐  
\$31,000-\$45,000 ☐  
\$46,000-\$60,000 ☐  
over \$60,000 ☐

*less than \$30,000*  
*30,000 - 44,499*  
*45,000 - 59,999*  
*60,000*

*changed this after talking to you.*

*Increased?*

*to 90,000 or more?*

34. How important to your household income is the income you receive from your work in Jewish schools? (Check one.)

- a. This main source ☐  
b. An important source of additional income ☐  
c. Insignificant to our/my total income ☐

35. Which of the following best describes your career plans over the next three years?  
I plan to: (Check only one)

- a. continue working in my current teaching or administrative position at the same school ☐  
b. continue in the same type of position (either teaching or administrative) at a different Jewish school ☐  
c. move from a teaching position to an administrative position at a Jewish school (or vice-versa) ☐  
d. seek a position in Jewish education other than in a school (such as a central agency) ☐  
e. seek an education position in a non-Jewish setting ☐  
f. seek work outside of education ☐  
g. not work ☐  
h. I don't know. I am uncertain. ☐  
i. Other (specify) \_\_\_\_\_ ☐

Thank you for your assistance.

~~216+231+2130~~ Coder?

From: IN%"GOLDRIE@ctrvx.vanderbilt.edu" 18-DEC-1995 10:29:28.69  
To: IN%"74104.3335@compuserve.com", IN%"gamoran@ssc.wisc.edu"  
CC:  
Subj: RE: Chicago Survey

Return-path: <GOLDRIE@ctrvx.vanderbilt.edu>  
Received: from eunice.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)  
id <01HYV704B3G0HTJEZ@ssc.wisc.edu> for gamoran@ssc.wisc.edu; Mon,  
18 Dec 1995 10:28:52 -0600 (CST)  
Received: from ctrvx1.vanderbilt.edu by eunice.ssc.wisc.edu; id AA07759;  
5.65/43; Mon, 18 Dec 1995 10:29:37 -0600  
Received: from PATHWORKS-MAIL by ctrvx.vanderbilt.edu (PMDF V5.0-5 #11485)  
id <01HYV6WWYKTSX3IHR@ctrvx.vanderbilt.edu>; Mon,  
18 Dec 1995 10:26:08 -0600 (CST)  
Date: Mon, 18 Dec 1995 10:26:08 -0600 (CST)  
From: GOLDRIE@ctrvx.vanderbilt.edu  
Subject: Re: Chicago Survey  
To: 74104.3335@compuserve.com, gamoran@ssc.wisc.edu  
Message-id: <01HYV6WWYKTSX3IHR@ctrvx.vanderbilt.edu>  
X-VM5-To: IN%"74104.3335@compuserve.com", in%"gamoran@ssc.wisc.edu",  
MIME-version: 1.0  
Content-transfer-encoding: 7BIT

Bill, I have a few additional comments on the Chicago survey, these pertain  
to issues specific to pre-school-ECE:

1) In our own work we had some issues about whether the pre-school, ECE  
setting was  
freestanding, connected to a day-school or synagogue, or connected to a JCC.

I suggest adding this question. It has implications for accreditation,  
in-service, etc.

2) The current version of the survey only asks about increasing knowledge in  
Jewish content (Q15). Did they consider also asking a question about  
ECE topics. I think it would be important to ask both, given our thinking  
about pedagogical content knowledge.

3) Lastly, do they want to ask whether the ECE setting they work in is  
accredited, licensed, etc (given our interest and findings about levers?)

From: SCOR:GAMORAH 16-DEC-1995 23:47:56.24  
To: BILL  
CC: EILEEN, GAMORAH, ALAN, ANNETTE  
Subj: Chicago survey of educators in Jewish early childhood programs

Bill,

You've done an excellent job of reviewing and commenting on the Chicago adaptation of our survey. You are right, they were pretty faithful to ours. The omission of the careers question is serious, so I'm glad to hear they seem open to including it. Same for the questions on number of workshops. You did a good job of explaining why these questions are important. Please let me know if I need to talk to someone to reinforce these points.

I have comments only on the first part of your comments:

I think it's clear from question 2 that the primary school is the school at which respondent works the most hours. I thought the term "primary school" might be confusing because it's a synonym for "elementary school." Other than that, I did not see a problem with the definition of what "primary" refers to. HOWEVER, they need to recognize that the survey directs respondents to answer about the school in which they work the most hours, and for some respondents this will NOT BE AN EARLY CHILDHOOD SCHOOL.

To change this pattern, they might combine questions 2 and 6 in a grid, as follows:

In what type(s) of school(s) do you work, and for how many hours per week do you work at each school? (MARK ALL THAT APPLY)

	hours per week
a. Nursery school/Early childhood	
1. Serving children 0 - 2 1/2 years old	-----
2. Serving children 2 1/2 - 5 years old	-----
3. Day care	-----
b. Day school (" - ")	-----
c. Supplementary school	-----
d. Adult education	-----
e. Other (specify)	-----

The new grid question would come right after Q1. Then, there would be a statement:

IN SUBSEQUENT QUESTIONS, "MAIN EARLY CHILDHOOD SCHOOL" OR "JOB" REFER TO THE EARLY CHILDHOOD SCHOOL OR JOB IN WHICH YOU WORK THE MOST HOURS.

This would be followed by Q3, which would be could only ask about "main early childhood school" (not 4 schools -- so great loss), then Q5, Q7, and the rest. In general, questions would need to be revised to refer to "main early childhood job" instead of "primary job".



schools in which they work? (i.e., how many preschool teachers also work in a day school? Do they receive fringe benefits from the day school, instead of the preschool?)

3. Starting with question #2, have them answer in regard to the TWO schools at which they work the most hours. The (seeming) problem with this alternative is that you may have some preschool teachers who work more hours in two other settings (i.e., a day school or supplementary school). Thus, you would not be calculating such fringe benefits, positions, etc., on their work in a preschool.

However, our data from the three communities suggests that this is very rare. Only 2.7% of teachers work in more than two settings. Of these, 35% indicated working in a preschool for their first or second setting. Given the amount of hours that preschools, day schools, and supplementary schools usually operate, most of the remaining 97% probably do not work in a preschool at all. Thus, if you survey all the preschool teachers in your community, I would expect that less than 1% would not indicate a preschool as their first or second setting.

2. In question #2, "have you" should be transposed to read "you have".

3. In question #2, I suggest adding the phrase: (Check one response). Ditto for all similar questions.

4. In question #2, the categories listed as a.1., a.2., and a.3. seem to overlap. Do educators choose only one or all that apply? I suggest asking about the ages of their children as a separate question. To this question (#6), you can distinguish between "day care" and the other type of pre-school, as long as your description of the "other type" is clearly distinguishable (to teachers) from a day care.

5. Question #3: I understood that you don't want to cause problems or uncomfortable feelings by providing a salary range for preschool educators that extends far beyond their earnings. But are you providing this survey to preschool directors? If not, the range should be extended to at least \$50,000 or more.

6. In question #3, you write "supplemental school". At other times, you write "supplementary school". I suggest the latter.

7. There are four questions from the File Educators Survey, which we consider to be anchor items, that you omitted from your survey. They are:

Question #1: Have you ever worked in general education? If yes, how many years?

Question #1a: would you describe yourself as having a career in Jewish education?

Question #2: During the last two years have you been required to attend in-service workshops? If yes, how many? If yes, for what reason?

Question #3: In total, how many in-service workshops did you actually attend during the last two years, whether required or not?

I believe that it is important to include all four of these questions in your survey. Data on experience in general education (especially for preschool teachers) is an important component of how well trained your educators are in general education. Jewish educators consider themselves to have a career in Jewish education is a vital indicator of how much professional development you can expect from them. Without asking questions #1 and #1a, you will not know how much professional development the educators are currently engaged in. (Before deciding what needs to be improved in your community, it is important to know where you stand.) These two questions also provide important base line information without which any improvement (in this area) will be impossible to assess.

As you can have seen in the Atlanta, Baltimore, and Milwaukee reports (as well as the CLLE "Clips") which the data we obtained from these questions played a central role in the local community stories that were told. Finally, we sat the CLLE national and planning data on these four questions from your community (as well as teachers) will help in building a valuable continental resource in the struggle to improve Jewish education.

9. Before question 10 in your survey, you need a new section heading: Training and Title Development. If you decide to include questions on workshops, this heading would direct these questions.

10. Question 11 should be about personal affiliation, not school affiliation (again). See question 11 in the CLLE survey.

11. In question 12, the term "gender" (instead of "sex") should work, as long as the educators understand the term. Do you think that "gender" will be understood by all educators? In terms more importantly, will it provide better data than the term "sex"?

12. On question 13, I have two suggestions:

a. Change the values to read: less than \$20,000; \$20,000-\$44,999; \$45,000-\$69,999; \$70,000 or more. It might be changing the CLLE survey, so that there were no gaps in the range of numbers, after talking with you about this.

b. Extend the range to \$100,000 or more. Otherwise, there will probably be too many zeros at the end of the data to be really meaningful. This is especially true if you are administering the survey to pre-school directors.

That's it. Otherwise, the survey is almost identical to ours. Their minor additions (i.e., extra benefit items) seem reasonable and useful.

Bill

From: Susan Rosenberg <rosen@uic.edu>  
To: LTL  
Cc: LTL; Harold A. Levy, Jr.  
Subject: Chicago Survey of Educators in Early Childhood Programs

Bill,

You've done an excellent job of revising, and commenting on the Chicago adaptation of our survey. You are right, they were pretty faithful to mine. I'm assuming the career question is serious, so I'll deal in detail with how they seem to be including it. Same for the questions on nature of kindergarten. You did a great job of explaining why these questions are important. Please let me know if I need to talk to someone in reference to any details.

I have comments only on the first part of your comments:

I think it's clearer from question 2 that the primary school is the school at which respondents began the post hours. I thought the term "primary school" might be confusing because it is a synonym for "elementary schools." Since that's the case, I did not see a problem with the definition of just "primary" refers to. (Levy), they need to recognize that the survey is asking respondents to answer about the school in which they were the most hours, and for some respondents this will not be the first school they attended.

To change the survey, I've moved questions 2 and 4 in a grid as follows:

In what types of schools do you work and for how many hours per week do you work at each school? (List all first school)

	Hours per Week
a. Nursery school/early child care	-----
a. Serving children 0 - 2 1/2 years old	-----
c. Serving children 2 1/2 - 3 years old	-----
d. Day care	-----
b. Day school (K - 5)	-----
c. Supplementary school	-----
d. Adult education	-----
e. Other capacity	-----

The new grid numbering would change after 11. There would be a statement:

If you were a teacher at a "primary school" or "main program school" or "day school" or "supplementary school" or "adult education" or "other capacity" in the post hours.

This would be followed by a question which would be could only ask about "main early childhood school" and if schools are no great loss, then who was and the rest. In general, questions could need to be revised to refer to "main early childhood school" instead of "primary school".