



# THE JACOB RADER MARCUS CENTER OF THE AMERICAN JEWISH ARCHIVES

**MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.**

Series D: Adam Gamoran Papers. 1991–2008.

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

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Educators Survey. "Procedures for the Study of Educators."  
Surveys and interview questions, 1993.

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

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## Procedures for the Study of Educators

Interview guides and surveys for the study of educators are available from CIJE. There are separate guides and surveys for teachers and educational leaders. The following guidelines should be adhered to:

- 1) When using the materials and writing reports please cite and acknowledge CIJE;
- 2) Provide CIJE with feedback regarding any issues or problems that may have emerged while using the materials; and,
- 3) Consider these documents confidential. If other communities or agencies want to use them, please refer them directly to CIJE.

We view these documents as drafts and we would like to continually develop and update them.

### Specific Procedures

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

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

In regard to multiple work settings, throughout the survey teachers are asked to respond to questions about a second school if they work in more than one school. (Very few teachers work in more than two schools therefore we decided to limit the collection of information of the multiple settings to two.) Teachers who work in multiple work settings respond to the survey once at the first school where it is administered, but in that survey they answer

questions about both of their settings. When the survey is administered at their second school, an announcement is made that any teacher who has already taken the survey at another school should not respond a second time.

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

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

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

Field researchers are partners in the development of the educator survey but are not actively engaged in distributing it. The field researchers conduct all of the personal interviews. They analyze the interview data and prepare reports based on the interview data.

The surveys are coded and analyzed by a data analysis firm that should work closely with someone connected to the community planning and evaluation process. The designated community person directs and consults with the data analysis firm in all stages of their work. This process should be coordinated with the community. This must be an interactive process. The community should be able to indicate the types of analyses they want as well as the content of the report and provide this to the data analysis firm for execution.

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



Original

## **COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

**Dear Educator,**

**As an educator in one of the three communities in North America selected to participate in the Council for Initiatives in Jewish Education Lead Communities Project, we appreciate your participation in this Educators Survey.**

**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.**

**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.**

**Lead Communities Project**

# Council for Initiatives in Jewish Education

## Lead Communities Project

### EDUCATORS SURVEY

#### I. ATTITUDES

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

1. People become Jewish educators for a variety of reasons. To what extent were the following reasons important to you when you first made a decision to enter the field of Jewish education?

(Check one response for each item)

	Very important	Somewhat important	Somewhat unimportant	Very unimportant
a. Service to the Jewish community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Teaching about Judaism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Learning more about Judaism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Supplementary income	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Part-time nature of the profession	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Working with children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Recognition as a teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Opportunity for career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Love for Judaism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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

Yes ☐ 1 No ☐ 2

3. The following items deal with teacher involvement in Jewish education. To what extent do you agree or disagree with each of the following statements:

(Check one response for each item)

	Agree strongly	Agree	Disagree strongly	Disagree
a. Teachers should have an opportunity to participate in defining school goals, objectives and priorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Teachers generally have an opportunity to participate in curriculum planning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Decision-makers may ask for teachers' advice before they make a decision, but they do not seem to give teachers' recommendation serious consideration.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Teachers already have enough work to do, without getting involved in policy making.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

4. Below is a list of individuals with whom you are in contact. In your opinion how is Jewish education regarded by each:

( Check one response for each item )

	Great respect	Some respect	Little respect	No respect
a. Most rabbis	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Most of your students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Most parents of the children you teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Lay leaders of your school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Most other Jews	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Your family	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Your friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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

( Check one response for each item )

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
a. Student attitudes toward Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Student behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Feeling part of a community of fellow teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Respect accorded you as a teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Being part of a larger Jewish community, such as a synagogue	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Support from the principal or supervisor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Number of hours of teaching available	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Physical setting and facilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Resources available to you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. Benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

## II. EXPERIENCE

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

6. 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="checkbox"/> Teacher	
	<input type="checkbox"/> Supervisor	
	<input type="checkbox"/> Specialist	
	<input type="checkbox"/> Principal	
	<input type="checkbox"/> Other	
DAY SCHOOLS	<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	
PRESCHOOL	<input type="checkbox"/> Assistant teacher	
	<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	



7. Do you tutor students in Hebrew or Judaica?

Yes (1)

No (2)

☐☐

If yes, how many? \_\_\_\_\_

8. Have you ever worked in general education?

Yes (1)

No (2)

☐☐

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

9. Please indicate how many years you have been in your CURRENT setting, including this year. \_\_\_\_\_

10. How many years have you been working in this Jewish community, including this year? \_\_\_\_\_

11. How many years IN TOTAL have you been working in the field of Jewish education? \_\_\_\_\_

### III. TRAINING AND STAFF DEVELOPMENT

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

12. In the last two years have you been required to attend in-service workshops?

Yes (1)

No (2)

☐☐

If yes, how many? \_\_\_\_\_

13. In the last two years have you attended local workshops in any of the following areas:  
( Check one response for each item )

Yes (1)

No (2)

a. Judaic subject matter (e.g. Bible, history)

☐☐

b. Hebrew language

☐☐

c. Teaching methods

☐☐

d. Classroom management

☐☐

e. Curriculum development

☐☐

f. Art/drama/music

☐☐

g. Other (specify) \_\_\_\_\_

☐☐



14. How useful were the 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	<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. New curricula	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Art/drama/music	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

15. Beyond those required during the past twelve months did you:  
(Check one response for each item)

- a. Attend a course in Judaica or Hebrew at a university, community center or synagogue?
- b. Participate in a private Judaica or Hebrew study group?
- c. Study Judaica or Hebrew on your own?
- d. Participate in some other on-going form of Jewish study?  
(e.g., year-long seminar) (Specify) \_\_\_\_\_

Yes (1)	No (2)
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2

16. In which of the following areas do you feel you would like to develop your skills further?  
(Check all that apply)

- a. Classroom management ☐ 1
- b. Child development ☐ 2
- c. Lesson planning ☐ 3
- d. Curriculum development ☐ 4
- e. Creating materials ☐ 5
- f. Communication skills ☐ 6
- g. Parental involvement ☐ 7
- h. Motivating children to learn ☐ 8
- i. Other \_\_\_\_\_ ☐ 9

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

(Check all that apply)

a. Hebrew language

☐

b. Customs and ceremonies

☐

c. Israel and Zionism

☐

d. Jewish history

☐

e. Bible

☐

f. Synagogue skills / prayer

☐

g. Rabbinic literature

☐

h. Other \_\_\_\_\_

☐

18. How proficient are you in Hebrew?

(Check one for each category)

1. Fluent

☐

2. Moderate

☐

3. Limited

☐

4. Not at all

☐

Reading

☐☐☐☐

Writing

☐☐☐☐

19. Overall, how adequate are the opportunities for professional growth and development in your community?

(Check one)

1. Very adequate

☐

2. Somewhat adequate

☐

3. Somewhat inadequate

☐

4. Very inadequate

☐

## IV. SETTINGS

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

20. In how many Jewish schools do you work? \_\_\_\_\_

21. If you teach in more than one setting do you do so to earn a suitable wage?

Yes (1)

☐ 1

No (2)

☐ 2

22. How many hours per week do you work at each school?

First school \_\_\_\_\_

Second school \_\_\_\_\_

Third school \_\_\_\_\_

Fourth school \_\_\_\_\_

For the following set of questions, answer in regard to the two schools where you work the most hours if you work in more than two schools.

23. How many miles do you travel from your home to the school?

First school (one way) \_\_\_\_\_

Second school \_\_\_\_\_

24. What is the affiliation of each school?

(Check the appropriate response)

	First school	Second school
a. Reform	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Conservative	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Traditional	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Orthodox	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Reconstructionist	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Community	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Jewish Community Center	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Other, specify _____		

25. How many students are in your school?

First school \_\_\_\_\_

Second school \_\_\_\_\_



26. In what type of program do you work?

(Check all that apply)

a. Day School

First  
school

1

Second  
school

2

b. One day supplementary school

1

2

c. Two or more days supplementary school

1

2

d. Preschool

1

2

e. Adult education

1

2

f. Special education

1

2

g. Other (specify) \_\_\_\_\_

1

2

27. What subjects do you primarily teach this year?

(Check all that apply)

a. Hebrew language

First  
school

1

Second  
school

2

b. Judaica (e.g., Bible, history, holidays)  
in Hebrew

1

2

c. Judaica (e.g., Bible, history, holidays)  
in English

1

2

d. Bar/Bat Mitzvah preparation

1

2

e. Secular subjects (e.g., math, reading, science)

1

2

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

1

2

28. In what grade levels are your primary assignments?

First school

Second school

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

29. How did you find your teaching position? (Check the one that best applies to you 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

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

(Check one response for each )

	Frequently	Occasionally	Seldom	Never
a. Principal or supervisor	1	2	3	4
b. Mentor teachers	1	2	3	4
c. Other teachers	1	2	3	4
d. Faculty members at a local university	1	2	3	4
e. Central agency consultants	1	2	3	4
f. Teacher resource center	1	2	3	4
h. Other (specify) _____	1	2	3	4

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

(Check one response for each )

	Frequently	Occasionally	Seldom	Never
a. Principal or supervisor	1	2	3	4
b. Mentor teachers	1	2	3	4
c. Other teachers	1	2	3	4
d. Faculty members at a local university	1	2	3	4
e. Central agency consultants	1	2	3	4
f. Teacher resource center	1	2	3	4
h. Other (specify) _____	1	2	3	4

32. Did each of the following factors affect your decision to work in the schools where you presently work?

( Check one response for each item )

	First School		Second School	
	Yes (1)	No (2)	Yes (1)	No (2)
a. Hours and days available for teaching	<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. Location	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Friends who teach there	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Reputation of the school and students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Religious orientation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. My own synagogue	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2

33. Which of the following benefits are available to you as a teacher in the schools in which you work?

( Check all that apply )

	First School		Second School	
	(1) Available	(2) Receive	(1) Available	(2) Receive
a. Free or reduced tuition for your children at your school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Day care	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Free or reduced membership in a synagogue or JCC	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Money to attend conferences, continuing education courses	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Sabbatical leave (full or partial pay)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Disability benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Employer contributions to a health plan	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2



If you teach in more than one school please answer the next two questions.

If not please go to Question 36.

34. To what extent is each of the following an advantage or disadvantage of working in more than one school?

(Check one response for each item)

	Definite advantage	Somewhat an advantage	Somewhat a disadvantage	Definite disadvantage
a. Distance between settings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Scheduled faculty meetings / in-service	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Preparation time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Classroom autonomy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Adjustments to different expectations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Variety of programs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Other, please specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

35. If you had the opportunity to work full-time, would you prefer to teach...  
(Check one).

- ☐ 1 in one school
- ☐ 2 in several schools
- ☐ 3 I don't want to work full-time

36. Are you a full-time Jewish educator?  
(Check one)

- Yes (1)      No (2)
- ☐ 1      ☐ 2

37. If you are a **part-time** Jewish educator, what sorts of things would encourage you to consider full-time employment in Jewish education. Rank only the three most important by writing 1,2,3, next to your choice where 1 is the most important.

- a. Salary \_\_\_\_\_
- b. Benefits \_\_\_\_\_
- c. Job security, tenure \_\_\_\_\_
- d. Career development \_\_\_\_\_
- e. More job opportunities \_\_\_\_\_
- f. Greater background in Judaica and Hebrew \_\_\_\_\_
- g. Greater educational background \_\_\_\_\_
- h. Presence of colleagues and opportunities to work with them \_\_\_\_\_
- i. Change in family status \_\_\_\_\_
- j. Availability of training opportunities \_\_\_\_\_
- k. More resources at work \_\_\_\_\_

## V. BACKGROUND

Next we are going to ask you about yourself.

38. Are you Jewish?

Yes (1)

☐

No (2)

☐

39. Are you a convert to Judaism?

Yes (1)

☐

No (2)

☐

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

☐

Orthodox

☐

Traditional

☐

Conservative

☐

Reform

☐

Reconstructionist

☐

Secular

☐

Other (specify) \_\_\_\_\_

41. Are you currently a member of a synagogue?

Yes (1)

☐

No (2)

☐

42. Are you a teacher in the synagogue where you are a member?

Yes (1)

☐

No (2)

☐

43. Which of the following, do you usually observe in your home? (Check all that apply.)

☐

Light candles on Friday evening

☐

Attend a seder in your home or somewhere else

☐

Keep Kosher at home

☐

Light Hanukkah candles

☐

Fast on Yom Kippur

☐

Observe Sabbath

☐

Build a Sukkah

☐

Fast on Tisha B'Av and minor fasts such as Ta'anit Esther

☐

Celebrate Israel Independence Day

44. During the past year, did you:

	Yes (1)	No (2)
a. Attend synagogue on the High Holidays	<input type="checkbox"/>	<input type="checkbox"/>
b. Attend synagogue at least twice a month on Shabbat	<input type="checkbox"/>	<input type="checkbox"/>
c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot	<input type="checkbox"/>	<input type="checkbox"/>
d. Attend synagogue daily	<input type="checkbox"/>	<input type="checkbox"/>

45. Have you ever been to Israel?

Yes (1)	No (2)
<input type="checkbox"/>	<input type="checkbox"/>

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

Yes (1)	No (2)
<input type="checkbox"/>	<input type="checkbox"/>

46. What kind of Jewish school did you attend before you were thirteen? (Check all that apply.)

- ☐ 1 Sunday school
- ☐ 2 Supplementary school or Talmud Torah
- ☐ 3 Day school
- ☐ 4 School in Israel
- ☐ 5 None
- ☐ 6 Other (specify) \_\_\_\_\_

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

Yes (1)	No (2)
<input type="checkbox"/>	<input type="checkbox"/>

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

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

- ☐ 1 One day/week confirmation class
- ☐ 2 Two or more days/week Hebrew high school
- ☐ 3 Day school
- ☐ 4 School in Israel
- ☐ 5 None
- ☐ 6 Other (specify) \_\_\_\_\_



49. Age \_\_\_\_\_

50. Sex      Male      Female

☐☐

51. Where were you born?

USA

☐

Other, please specify country \_\_\_\_\_

52. Marital status

☐

Single, never married

☐

Married

☐

Separated

☐

Divorced

☐

Widowed

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

Yes (1)

☐

No (2)

☐

54. What is your annual salary from your teaching?

\$1,000 - \$4,999

First school

☐

Second school

☐

\$5,000 - \$9,999

☐☐

\$10,000 - \$14,999

☐☐

\$15,000 - \$19,999

☐☐

\$20,000 - \$24,999

☐☐

\$25,000 - \$30,000

☐☐

over \$30,000

☐☐

55. What is your total family income?

- ☐ 1 \$30,000 or below
- ☐ 2 \$31,000 - \$45,000
- ☐ 3 \$46,000 - \$60,000
- ☐ 4 \$61,000 - \$75,000
- ☐ 5 over \$75,000

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

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

57. What is the highest level of education that you have completed? (Check one)

- ☐ 1 High school graduate
- ☐ 2 Some college
- ☐ 3 College graduate
- ☐ 4 Some graduate courses
- ☐ 5 Graduate or professional degree
- ☐ 6 Teacher-training institute

58. What degrees do you hold? Please list:

Degree

Major

---

---

---

---

---

---

59. How many college or graduate credits do you have in each of the following:

number of credits

a. Judaica or Jewish studies

---

b. Hebrew language

---

c. Education

---

d. Jewish communal service

---

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

	Yes (1)	No (2)
a. Jewish education	<input type="checkbox"/>	<input type="checkbox"/>
b. General education	<input type="checkbox"/>	<input type="checkbox"/>
c. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

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

(Choose one)

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

***Thank you very much for your cooperation!***

0	1																		
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## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educational Leader,

As an educational leader in one of the three communities in North America selected to participate in the Council for Initiatives in Jewish Education Lead Communities Project, we appreciate your participation in this Educators Survey.

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.

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.

The results will appear only in summary of statistical form so that individuals cannot be identified. The findings will be presented to the Principals Council during the 1993-94 academic year.

Thank you very much for your participation and cooperation.

Lead Communities Project

# Council for Initiatives in Jewish Education

## Lead Communities Project

### EDUCATIONAL LEADERS SURVEY

#### I. ATTITUDES

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

1. People become Jewish educators for a variety of reasons. To what extent were the following reasons important to you when you first assumed your leadership position.

( Check one response for each item )

	Very important	Somewhat important	Somewhat unimportant	Very unimportant
a. Service to the Jewish community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Teaching about Judaism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Learning more about Judaism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Level of income	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Working with teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Working with children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Full-time nature of the profession	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Status	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Opportunity for career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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

Yes ☐ 1 No ☐ 2

3. The following items deal with your perceptions of teacher / staff involvement in Jewish education. To what extent do you agree or disagree with each of the following statements?

( Check one response for each item )

	Agree strongly	Agree	Disagree strongly	Disagree
a. Staff members / teachers should have an opportunity to participate in defining school / program goals and priorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Staff members / teachers generally do have an opportunity to participate in defining school / program goals and priorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Decision-makers should ask for teachers / staff advice before making a decision about a critical issue.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Decision-makers generally do ask for teachers / staff advice before making a decision about a critical issue.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

4. The following items deal with your perceptions of lay leadership involvement in Jewish education in your setting. To what extent do you agree or disagree with each of the following statements?

( Check one response for each item )

	Agree strongly	Agree	Disagree strongly	Disagree
a. Lay leaders should have an opportunity to participate in defining school goals, objectives and priorities.	1	2	3	4
b. Lay leaders generally do have an opportunity to participate in defining school goals, objectives and priorities.	1	2	3	4
c. Lay leaders should have an opportunity to participate in discussions regarding curriculum / programs.	1	2	3	4
d. Lay leaders generally do participate in discussions regarding curriculum / programs.	1	2	3	4
e. Lay leaders should be actively involved in every aspect of the educational curriculum / program.	1	2	3	4
f. Lay leaders are generally actively involved in every aspect of the curriculum / program.	1	2	3	4

5. Below is a list of individuals with whom you are in contact. In your opinion, how is Jewish education regarded by each?

( Check one response for each item )

	Very important	Somewhat important	Somewhat unimportant	Very unimportant
a. Rabbi(s) or your supervisor(s)	1	2	3	4
b. Most teachers	1	2	3	4
c. Most parents	1	2	3	4
d. Lay leaders	1	2	3	4
e. Your family	1	2	3	4
f. Your friends	1	2	3	4
g. Your colleagues	1	2	3	4

6: The following items deal with different aspects of the life of a Jewish educator, please indicate how satisfied you are with each of the following:

( Check one response for each item )

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
a. Student attitudes toward Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Student behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Feeling part of a community of educators	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Respect accorded you as an educator	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Being part of the Jewish community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Support from the rabbi(s) or supervisor(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Support from the lay leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Number of hours of employment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Physical setting and facilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. Resources available to you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l. Benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m. Other, specify	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4





## II: EXPERIENCE

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

7. 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="checkbox"/> Teacher	
	<input type="checkbox"/> Supervisor	
	<input type="checkbox"/> Specialist	
	<input type="checkbox"/> Principal	
	<input type="checkbox"/> Other	
DAY SCHOOLS	<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	
PRESCHOOL	<input type="checkbox"/> Assistant teacher	
	<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	

8. Have you ever worked in general education?

Yes (1)      No (2)

☐ 1

☐ 2

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

9. Please indicate how many years you have been in your CURRENT setting, including this year. \_\_\_\_\_

10. How many years have you been working in:  
Jewish education in this community, including this year? \_\_\_\_\_

11. How many years IN TOTAL have you been working in the field of Jewish education? \_\_\_\_\_

### III. TRAINING AND STAFF DEVELOPMENT

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

12 Did you attend any workshops or seminars in the past two years?

Yes (1)      No (2)

☐ 1

☐ 2

If yes, how many did you attend in town ? \_\_\_\_\_

If yes, how many out-of-town? \_\_\_\_\_

13. The following are reasons educational leaders participate in professional development activities. Rank only the three most important by writing 1, 2, 3, next to your choice where 1 is the most important.

- a. Required by contract \_\_\_\_\_
- b. To improve administrative and leadership skills \_\_\_\_\_
- c. To improve knowledge of Judaica \_\_\_\_\_
- d. To learn about new teaching methods and materials \_\_\_\_\_
- e. To learn about new curriculum / programs and resources \_\_\_\_\_
- f. Offered at convenient time and location \_\_\_\_\_
- g. Subsidy available for participation \_\_\_\_\_
- h. Other, please specify \_\_\_\_\_

14. During the past twelve months did you:  
(Check one response for each item)

	Yes (1)	No (2)
a. Attend a formal course in Hebrew or Judaica?	<input type="checkbox"/>	<input type="checkbox"/>
b. Participate in a private Hebrew or Judaica study group?	<input type="checkbox"/>	<input type="checkbox"/>
c. Study Hebrew or Judaica on your own?	<input type="checkbox"/>	<input type="checkbox"/>
d. Participate in some other on-going form of Jewish study?	<input type="checkbox"/>	<input type="checkbox"/>

15. In which of the following areas do you feel you would like to develop your skills further?  
(Check all that apply)

- a. School management ☐
- b. Child and adult development ☐
- c. Strategic planning and development ☐
- d. Curriculum and program development ☐
- e. Staff supervision and professional development ☐
- f. Communication skills ☐
- g. Working with parents and volunteers ☐
- h. Leadership ☐
- i. Other \_\_\_\_\_ ☐

16. In which of the following would you like to increase your knowledge?  
(Check all that apply)

- a. Hebrew language ☐
- b. Customs and ceremonies ☐
- c. Israel and Zionism ☐
- d. Jewish history ☐
- e. Bible ☐
- f. Synagogue skills / prayer ☐
- g. Rabbinic literature ☐
- h. Other \_\_\_\_\_ ☐

17. How proficient are you in Hebrew?  
(Check one for each category)

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

18. Overall, how adequate are the opportunities for teacher professional growth and development in your community?  
(Check one)

a. Very adequate ☐ 1

b. Somewhat adequate ☐ 2

c. Somewhat inadequate ☐ 3

d. Very inadequate ☐ 4

19. Overall, how adequate are the opportunities for your professional growth and development in your community?  
(Check one)

a. Very adequate ☐ 1

b. Somewhat adequate ☐ 2

c. Somewhat inadequate ☐ 3

d. Very inadequate ☐ 4

#### IV. SETTINGS

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

20. How many paid positions in Jewish education do you hold? \_\_\_\_\_

21. If you work in more than one setting in Jewish education, do you do so to earn a suitable wage?

Yes (1) ☐ 1      No (2) ☐ 2

If you work in more than one setting, how many hours per week do you work at each?

First \_\_\_\_\_ Second \_\_\_\_\_

The following questions refer to the setting in which you hold an educational leadership position.



22. What is the affiliation of the school or agency where you are an educational leader?  
(Check the appropriate response)

- a. Reform 1
- b. Conservative 2
- c. Traditional 3
- d. Orthodox 4
- e. Reconstructionist 5
- f. Community 6
- g. Jewish Community Center 7
- h. Other, specify \_\_\_\_\_ 8

23. How many students are in your school / agency? \_\_\_\_\_

24. Which of the following best describes your leadership role?  
(Check the one appropriate response)

- a. Head of day school 1
- b. Department head or chairman at day school 2
- c. Educational director 3
- d. Division head of congregational school 4
- e. Preschool Director 5
- f. Program Director: Adult Education 6
- g. Program Director: Special Education 7
- h. Central Agency Director 8
- i. Central Agency Administrative Staff 9
- j. Other, please specify \_\_\_\_\_ 10

25. How did you find your present primary administrative position?  
(Check the one that best applies)

- a. Central agency or bureau 1
- b. Graduate school placement 2
- c. National professional association 3
- d. Through a friend or mentor 4
- e. Recruited or approached by institution 5
- f. Newspaper advertisement 6
- g. Other \_\_\_\_\_ 7

26. The following items deal with the extent to which rabbi(s) or supervisor(s) are involved in your setting.

( Check one response for each item )

None                      Somewhat                      A Great Deal

- |   |                                |                                |                                |
|---|--------------------------------|--------------------------------|--------------------------------|
| a. In defining school / program goals, objectives and priorities. | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |
| b. In discussions regarding curriculum / program.                 | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |
| c. In every aspect of educational program / programs              | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |

27. Did you move to this community to take this job?

Yes(1)                      No (2)

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

(Check one response for each)

- |   | Frequently                     | Occasionally                   | Seldom                         | Never                          |
|---|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| a. Other colleagues in community          | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| b. Other colleagues outside the community | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| c. Local university                       | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| d. Central agency staff                   | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| e. National movement                      | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| f. Professional organization              | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| g. Other, please specify _____            | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |

29. How important were the following factors affect your decision to work where you are presently employed?

- |  | Very Important                 | Somewhat Important             | Somewhat unimportant           | Very unimportant               |
|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| a. Hours                               | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| b. Salary                              | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| c. Community                           | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| d. Rabbi(s) or supervisor(s)           | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| e. Reputation of the school or program | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| f. Religious affiliation               | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| g. Career advancement                  | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| h. Spouse's work                       | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| i. Other, specify _____                | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |

30. Of the following benefits which are available to you and which do you receive? (Check all that apply).

	Available	Receive
a. Free or reduced tuition for your children at your school or program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Free or reduced tuition for yourself and adult family member	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Free or reduced membership in a synagogue or JCC	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Day/child care	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Money to attend conferences, continuing education	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Sabbatical leave (full or partial compensation)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Employer contribution to a health plan	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

31. Please indicate the degree to which you are satisfied with the amount of time you spend on each of the following activities:

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Curriculum / program development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Public relations / marketing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Parent / constituent relations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Teacher / staff supervision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Training and staff development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Recruiting staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Overall school management, including budget	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Fund raising or resource development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

32. Indicate of the following which two would "enhance" your overall effectiveness as an educational leader?  
(Check only one!)

a. Additional support staff / clerical	<input type="checkbox"/> 1
b. Additional funding for programs	<input type="checkbox"/> 2
c. Additional funding for resources / materials	<input type="checkbox"/> 3
d. Additional professional staff	<input type="checkbox"/> 4
e. Availability of consultants	<input type="checkbox"/> 5
f. Other please specify _____	<input type="checkbox"/> 6

33. Are you employed as a full-time Jewish educator?

(Check one)

Yes (1)

☐

No (2)

☐

If yes, please continue with Section V.

34. If you are not a full-time educator and had the opportunity to work full-time, would you? (Check One)

Yes (1)

☐

No (2)

☐

35. What sorts of things would encourage you to consider full-time employment in Jewish education. Rank only the three most important by writing 1, 2, 3, next to your choice where one is the most important.

a. Salary

\_\_\_\_\_

b. Benefits

\_\_\_\_\_

c. Job security, tenure

\_\_\_\_\_

d. Career development

\_\_\_\_\_

e. Job opportunities

\_\_\_\_\_

f. Greater background in Judaica and Hebrew

\_\_\_\_\_

g. Greater educational background

\_\_\_\_\_

h. Presence of colleagues and opportunities to work with them

\_\_\_\_\_

i. Change in family status

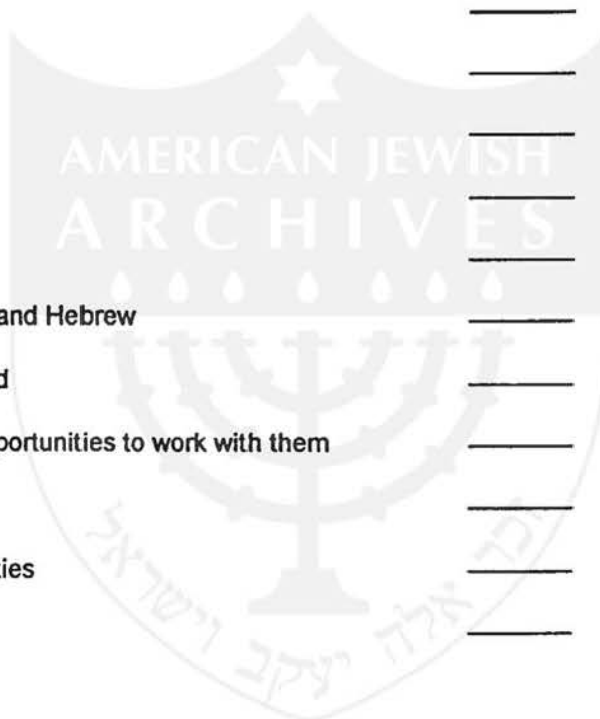
\_\_\_\_\_

j. Availability of training opportunities

\_\_\_\_\_

k. More resources at work

\_\_\_\_\_



## V. BACKGROUND

Next we are going to ask you about yourself.

36. Are you Jewish?

Yes (1)

☐

No (2)

☐



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

- ☐ 1 Orthodox
- ☐ 2 Traditional
- ☐ 3 Conservative
- ☐ 4 Reform
- ☐ 5 Reconstructionist
- ☐ 6 Unaffiliated
- ☐ 7 Other (specify) \_\_\_\_\_

38. Are you currently a member of a synagogue?

- Yes (1)      No (2)
- ☐ 1      ☐ 2

39. Are you an educator in the synagogue where you are a member?

- Yes (1)      No (2)
- ☐ 1      ☐ 2

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

- ☐ 1 Light candles on Friday evening
- ☐ 2 Attend a seder in your home or somewhere else
- ☐ 3 Keep Kosher at home
- ☐ 4 Light Hanukkah candles
- ☐ 5 Fast on Yom Kippur
- ☐ 6 Observe Sabbath
- ☐ 7 Build a Sukkah
- ☐ 8 Fast on Tisha B'Av and minor fasts such as Ta'anit Esther
- ☐ 9 Celebrate Israel Independence Day

41. During the past year, did you:

	Yes (1)	No (2)
a. Attend synagogue on the High Holidays	<input type="checkbox"/>	<input type="checkbox"/>
b. Attend synagogue at least twice a month on Shabbat	<input type="checkbox"/>	<input type="checkbox"/>
c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot	<input type="checkbox"/>	<input type="checkbox"/>
d. Attend synagogue daily	<input type="checkbox"/>	<input type="checkbox"/>

42. Have you ever been to Israel?

Yes (1)	No (2)
<input type="checkbox"/>	<input type="checkbox"/>

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

Yes (1)	No (2)
<input type="checkbox"/>	<input type="checkbox"/>

43. What kind of Jewish school did you attend before you were thirteen? (Check all that apply.)

- ☐ 1 Sunday school
- ☐ 2 Supplementary school or Talmud Torah
- ☐ 3 Day school
- ☐ 4 School in Israel
- ☐ 5 None
- ☐ 6 Other (specify) \_\_\_\_\_

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

Yes (1)	No (2)
<input type="checkbox"/>	<input type="checkbox"/>

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

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

- ☐ 1 One day/week confirmation class
- ☐ 2 Two or more days/week Hebrew high school
- ☐ 3 Day school
- ☐ 4 School in Israel
- ☐ 5 None
- ☐ 6 Other (specify) \_\_\_\_\_

46. Age \_\_\_\_\_

47. Sex            Male            Female

☐ 1

☐ 2

48. Where were you born?

USA ☐ 1

Other, please specify country \_\_\_\_\_

49. Marital status

☐ 1 Single, never married

☐ 2 Married

☐ 3 Separated

☐ 4 Divorced

☐ 5 Widowed

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

Yes (1)

☐ 1

No (2)

☐ 2

51. What is your total family from work in Jewish education?

☐ 1 below \$10,000

☐ 2 \$20,000 - \$29,999

☐ 3 \$30,000 - \$39,999

☐ 4 \$40,000 - \$49,999

☐ 5 \$50,000 - \$59,999

☐ 6 \$60,000 - \$69,999

☐ 7 \$70,000 - \$79,999

☐ 8 over \$80,000

52. What is your total family income?

- ☐ 1 below \$30,000
- ☐ 2 \$30,000 - \$49,999
- ☐ 3 \$50,000 - \$69,999
- ☐ 4 \$70,000 - \$79,999
- ☐ 5 \$80,000 - \$89,000
- ☐ 6 \$90,000 and above

53. What is the highest level of education that you have completed? (Check one)

- ☐ 1 High school graduate
- ☐ 2 Some college
- ☐ 3 College graduate
- ☐ 4 Some graduate courses
- ☐ 5 Graduate or professional degree
- ☐ 6 Teacher-training institute

54. What degrees do you hold? Please list:

Degree

Major

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55. Do you have undergraduate or graduate credits in any of the following?

	Undergraduate		Graduate	
	Yes	No	Yes	No
a. Judaica or Jewish Studies	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
b. Hebrew language	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
c. Education	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
d. Jewish communal service	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
e. School Administration	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
f. Teaching	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
g. Jewish education	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="2"/>

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

	Yes (1)	No (2)
a. Jewish education	<input type="text" value="1"/>	<input type="text" value="2"/>
b. General education	<input type="text" value="1"/>	<input type="text" value="2"/>
c. Administration	<input type="text" value="1"/>	<input type="text" value="2"/>
d. Other (please specify) _____	<input type="text" value="1"/>	<input type="text" value="2"/>

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

(Choose one)

- ☐ 1 I plan to continue what I am doing.
- ☐ 2 I plan to be an administrator or supervisor in this Jewish school / program in this community.
- ☐ 3 I plan to be an administrator or supervisor in another Jewish school / program in this community.
- ☐ 4 I plan to be an administrator or supervisor in a Jewish school.
- ☐ 5 I plan to have a position in Jewish education other than in a school / (such as a central agency or other administrative setting).
- ☐ 6 I plan to be involved in Jewish education in Israel, or in some other country.
- ☐ 7 I plan to seek a position outside of Jewish education.
- ☐ 8 I plan not to work.
- ☐ 9 I plan to retire.
- ☐ 10 I don't know. I am uncertain.
- ☐ 11 Other, please specify \_\_\_\_\_

***Thank you very much for your cooperation!***

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29 March 1993

**Educator Survey: Qualitative**  
**Monitoring, Evaluation and Feedback Project**

**I. Interview Protocols**

- A. Formal Education Teachers
  - 1. Long version requiring two to three sessions
  - 2. Short version requiring one session
- B. Formal Education Administrators
  - 1. Long version requiring two to three sessions
  - 2. Short version requiring one session
- C. Informal Education
- D. Higher Education

**II. Question Domains**

- A. **Recruitment:** what attracted educators to the teaching profession?
- B. **Socialization:** how has the practice of teaching influenced informants?
- C. **Rewards:** what satisfactions do educators derive from teaching and how do they know they are doing well?
- D. **Purpose:** what are educators' visions of Jewish education? What are they trying to accomplish?
- E. **Discontent:** what circumstances frustrate educators' efforts?
- F. **Sentiments:** to what things in the teaching/learning about learners, the teaching setting, the profession, and the organization within which they work?
- G. **Interpersonal preferences:** what is the nature of educators' relationships with those with whom they come into contact?

## Professional Lives of Educators: Long Interview

### Formal Education

30 March 1993

#### I. Background

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

1. I am interviewing you as a Jewish educator at [name of institution]. Do you teach in any other settings? *If so*, what are they?

- Name of institution[s]?
- Days and time at each?
- What is taught?
- Nature of institution, i.e., movement identity including communal?

*If informant teaches in more than one setting, ask,*

- Why have you chosen to teach in more than one setting?
  - What special challenges do you face being employed in more than one setting?
  - What advantages are there?
  - If you could choose, would you prefer a full-time job in one setting?
2. How long have you been involved in Jewish education?
  3. How long have you held your current position[s]?
  4. Do you identify with any of the movements in Judaism? If so, which one?

#### II. Recruitment

*This section is designed to determine how personal decisions interact with social constraints to move people into the field of teaching.*

My first set of questions will focus on how you came to be a Jewish educator [or: how you came to teach in a Jewish school].

1. At what point did you make a definite decision to become a Jewish educator?

*[Probe: what were specific circumstances at the time? Get time, place, etc. If informant says he or she always wanted to be a teacher, ask for earliest memory of this desire.]*



2. What people were influential in your decision to become a teacher?

*[Probe: What ways were they helpful in the decision?]*

3. What were the main attractions teaching in a Jewish setting held for you?

4. Thinking back to when you decided to become a teacher: What qualities, expertise, and talents did you possess that you thought suited you to this work?

*[Probe: include formal training, but establish non-formal attributes that are important.]*

### III. Socialization

*Socialization here refers to how an occupation organizes the experience of neophyte teachers (or fails to do so).*

The next set of questions deal with your perceptions of teaching after entering the profession.

1. In what ways is your work different from what you expected when you began as a teacher?
2. What advice did you receive from people at [name of school] when you began teaching here?

*[Probe: Who gave the advice? Under what circumstances?]*

3. If your school hired a teacher new to your school tomorrow, what would you consider your responsibilities to him or her?
4. Imagine you were having a conversation with a prospective teacher. How would you describe what you do?
5. To what extent do you feel free to do more or less what you think best?

*[Probe: Get informant to specify those areas where he or she feels autonomous; those areas where he or she does not. In the latter case, what are the reasons for less autonomy? Is it true autonomy or autonomy by default?]*

6. If you had a gift of ten more hours a week to be devoted to your work, how would you spend it?
7. How has being a Jewish educator affected or changed your involvement in other aspects of Jewish life?

*[Probe: how has it changed level or type of observance, synagogue attendance, etc.?]*

8. Now I'd like to ask you about the people with whom you interact as an educator. For each of the categories, please tell me to what extent and how you interact:



- fellow teachers
- rabbis
- your educational director
- communal resource people
- social workers

Are there other important people you interact with? If so, who are they?

9. What kinds of scheduled, periodic gatherings do you participate in?
10. What ceremonies do you participate in? Here I am interested in those that might occur in with your particular students, in the school, and in the larger community.

#### IV. Rewards

*This section deals with the daily tasks of teaching and the meanings teachers attach to them.*

Most educators find their work rewarding to one degree or another. My next set of questions focus on the rewards you derive from teaching.

1. Every so often teachers tell me they have had a really good day. What is a good day like for you? What happens?
2. Recall some occasion when you felt especially proud of something you achieved as a teacher. Please tell me about it.
3. What are the main ways you determine you are doing a good job?  
  
*[Probe: Elicit both achievement indicators and affirmation by people.]*
4. What yardsticks do others use to evaluate your work? What criteria would you like others to use to evaluate your work?
5. Most of us have some occasions when we regret something we have done. In the context of your teaching, what is one regret you have?
6. As far as you personally are concerned, what are the major satisfactions you receive in your work as a Jewish teacher?
7. Have you found a satisfaction in teaching you did not expect when you began as a teacher? *If so*, what is it?
8. Looking ahead, what career opportunities do you see for yourself?
9. What career opportunities would you like to see made available to you? What is standing in your way?

10. You are one of many Jewish educators (or, educators in Jewish settings). What rewards are available in a Jewish educational setting that may not be available in others?
11. Now I would like to turn to some more material rewards you may be receiving.
  - What difference in your quality of life does your salary make?
  - What health, disability or retirement benefits do you receive, if any?
  - Do you receive any additional perquisites such as synagogue membership, reduced tuition for college courses, JCC memberships, and the like? Please tell me about them.

## V. Purpose

*What hopes and ideals do teachers have? What are their perspectives on their colleagues? What makes them proud? This section is intended to get at educators' visions of Jewish education.*

Now, I would like to ask you about your hopes for Jewish education and how you think about others in the profession.

1. All teaching takes place in a space. If you could arrange your space any way you wished, how would you do it? What things would be in it? (Suggestion: ask informant to draw their ideal teaching space; include size, windows, doors, furniture, etc.)
2. What are you really trying to accomplish as a Jewish educator?
3. How would you like to see your students changed or transformed as a result of your teaching?
4. Thinking back on your own Jewish education, describe a really wonderful teacher you had. (Suggestion: this need not be a teacher in a formal setting. Get specifics.)
5. Describe a teacher who was not so wonderful.

*[Probe: how has this experience affected your own teaching?]*

6. How has your presence at [name of institution] made a difference? *If teacher works in other institutions, how has his or her presence made a difference there?*
7. What kind of knowledge must a Jewish teacher have to be able to do a good job of teaching?
8. Have you experienced a turning point where you knew you had become a "pro" as a Jewish teacher? If yes, please describe this moment.

9. Imagine one of your students ten or 15 years from now. Assuming you have been successful in what you are trying to do as a teacher, how might you describe him or her?
10. How would you like to be remembered by your students?

## VI. Discontent

*Those things that make a teacher's goals difficult to reach are the focus of this section.*

This next set of questions will focus on the challenges you face in accomplishing your work.

1. What things frustrate you in your work?
2. What would need to happen to significantly improve this situation?
3. What circumstances would cause you to seriously consider quitting your job?
4. When was the last time you were tempted to leave? Please describe the circumstances.

## VII. Sentiments

*The teacher's preoccupations (aspects of the environment that are heeded), beliefs (theories they use to explain behavior), and preferences in working arrangements are the focus here.*

In this section, I would like to ask you about some aspects of your role that are important to you.

1. When you are engaged in teaching students, what tells you things are going well?
2. What tells you things are not going well?
3. Think about a particularly challenging student you have had to deal with recently. What was the problem and why did he or she have it?
4. If you had to characterize your relationship with your students without using the word "teacher" or "educator" how would you do it?
5. What makes Jewish education unique and special? How is it different from secular education?
6. Thinking back over the past few years, how has the status of Jewish teachers changed? What has produced these changes in your view?
7. In what ways are you continuing to develop as a teacher?

*[Probe: formal courses, work shops, extended conversations with colleagues inside and outside the school, reading books and magazines, etc.]*

8. Thinking about your school or program as a whole, what kinds of decisions do you participate in? What areas are you seldom or never asked your opinion?
9. Teachers are often considered role models for their students. In what ways do you model being Jewish for your students?





### VIII. Interpersonal Preferences

*This section focuses on the teacher's relationships with parents, peers, and supervisors.*

Now I would like to turn to a discussion of the connections you perceive with others in the wider Jewish educational community.

1. For what reasons would you seek to meet with a parent or parents?
2. For what reasons do parents seek to meet with you?
3. What, from your point of view as a Jewish educator, makes for a "good" parent?
4. If you were to ask someone to privately help you reflect or brainstorm on your own work, who would you turn to?

*[Probe: why this person? What could he or she tell you?]*

Think for a moment about your fellow educators.

5. If you could choose a teacher to work closely with you, who would you choose and why? This person need not be currently employed at your school.
6. In your opinion, how are Jewish educators perceived as a group by others?
7. How do others show their respect for you?
8. Do you ever work with other teacher on lessons? If so, how is this work done?
9. What kinds of conversations do you have with other teachers about students? For example, if there were a student with special needs, would you talk with that student's next teacher about her? Would you hear from her previous teacher?
10. What do you consider the school director's main responsibilities to you?
11. What are your major responsibilities toward the school director?
12. What questions would you ask an applicant for the position of school director at your school?
13. As you think about adults with whom you talk, who knows what you are really trying to do as a teacher?
14. A coat of arms depicts important things about the person to whom it belongs and it often will carry a motto. If you were to design a coat of arms for your school, what would be pictured on it and what would be the motto?

## Professional Lives of Educators: Short Interview

### Formal Education

30 March 1993

#### I. Background

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

1. I am interviewing you as a Jewish educator at [name of institution]. Do you teach in any other settings? *If so*, what are they?

- Name of institution[s]?
- Days and time at each?
- What is taught?
- Nature of institution, i.e., movement identity including communal?

*If informant teaches in more than one setting, ask,*

- a. Why have you chosen to teach in more than one setting?
  - b. What special challenges do you face being employed in more than one setting?
  - c. What advantages are there?
  - d. If you could choose, would you prefer a full-time job in one setting?
2. How long have you been involved in Jewish education?
  3. How long have you held your current position[s]?
  4. Do you identify with any of the movements in Judaism? If so, which one?

#### II. Recruitment

*This section is designed to determine how personal decisions interact with social constraints to move people into the field of teaching.*

My first set of questions will focus on how you came to be a Jewish educator [or: how you came to teach in a Jewish school].

1. At what point did you make a definite decision to become a Jewish educator?

*[Probe: what were specific circumstances at the time? Get time, place, etc. If informant says he or she always wanted to be a teacher, ask for earliest memory of this desire.]*

2. What were the main attractions teaching in a Jewish setting held for you?
3. Thinking back to when you decided to become a teacher: What qualities, expertise, and talents did you possess that you thought suited you to this work?

*[Probe: include formal training, but establish non-formal attributes that are important.]*

### III. Socialization

*Socialization here refers to how an occupation organizes the experience of neophyte teachers (or fails to do so).*

The next set of questions deal with your perceptions of teaching after entering the profession.

1. To what extent do you feel free to do more or less what you think best?  
  
*[Probe: Get informant to specify those areas where he or she feels autonomous; those areas where he or she does not. In the latter case, what are the reasons for less autonomy? Is it true autonomy or autonomy by default?]*
2. How has being a Jewish educator affected or changed your involvement in other aspects of Jewish life?  
  
*[Probe: how has it changed level or type of observance, synagogue attendance, etc.?]*
3. Now I'd like to ask you about the people with whom you interact as an educator. For each of the categories, please tell me to what extent and how you interact:
  - fellow teachers
  - rabbis
  - your educational director
  - communal resource people
  - social workers
9. What kinds of scheduled, periodic gatherings do you participate in?

#### IV. Rewards

*This section deals with the daily tasks of teaching and the meanings teachers attach to them.*

Most educators find their work rewarding to one degree or another. My next set of questions focus on the rewards you derive from teaching.

1. Recall some occasion when you felt especially proud of something you achieved as a teacher. Please tell me about it.
2. Looking ahead, what career opportunities do you see for yourself?
3. What career opportunities would you like to see made available to you? What is standing in your way?

#### V. Purpose

*What hopes and ideals do teachers have? What are their perspectives on their colleagues? What makes them proud? This section is intended to get at educators' visions of Jewish education.*

Now, I would like to ask you about your hopes for Jewish education and how you think about others in the profession.

1. What are you really trying to accomplish as a Jewish educator?
2. Thinking back on your own Jewish education, describe a really wonderful teacher you had. (Suggestion: this need not be a teacher in a formal setting. Get specifics.)
3. How has your presence at [name of institution] made a difference? *If teacher works in other institutions, how has his or her presence made a difference there?*
4. What kind of knowledge must a Jewish teacher have to be able to do a good job of teaching?

#### VI. Discontent

*Those things that make a teacher's goals difficult to reach are the focus of this section.*

This next set of questions will focus on the challenges you face in accomplishing your work.

1. What things frustrate you in your work?
2. What circumstances would cause you to seriously consider quitting your job?

#### VII. Sentiments



*The teacher's preoccupations (aspects of the environment that are heeded), beliefs (theories they use to explain behavior), and preferences in working arrangements are the focus here.*

In this section, I would like to ask you about some aspects of your role that are important to you.

1. What makes Jewish education unique and special? How is it different from secular education?
2. In what ways are you continuing to develop as a teacher?  
*[Probe: formal courses, work shops, extended conversations with colleagues inside and outside the school, reading books and magazines, etc.]*
3. Teachers are often considered role models for their students. In what ways do you model being Jewish for your students?

### **VIII. Interpersonal Preferences**

*This section focuses on the teacher's relationships with parents, peers, and supervisors.*

Now I would like to turn to a discussion of the connections you perceive with others in the wider Jewish educational community.

Think for a moment about your fellow educators.

1. If you could choose a teacher to work closely with you, who would you choose and why? This person need not be currently employed at your school.
2. What questions would you ask an applicant for the position of school director at your school?
3. A coat of arms depicts important things about the person to whom it belongs and it often will carry a motto. If you were to design a coat of arms for your school, what would be pictured on it and what would be the motto?

## Professional Lives of Educators: Short Interview

### Informal Education

6 April 1993

#### I. Background

This section has two purposes: 1) To find out what the interviewee's job entails as informal education is an innocuous term and 2) To clarify the informant's professional identity vis-à-vis Jewish education.

1. Please briefly describe your position; i.e., what are your responsibilities?
2. Which professional conferences do you choose to attend? Are there any others that you would find useful but do not attend because of their timing, your budget, or some logistical reason?
3. Are you involved in Jewish education on a part- or full-time basis?
4. You have chosen to become a Jewish educator; looking back on your life, what do you think led you to this decision?

#### II. Recruitment

This section is designed to determine how personal decisions interact with social constraints to move people into the field of Jewish education, in specific, the area of informal education.

1. What were the main attractions working in the Jewish world held for you?
2. Thinking back to when you decided to become a Jewish professional. What qualities, expertise, and talents did you possess that you thought suited you to this work?

*[Probe: include formal training, but establish non-formal attributes that are important.]*

#### III. Socialization

1. To what extent do you feel free to do more or less what you think best?

2. I'd like to ask you about the people with whom you interact in planning and implementing your Jewish educational activities. Categorize these people: supervisor, volunteer, etc. For each category, tell me to what extent and how you interact.
3. What kinds of scheduled, periodic gatherings do you participate in? with whom? for what reason?
4. Many professionals report that they have few occasions to interact with those who are doing work similar to theirs. They often feel isolated from their peers. Have you experienced this? Please discuss.

#### **IV. Rewards**

1. Every so often, I hear Jewish professionals telling me they have had a really good day. What is a good day like for you? What happens?
2. Recall some occasion when you felt especially proud of something you achieved as a Jewish professional. Please tell me about it.
3. What career opportunities would you like to see made available to you? What is standing in your way?
4. You are one of many Jewish professionals in a variety of settings. What rewards are available in a Jewish setting that may not be available in others?

#### **V. Purpose**

1. What are you really trying to do as [a Jewish educator]?

*[Note: insert position title if appropriate]*

2. Thinking back on your own Jewish education, describe a really wonderful teacher or leader you had.

[Suggestion: this need not be a teacher in a formal setting or when they were young. Get specifics.]

3. How is [name of setting] different since you have become involved with it?

*[Probe: what differences has the informant brought about and with whom?]*

4. What kind of knowledge should a Jewish professional doing what you do have to be effective?

## **VI. Discontent**

1. What things frustrate you in your work?
2. What circumstances would cause you to seriously consider quitting your job?

## **VII. Sentiments**

1. What makes your role in Jewish education unique? How is it different from a position in the secular world? How is it different from Jewish schooling for children?
2. In what ways are you continuing to develop as a Jewish professional?  
*[Probe: formal courses, workshops, extended conversations with colleagues insider and outside the institution, reading books and journals, etc.]*
3. Jewish professionals are often considered role models for others. In what ways do you model being Jewish for your program's participants?

## **VIII. Interpersonal Preferences**

1. If you were to ask someone to privately help you reflect or brainstorm on your own work, who would you turn to?  
*[Probe: why this person? What could he or she tell you?]*
2. A coat of arms depicts important things about the person to whom it belongs and it often will carry a motto. If you were to design a coat of arms for your school, what would be pictured on it and what would be the motto?



## Professional Lives of Educators: Long Interview

### Informal Education

6 April 1993

#### I. Background

This section has two purposes: 1) To find out what the interviewee's job entails as informal education is an innocuous term and 2) To clarify the interviewee's professional identity vis-à-vis Jewish education.

1. Please briefly describe your position; i.e., what are your responsibilities?
2. If you were to fill out an application for a loan or an income tax return, how would you note your occupation?
3. Which professional conferences do you choose to attend? Are there any others that you would find useful but do not attend because of their timing, your budget, or some logistical reason?
4. Are you involved in Jewish education on a part- or full-time basis?
5. You have chosen to become a Jewish educator; looking back on your life, what do you think led you to this decision?

#### II. Recruitment

This section is designed to determine how personal decisions interact with social constraints to move people into the field of Jewish education, specifically, the area of informal education.

1. At what point did you make a definite decision to become a professional involved in Jewish education?

*[Probe: what were specific circumstances at the time? Get time, place, etc. If informant says he or she always wanted to be a Jewish communal professional, ask for earliest memory. If this was covered in 4 above, skip it.]*

2. What people were influential in your decision?

*[Probe: What ways were they helpful in the decision?]*

3. What were the main attractions working in the Jewish world held for you?

4. Think back to when you decided to become a Jewish professional. What qualities, expertise, and talents did you possess that you thought suited you to this work?

*[Probe: include formal training, but establish non-formal attributes that are important.]*

### III. Socialization

1. When you began working as a [name of position], what advice did you receive from people?

*[Probe: who gave the advice? Under what circumstances? If in a different position or setting now, ask for advice informant received for most recent job.]*

2. To what extent do you feel free to do more or less what you think best?

*[Probe: Get informant to specify those areas where he or she feels autonomous; those areas where he or she does not. In the latter case, what are the reasons for less autonomy?]*

3. Who really knows what you do in your work?

4. I'd like to ask you about the people with whom you interact in planning and implementing your Jewish educational activities. Categorize these people: supervisor, volunteer, etc. For each category, tell me to what extent and how you interact.

5. What kinds of scheduled, periodic gatherings do you participate in? With whom? for what reason?

6. Many professionals report that they have few occasions to interact with those who are doing work similar to theirs. They often feel isolated from their peers. Have you experienced this? Please discuss.

7. How has being a Jewish educator affected or changed your involvement in other aspects of Jewish life?

*[Probe: increased ritual performance, synagogue attendance, and the like.]*

8. If you had a gift of ten more hours a week to be devoted to your work, how would you spend it?

### IV. Rewards

1. Every so often, I hear Jewish professionals telling me they have had a really good day. What is a good day like for you? What happens?

2. Recall some occasion when you felt especially proud of something you achieved as a Jewish professional. Please tell me about it.

3. What are the main ways you determine you are doing a good job?

*[Probe: elicit both achievement indicators and affirmation by people.]*

4. What yardsticks do others use to evaluate your work? What criteria would you like others to use to evaluate your work?
5. Most of us have some occasions when we regret something we have done. In the context of your present Jewish educational responsibilities, what is one regret you have?
6. As far as you personally are concerned, what are the major satisfactions you receive in your work as a Jewish professional?
7. Have you found satisfaction in your work you did not expect to find when you began? If so, what is it?
8. Looking ahead, what career opportunities do you see for yourself?
9. What career opportunities would you like to see made available to you? What is standing in your way?
10. You are one of many Jewish professionals in a variety of settings. What rewards are available in a Jewish setting that may not be available in others?
11. Now I would like to turn to some more material rewards you may be receiving.
  - How would it affect your or your family's quality of life if you did not have the salary you receive?  
*[Probe: how important is informant's salary to individual remaining in current position?]*
  - What benefits, i.e., medical insurance, pension, and so forth, do you receive?  
*[Probe: what benefits would encourage more to enter your field?]*

## **V. Purpose**

1. All education takes place in a space. If you could design and set up your space any way you wished, how you would you do it? What things would be in it? [Suggestion: ask informant to draw their ideal work space; include floor plan, furniture, etc. Ask informant to explain the sketch.]
2. What are you really trying to accomplish as [a Jewish educator]?  
*[Note: insert position title if appropriate.]*
3. How would you like to see your participants changed or transformed as a result of your program?



4. Thinking back on your own Jewish education, describe a really wonderful teacher or leader you had. [Suggestion: this need not be a teacher in a formal setting or when they were young. Get specifics.]
5. Describe a teacher or leader who was not so wonderful.  
*[Probe: how has this experience affected your own approach to education?]*
6. How is [name of setting] different since you have become involved with it?  
*[Probe: what differences has the informant brought about and with whom?]*
7. What kind of knowledge should a Jewish educator doing what you do have to be effective?
8. Have you experienced a turning point where you knew you had become a "pro" as a Jewish educator? If yes, please describe this moment.
9. Imagine someone who participated in your program 10 or 15 years from now. Assuming you have been successful in what you are trying to do as a Jewish educator, how might you describe him or her?
10. How would you like to be remembered by your "students"?

## **VII. Discontent**

1. What things frustrate you in your work?
2. What would need to happen to significantly improve this situation?
3. What circumstances would cause you to seriously consider quitting your job?
4. When was the last time you were tempted to leave? Please describe the circumstances.

## **VII. Sentiments**

1. When you are involved in a Jewish educational program, what tells you things are going well?
2. What tells you things are not going well?
3. Think about a particularly challenging "student/learner" [participant] you have had to deal with recently. What was the problem and why did he or she have it?
4. If you had to characterize your relationship with your participants without using the word "leader" or "educator" or "programmer" how would you do it?



5. What makes your role in Jewish education unique? How is it different from a position in the secular world? How is it different from Jewish schooling for children?
6. Thinking back over the past few years, how has the status of Jewish professionals changed? What has produced these changes in your view?
7. In what ways are you continuing to develop as a Jewish professional?  
  
*[Probe: formal courses, workshops, extended conversations with colleagues insider and outside the institution, reading books and journals, etc.]*
8. Thinking about your institution/organization as a whole, what kinds of decisions do you participate in? What areas are you seldom or never asked your opinion?
9. Jewish professionals are often considered role models for others. In what ways do you model being Jewish for your program's participants?

#### **VIII. Interpersonal Preferences**

1. If you were to ask someone to privately help you reflect or brainstorm on your own work, who would you turn to?  
  
*[Probe: why this person? What could he or she tell you?]*
2. To whom are you directly responsible in your position?
3. What are your main responsibilities to this person [or group]?
4. What are his/her/their main responsibilities to you?
5. In your opinion, how are Jewish educators perceived as a group by others?
6. How do others show their respect for you?
7. A coat of arms depicts important things about the person to whom it belongs and it often will carry a motto. If you were to design a coat of arms for your school, what would be pictured on it and what would be the motto?

## Professional Lives of Educational Directors: Long Interview

### Formal Education

7 April 1993

#### I. Background

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

1. How long have you been involved in Jewish education?
2. What positions have you held in Jewish education?
3. Do you identify with a particular movement in Judaism? *If so*, which one?
4. Do you work full- or part-time as an educational director?

#### II. Recruitment

*This section is designed to determine how personal decisions interact with social constraints to move people into field of education.*

My next set of questions will focus on how you came to be involved in Jewish education.

1. Of all the possible careers you could have chosen, you are working within Jewish education. How did you come to make this decision?
2. Who influenced your decision and what was the nature of that involvement?
3. What qualities and talents did you possess that suited you to this field?
4. How did you secure your present position as educational director?
5. What were the main attractions working in the Jewish world held for you?

#### III. Socialization

*Socialization here refers to how an occupation organizes the experience of people [or fails to do so].*

The next set of questions deal with your perceptions of being an educational director.

1. In what ways is your work different from what you expected when you began as an educational director?

*[Get what previous experience and training was helpful; what would have been useful.]*

2. What advice did you receive from people at [name of school] when you began here as an educational director?  
  
*[Get from whom advice was given; probe for different categories of people, i.e., parents, teachers, rabbis, etc.]*
3. There are many different ways of supervising people and organizing schools. Please tell me the two or three principles you consider it important to follow in your work at [name of school].
4. In what areas of your job do you feel more or less free to do as you think best? In what areas do you feel you must consult with others or get permission before you proceed?
5. How does being involved in Jewish education fit into the rest of your life?  
  
*[Get how it might have changed informant's notion of being Jewish, level of observance, participation in community activities, etc.]*
6. If you had to characterize your relationship with your teachers without using the words "educational director," "principal," or "headmaster," how would you do it?
7. What makes Jewish education special? That is, how is it different from secular education?
8. Within your role as an educational director, what kinds of people do you interact with? Here I am thinking of such people as rabbis, lay leaders, specialists, and so forth.
9. What kinds of scheduled, periodic meetings do you participate in? With whom? For what reasons?
10. If you had a gift of ten more hours each week to devote to your work, how would you use them?

*For congregational schools:*

11. Please describe how you work with the rabbi(s) of your congregation.  
  
*[Get: how visible are the rabbis in the school.]*

#### **IV. Rewards**

Most educational directors find their work rewarding to one degree or another. My next set of questions focus on the rewards you derive from your work.

1. Every so often, people tell me they have had a really good day at work. What is a good day like for you? What happens?



2. Recall some occasion when you felt especially proud of something you achieved as an educational director. Please tell me about it.
3. What are the main ways you determine you are doing a good job?
4. Are you formally evaluated in your role as educational director? *If so,*  
Who evaluates you and how?
5. What aspects of your work deserve to be evaluated by others? How can this best be accomplished to help you grow professionally?
6. Most of us have occasions we regret something we have done. In the context of your work, what is one regret you have?
7. If you were to ask someone to privately help you assess your own work, who would you turn to?  
*[Probe: if informant has consulted with another or others, describe last instance.]*
8. What are the main satisfactions you receive in your work as an educational director?
9. You are one of many Jewish educators. What rewards are available in a Jewish setting that may not be available in other settings?
10. Looking ahead, what career opportunities do you see for yourself?
11. What opportunities would you like to see available? What is standing in your way?
12. Now I would like to turn to some more material rewards you may be receiving.
  - What difference in your quality of life does your salary make?
  - What health, disability, or retirement benefits do you receive if any?
  - Do you receive any additional perquisites such as synagogue membership, reduced tuition for college courses, JCC memberships, and the like? If so, please tell me about them.
13. If you could design a building in which you and your teachers would work, what would it look like? (Provide paper and pencil to get drawing.)



Now, I would like to ask you about your hopes for Jewish education and how you think about others in the profession.

1. What are you really trying to accomplish as an educational director in a Jewish setting?
2. How would you like to see the students in your school changed or transformed as a result of attending school here?
3. Thinking back on your own Jewish education, describe a really wonderful teacher you had. This may be a teacher you have had as an adult or as a child.
4. Describe a teacher who was not so wonderful.
5. What changes have you made in your school's program? What changes are you working on now?

*[Get: challenges to accomplishing goals.]*

6. What qualities do you look for in hiring teachers?
7. What kind of knowledge must an educator at your school have to be able to do a good job?
8. Have you ever experienced a turning point where you knew you had become a "pro" in your job? If so, Please describe it.
9. Imagine one of your students ten to fifteen years from now. Assuming you have been successful in what you are trying to do as an educational director, how might you describe him or her?
10. How would you like to be remembered by your teachers and students?
11. Thinking for a moment of the parents of the children in your school. With respect to the Jewish education of their children, what do you think they want most of all?

## **V. Discontent**

1. What things frustrate you in your work?
2. What would need to happen to significantly improve this situation?
3. What circumstances would cause you to seriously consider quitting your job?
4. When was the last time you were tempted to leave?

## VI. Sentiments

In this section , I would like to ask you about some aspects of your role that are important to you.

1. At the beginning of your day, can you tell what kind of a day it's going to be? If so, what tells you?
2. What kinds of things interrupt the flow of your day?
3. Think about a particularly challenging teacher you have had to deal with. What was the problem and why did he or she have it?
4. Thinking about your school or program as a whole, what kinds of decisions do you participate in?
5. Thinking back over the past few years, how has the status of Jewish education changed? What has produced these changes in your view?
6. What are the biggest challenges your students face?
7. In what ways are you continuing to develop as a professional?
8. As you think about all you do during a typical week, how much time is spent on each main activity?

*[Suggest they draw a circle and make wedges to represent each activity.]*

## VIII. Interpersonal Preferences

Now I would like to turn to a discussion of the connections you perceive with others in the wider Jewish educational community.

1. For what reasons would you seek to meet with a parent or parents?
2. For what reasons do parents seek to meet with you?
3. What, from your point of view as a Jewish educational director, makes for a "good" parent?
4. Think for a moment about your fellow educational directors.
  - Where and when do you interact with them?
  - How are educational directors perceived as a group by others?
  - How do others show respect for you?

5. Do you ever assist teachers with their lessons? If so, how is this work done? In what [other] ways do you assist your teachers?
6. Besides supervision, what kinds of activities do you engage in with your teachers?  
*[Probe: mentoring, professional staff development, personal problem solving, modeling a Jewish life, acknowledging and rewarding teachers with special talents and expertise, etc.]*
7. What kinds of activities do you engage in on behalf of your school?
8. In what ways are you especially strong as an educational director?
9. As you think about your school as a whole and how it operates, what metaphor occurs to you?
10. To whom are you directly responsible? What do you consider [name of person] main responsibilities to you?
11. What are your main responsibilities to [name of person]?
12. If you were sitting on the search committee for an educational director of another school, what three main questions would you ask applicants?

