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Subseries 1: Lead Communities and Monitoring, Evaluation, and Feedback (MEF),
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Box
56

Folder
9

Educators Survey. "Professional Life of Jewish Educators."
Report planning. Field Researchers meetings. Planning
correspondence, 1993.

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Professional Life of Jewish Educators Report

Time to Act

- 1) Recruitment
- 2) Developing New Sources of Personnel
- 3) Training
- 4) Improvement of Salaries and Benefits
- 5) Career Track Development
- 6) Empowerment of Educators

1) Recruitment

A Time to Act

Definition

- o finding new personnel
- o key target groups
- o avenues of promotion
- o motivation
- o incentives
- o looking for gifted people
- o PR - marketing
- o long term involvement

Policy Outcome

- o recruitment plan for career Jewish educators

*- reasons why entered
- for these
- may help understand why others would enter*

2) Developing New Sources of Personnel

A Time to Act

Definition

- o developing resources to aid personnel
- o short term involvement/ part life time
- o outstanding professionals
- o consultant role
- o talent
- o fast track programs

Policy Outcome

- o recruitment plan for short term educators
- o recruitment plan for consulting types

3) Training

A Time to Act

Definition

- o enlarge training programs
- o expand in-service education
- o training in specialty areas - i.e. informal ed, family ed

Policy Outcome

- o plan to strengthen existing and develop new training opportunities

2) Recruitment Plan for Short Term Educators and Recruitment Plan for Consulting Types

{We have nothing.}

3) Plan to strengthen existing and develop new training opportunities.

- o background information on conferences/in-service that they presently participate in
- o perceptions of professional development opportunities
- o — availability and quality
- o reasons for taking or not taking advantage of professional development opportunities
 - o ex. monetary reward
- o contact and interaction with colleagues as informal training
- o background information in terms of their own training
- o desires for other professional development opportunities

4) Develop salary levels and benefits on a public record.

- o how important are the salaries and benefits
- o — effect it has on their lives
- o desirability of full time work
- o how people construct "full time" work - the multiple site worker
- o how having to offer benefits/full time work affects the school's budget — admin pers?

5) Develop teaching career path options. (Add administrative positions and informal education.) (for admin & informal eds if w/a teachers)

- o existing career opportunities
- o availability of career opportunities within their community
- o what career opportunities could there be
- o their suitability for certain career opportunities
 - o what would they need to make a change
- o mobility and career opportunities
- o training and career opportunities
- o circumstances that constrain or enable taking advantage of career opportunities
- o perceptions of what are the paths or do they think in terms of path at all
- o are they looking for full time work or part time work?

6) Plan to (a) assist educators to become influential beyond the classroom/learning encounter. (Add administrative positions and informal education.) (educs incl admin & info/tech +)

- o develop specialized programs including leadership
- o enlarge faculty
- o recruit and prepare new faculty

4) Improvement of Salaries and Benefits

A Time to Act

Definition

Policy Outcome

- o develop salary levels and benefits on a public record
- o raise funds

(impt. in all areas)

5) Career Track Development

A Time to Act

Definition

Policy Outcome

- o career path options for teachers
- o teaching options for teachers
- o *teacher* influence beyond the classroom

- o develop teaching career path options

*retention of people in the field
- reasons for staying
- leaving*

6) The Empowerment of Educators

A Time to Act

Definition

Policy Outcome

- o involve in decision-making process
- o believe that teachers can make a difference and have the means/ resources to do so
- o new positions with status

- o plan to assist teachers to participate in decision-making

*- org setting
- structure
- culture*

interviews provide part of answer
interviews deal w/ add'l issues



9 f f n n o o n

morning Tuesday May 11, 1993

Field Researchers Meeting

Professional Life of Jewish Educators Report

A. A Time to Act

Time to Act

- 1) Recruitment
- 2) Developing New Sources of Personnel
- 3) Training
- 4) Improvement of Salaries and Benefits
- 5) Career Track Development
- 6) Empowerment of Educators

1) Recruitment

A Time to Act

Definition	Policy Outcome
o finding new personnel	
o key target groups	o recruitment plan
o avenues of promotion	for career Jewish
o motivation	educators
o incentives	
o looking for gifted people	
o PR - marketing	
o long term involvement	

2) Developing New Sources of Personnel

A Time to Act

Definition	Policy Outcome
<ul style="list-style-type: none"> o developing resources to aid personnel o short term involvement/ part life time o outstanding professionals o consultant role o talent o fast track programs 	<ul style="list-style-type: none"> o recruitment plan for short term educators o recruitment plan for consulting types

3) Training

A Time to Act

Definition	Policy Outcome
<ul style="list-style-type: none"> o enlarge training programs o expand in-service education 	<ul style="list-style-type: none"> o plan to strengthen existing and develop

- o training in specialty areas -
i.e. informal ed, family ed
- o develop specialized programs
including leadership
- o enlarge faculty
- o recruit and prepare new
faculty

new training
opportunities

4) Improvement of Salaries and Benefits

A Time to Act

Definition

Policy Outcome

- o develop salary
levels and benefits
on a public record
- o raise funds

5) Career Track Development

A Time to Act

Definition

Policy Outcome

- o career path options for
teachers
- o teaching options for
teachers
- o teachers influence beyond
the classroom

- o develop teaching
career path
options

6) The Empowerment of Educators

A Time to Act

Definition

Policy Outcome

- o involve in decision-making
process
- o believe that teachers can
make a difference and have
the means/resources to
do so
- o new positions with status

- o plan to assist
teachers to *part. in dec-mak*
~~become influential~~
~~beyond the classroom~~
~~or teaching/learning~~
~~encounter~~

*provide
plan to give
the res so that they can
to implem
their decisions*

Introductory

B. Points

- o the interview schedule will address these policies, but will not provide all the answers
- o our interview schedule deals with other issues that affect policy
 - o retention of people in the field: reasons for staying and leaving {put under recruitment}
 - o context - our interviews are context laddened
 - o what is an educated Jew/purpose of Jewish education - goals
 - o connections and communication with others: educators, laypeople, community, etc. {relate to empowerment}
 - o evaluation and accountability: what is it? how? who should do it?
 - o challenges and changes - reflecting and visioning {include in goals}
 - o local Lead Community project

Adam recommends two additional sections:

- Goals - {we can tie this into recruitment}
- Accountability

C. Policy Outcomes and Our Interviews

1) recruitment plan for career Jewish educators

- o how people explain how they became involved in Jewish education
- o who and what was influential in their becoming involved in Jewish education
- o sense of their own gifts and talents
- o how did they get their particular position - i.e. advertisement, someone contact them, they happened to "be there," propinquity
- o attractions of Jewish education, for example
 - o salaries and benefits
 - o career opportunities
 - o spiritual fulfillment
 - o participation in Jewish communal life

Rationale:

- o If we discover that the wrong people are in there, then it will help it may help us ask questions about why the right people might get into the field.
- o We need a profile of what is a good reason for getting into Jewish education or for staying in Jewish education.
- o Give them a sense of what is.

- o autonomy by definition or default
- o are they interested in being part of the decision-making process
- o what rationale would they give for whether or not they are involved in decision-making
- o where are they interested in making the decisions i.e. in classroom, in school
- o what decisions are important to them to make, i.e. curriculum, scheduling
- o what do they perceive as being a decision-making function *their*
- o what are your responsibilities to your colleagues and the field of Jewish education *their*
- o ~~meetings they participate in - how involved are they in the culture of the organization~~
- o ~~with whom do they contact and how comfortably~~
- o what kind of guidance are you given
- o ~~how they approach and solve problems~~
- o how others view them
- o how others show their respect for them
- o their own self-image
- o how they are judged and how they would like to be evaluated

(a) are the sup

(b) do the matrix to be on

(c) if so, about what

(Draft #1 - May 12, 1993)

Memo to: Chaim Botwinick, Ruth Cohen, and Lauren Azoulai

From: Roberta Goodman, Claire Rottenberg^{and} Julie Tammivaara

Professional Life of Jewish Educators Report

Purpose: This memorandum outlines the intended contents of the Field Researchers' reports on the professional life of the Jewish educators. Each community will receive its own report.

This memorandum begins by outlining the six concrete measures of the building block on personnel found in A Time to Act. Each measure is defined by using key words and phrases from A Time to Act. A policy outcome or two are identified for each measure.

We take each policy outcome and delineate what we intend to address in our interviews with teachers, education directors of supplemental and day schools, and informal educators. While our report will respond to these measures, they will not necessarily provide all the information needed for policy decisions. Two of the six measures in A Time to Act mention only teachers: we expanded them to include educational administrators and informal educators.

A. The Personnel Building Block from A Time to Act

A Time to Act identifies six issues related to improving Jewish educational personnel:

- 1) Recruitment
- 2) Developing New Sources of Personnel
- 3) Training
- 4) Improvement of Salaries and Benefits
- 5) Career Track Development
- 6) Empowerment of Educators

These six issues are defined as described in A Time to Act. The chart below lists policy outcomes for each issue.

1) Recruitment

Definition

- o finding new personnel
- o key target groups

Policy Outcome

- o recruitment plan

- | | | |
|---|---------------------------|-------------------|
| o | avenues of promotion | for career Jewish |
| o | motivation | educators |
| o | incentives | |
| o | looking for gifted people | |
| o | PR - marketing | |
| o | long term involvement | |

2) Developing New Sources of Personnel

Definition

- o developing resources to aid personnel
- o short term involvement/ part life time
- o outstanding professionals
- o consultant role
- o talent
- o fast track programs

Policy Outcome

- o recruitment plan for short term educators
- o recruitment plan for consulting types

3) Training

Definition

- o enlarge training programs
- o expand in-service education
- o training in specialty areas - i.e. informal ed, family ed
- o develop specialized programs including leadership
- o enlarge faculty
- o recruit and prepare new faculty

Policy Outcome

- o plan to strengthen existing and develop new training opportunities

4) Improvement of Salaries and Benefits

Definition

Policy Outcome

- o develop salary levels and benefits on a public record
- o raise funds

5) Career Track Development

Definition

- o career path options for teachers
- o teaching options for teachers
- o teachers influence beyond the classroom

Policy Outcome

- o develop teaching career path options

6) The Empowerment of Educators

Definition

- o involve in decision-making process
- o believe that teachers can make a difference and have the means/resources to do so
- o new positions with status

Policy Outcome

- o plan to assist teachers to participate in decision making
- o provide them with resources to implement their decisions

C. Policy Outcomes and Our Interviews

We are unable to address measure two, developing new sources of personnel, as we are interviewing only those presently involved in Jewish education. We have information relevant to measure number one, although our sampling of only educators in the field constrains our ability to fully address this measure. We will address this measure last, after we address measures three, four, five and six.

Policy Outcome #3: Plan to strengthen existing and develop new training opportunities.

We plan to provide data and analysis on:

- o background information in terms of their own training;
- o the conferences and in-service sessions that educators presently participate in;
- o the professionals' perceptions on the available professional development opportunities;
- o how the professionals say they have benefitted or not from professional development opportunities; benefitted
- o their reasons for taking or not taking advantage of professional development opportunities;
- o their desire for and vision of other professional development development

opportunities;

- o their contact and interaction with colleagues which constitutes "informal training";
- o evidence of their engaging as reflective practitioners.

Policy Outcome #4: Develop salary levels and benefits on a public record.

On some level, this policy outcome related to benefits in the sense of medical benefits and pension, addresses the needs of full-time staff. The issue of whether or not people want to be full-time Jewish educators is commented on here.

We plan to provide data and analysis on:

- o how important salaries and benefits are to Jewish educators;
- o how administrators perceive the impact of offering benefits at their institution;
- o whether or not Jewish educators want full time work;
- o how people construct "full time" work in Jewish education at present.

5) Develop career path options for administrators and informal educators as well as teachers.

We plan to provide data and analysis on:

- o existing career opportunities;
- o the availability of career opportunities within their community;
- o the relationship between a person's training and career opportunities;
- o what career opportunities they would like to see made available within their community;
- o their suitability for certain career opportunities and what they would need to make a change;
- o mobility and career opportunities;
- o circumstances that constrain or enable taking advantage of career opportunities;
- o perceptions of what career paths exist or if they even think in terms of a path at all;
- o whether or not Jewish educators want full time work;
- o what and how career options motivate people to enter or remain in Jewish education.

6) Plan to assist educators (includes administrators and informal educators as well as

teachers) to a) participate in decision making; and b) procure resources to implement their decisions.

We plan to provide data and analysis on:

- o their autonomy by definition or default;
- o the rationale they give for whether or not they are involved in decision-making;
- o the decisions which are important to them to make, i.e. curriculum, scheduling;
- o what they perceive as being their responsibilities to their colleagues and the field of Jewish education;
- o their involvement in the organization's culture;
- o how others view them and show their respect for them;
- o their own self-image;
- o how they are judged and how they would like to be evaluated.

1) recruitment plan for career Jewish educators

Our data comes from people already involved in Jewish education. We are unable to provide a complete picture of what would attract people not presently involved in Jewish education into the field. We do feel that by interviewing Jewish educators, we can: provide an overview of how people are presently being recruited to the field and why they remain; and create a profile of "good" reasons for getting into Jewish education or for staying in Jewish education.

We plan to provide data and analysis on:

- o people's explanations of how they became involved in Jewish education;
- o who and what was influential in their becoming involved in Jewish education;
- o their gifts and talents that suits them for a career in Jewish education;
- o how they obtained their particular position - i.e. advertisement, someone contact them, propinquity;
- o the attractions of Jewish education.

*Memo sent to
all parties*

Memorandum

To: Lauren Azoulai, Chaim Botwinick, Ruth Cohen
From: Roberta Goodman
Claire Rottenberg
Julie Tammivaara
Adam Gamoran
Ellen Goldring
Date: May 26, 1993
Subject: Reports on the professional lives of Jewish educators

CC: Annette Hochstein

The purpose of this memorandum is to note the issues we expect to address in the qualitative component of our forthcoming reports on educators' professional lives in Atlanta, Baltimore, and Milwaukee. We would appreciate any feedback you can provide that would help guide the reports.

Coordination and Schedule of Reports

Each community will receive its own report. The reports will have three components: [1] a qualitative component based on interviews conducted by the field researchers [this component is the focus of the present memorandum], [2] a preliminary account of the survey of educators, and [3] a component that integrates the findings of the first two components and addresses policy questions.

In Milwaukee, both the interviews with educators and the educator survey are being conducted this spring. The first two pieces of the report will be delivered this summer, and the integrated component will come late in the summer. In Atlanta, we have been conducting interviews and will release the qualitative piece this summer. In Baltimore, interviews with educators will not begin until June, so all three components of the report will be delivered in the fall.

Issues for the Qualitative Component

A Time to Act lists six concrete elements of personnel development, and we are taking them as our starting point [see pages 55-63]. The qualitative data [interviews with teachers and educational directors of supplementary, day and pre-schools and informal educators] will not provide all the information needed for policy decisions. Of the six elements, four are most completely addressed in the interviews: training, improvement of salaries and benefits, career track development, and empowerment of teachers. Since recruitment and development of new sources of personnel can only be effectively articulated by talking with or surveying people who are not currently active Jewish educators, these elements will be less well covered. We will offer an analysis of how people are presently being recruited into the field, why they remain, and what circumstances would lead them to consider leaving their current positions.

Training

A policy outcome for this area would presumably include a plan to strengthen existing and develop new opportunities for training. Such a plan might enlarge training programs, expand in-service education, provide training in specialty areas, for example, family education, and so on. We have spoken with educators about the training they have received, both pre- and in-service, and our reports will describe the extent and nature of their training. We will also document their perceptions of opportunities for training, reasons for taking advantage of or ignoring such opportunities, and their desires for professional development. We shall seek evidence of educators functioning as "reflective practitioners," meaning their professional growth through reflection on their own practices, as well as growth through support from administrators and informal contact with colleagues.

Salaries and Benefits

Important questions exist about the extent to which salaries and benefits constitute a motivating factor for Jewish educators. It is possible, for example, that financial rewards are more central in some segments of the Jewish educational community than in others. This information can help guide policy. Our reports will address the extent to which educators are motivated by salaries and benefits, as well as administrators' perceptions of the impact of extending benefits and how educators think about issues of part-time versus full-time work.

Career Track Development

Information we provide on this topic should help inform decisions about developing career tracks for teachers, administrators, and informal educators. Our data will describe educators' perceptions of existing opportunities, the connection between training and opportunities, career changes seen as desirable by educators, and the circumstances that constrain or enable their taking advantage of career opportunities. To what extent do career opportunities motivate Jewish educators? Have they encouraged educators to enter or remain in their profession? Are they a major source of dissatisfaction?

Empowerment of Educators

A policy outcome in this area would include a plan to assist educators to participate in decision making and to gain access to resources needed to implement their decisions. In our reports, we intend to discuss the nature of educators' perceived autonomy: Do they truly have discretion or are they autonomous only in the sense that no one pays attention to them? We will also describe the types of issues educators say they would like to affect, how educators are judged and would like to be evaluated, how they think others view them, and their self-images. Teacher accountability is another topic that is relevant for this policy area.

Please review the interview protocols and survey along in light of this memorandum. We would like your ideas on additions to them and what policy issues you deem critical but not covered above. The field researcher in your community will be in touch to arrange a time for this feedback.

**Professional Lives of Educators: Sampling Procedure
Baltimore, MD**

Julie Tammivaara
Field Researcher

August, 1993

In the Baltimore metropolitan area, there are 19 Jewish preschools, 21 Hebrew or supplemental schools, and ten day schools serving youth from 18 months through high school. They are divided by ideology or philosophy and educational level in the following way:

Number of Educational Directors Included by Ideology and Educational Level

Ideology Level	Orthodox	Conservative	Reform	Community	Number
Preschool	6	5	3	5*	19
Supplemental					
Elementary	5	4	7	4	20
Secondary	0	0	0	1	1
Day School					
Elementary	6	1	1	0	8
Secondary	[4] 1**	0	0	1	2
Total	18	9	11	11	50

- * One supplemental school listed in this category is associated with an unaffiliated synagogue and serves primarily children of its own congregants.
- ** Four Orthodox day schools serve students from kindergarten through grade 12; one serves only secondary students.
- N.B. At the time of selection, two persons served as educational director of both a day school and another congregational school, so the while the number of positions is 50, the actual count of persons is 48.

To ensure representation among the educational directors, we decided to sample approximately 50% of the total population. Dr. Chaim Botvinick was asked to name 12 educational directors he thought important for us to interview. He actually named seventeen persons chosen on the basis of movement affiliation, educational level, and degree to which he thought they would provide an interesting interview. I randomly selected an additional [10] educational directors to bring the total to [27].

From among the pre-, day and supplemental schools, I randomly selected 16 schools within movement orientation and educational level. These schools provided rosters of teachers from which I planned to randomly select three teachers each for a total of 48 teachers. One school randomly selected had only one teacher in addition to the educational director, so I re-selected a school in that category. Two schools did not provide me with complete rosters so the selection was not completely random. The teachers are included as follows:

Number of Teachers Included by Ideology and Educational Level

Ideology Level	Orthodox	Conservative	Reform	Communal	Number
Preschool	3	3	3	3	12
Supplemental School	3	6	6	6	21
Day School	6	3	3	3	15
Total	12	12	12	12	48



To: Daniel Blain,
Senior Planning Associate

From: Ellen Goldring, *EG*
Monitoring, Evaluation and Feedback Project, CIJE

Date: October 20, 1993

Alan Hoffman has forwarded to me your letter of September 20. I am writing in response to that letter as well as your memo of September 29 with specific questions.

Enclosed are the interview guides that you requested. We are happy to share them with you, however we request that you follow the following guidelines:

- 1) When you use the interview guides and write your reports please cite and acknowledge CIJE;
- 2) Provide us with feedback regarding any issues or problems you may have encountered as you use the material; 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.

In response to your specific questions:

- 1) The educator survey was administered at faculty meetings in each school. This is very important to ensure a high response rate. I would not suggest distributing the questionnaire by mail. The teachers were not permitted to take the survey home, but answered during a faculty meeting. This was coordinated in advance with the principal of each school. The principal did not administer the survey and went out of the room when the teachers were responding. The survey was 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.

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

In regard to multiple work settings, as you probably have noted, throughout the survey we asked teachers to respond to questions about a second school if they worked 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 worked in multiple work settings responded to the survey once at the first school where it was administered, but in that survey they answered questions about both of their settings. When the survey was administered at their second school, an announcement was made that any teacher who had already taken the survey at another school should not respond a second time. So far, we have not had any complications with this method.

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

For the survey of educational leaders, all principals or designated administrators of formal Jewish education programs were included. In other words, the head of the programs where the teachers were surveyed. This excludes (as does the teacher survey), adult education and informal education.

We have not completed surveys for informal educators or adult educators, so it is difficult for me to answer your question at this time.

3. The response rate for the teacher survey in Milwaukee was 88 percent. I have enclosed a separate memo explaining the sampling method for the interviews.

4. The field researchers were partners in the development of the educator survey but were not actively engaged in distributing it. The field researchers conducted all of the personal interviews. They did the analysis of the interview data and prepared reports based on the interview data.

5. The surveys are coded and analyzed by a data analysis firm that is working closely with me. I am directing and consulting with them in all stages of their work. We are coordinating this process closely with CIJE personnel, the staff of the monitoring and evaluation project, and the Lead Community coordinator. This is an

interactive process, where I am brokering the process. Personally, I feel this is a crucial step. For example, we have outlined the types of analyses we want as well as the content of the report and provided this to the data analysis firm for execution.

The information will 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 will be the reporting of the results of the surveys. The final report will be an analytical-summary report, integrating the analyses and results of the interview and survey data. Adam Gamoran and I will be preparing the integrative report. The field researchers prepared the first report, and the data analysis firm is preparing the second report.

Please do not hesitate to contact me if you have additional questions.

cc: Alan Hoffman
Gail Dorph
Ginny Levi
Adam Gamoran



Topics addressed by the Educator Survey

1. Profiles of Teachers:

A. General Background-Who are the teachers in our community?

(Background section: Q 38-56)

For example: Gender, Jewish affiliation, ritual observance, income, etc.

B. Training: What is the educational background and training of the teachers in our community? To what extent are they formally trained?

(Q 57-60)

For example: What degrees do they hold? In what subjects?
How many hold teaching certificates?

C. Previous Work Experience: What work experiences do our teachers have?

(Q6-11)

For example: How stable is our workforce? (Q9,10)
How experienced is our workforce? (Q11)
What socializing experiences do teachers have? Do most teachers have experience as youth group leaders and camp counselors? (Q6)

**These sections can also be part of the discussion on careers.

D. Present Work Settings: What is the nature of our teachers work? (20-28, 33-35)

For example: How many schools do they teach in?
Are they full time or part time? Would they like to be full time?
Which benefits are available? Which do they receive?
Advantages and disadvantages of working in more than one school?

2. Careers in Jewish Education

A. Recruitment: How are teachers recruited and attracted?

(Q 1, 29, 32, 35, 37)

For example: Why did the teachers first become Jewish educators?

How did they find their positions?

What affected their decision to work at a particular school?

B. Retention: What are the teachers' future plans?

(Q2, 61)

3. Professional Development: What are the opportunities for teacher professional development?

(Q 12-19, 30)

For example: To what extent do teachers participate in different types of professional development activities?

What is their assessment of these activities?

What skills and knowledge would they like to develop further?

Who is providing help and support?

4. Sentiments About Work as a Jewish Educator: How do the teachers feel about their work?

(Q 3, 4, 5)

For example: What is their level of satisfaction?

Do they feel respected by others in their community?

Examples of Specific Questions that The Survey Addresses:

The following issues pertain to **Careers** and will suggest implications regarding retention:

What is relationship between a teacher's perception that s/he has a career in Jewish Education (Q2) and:

Q 36 working full or part time

Q 56 importance of income from Jewish education

Q 33 benefits

Q 5 overall job satisfaction

Q 26 work setting

Q 8 having experience in general education

Q 61 future career plans

Q 22 hours of work

These analyses will address such questions as: Do teachers who perceive they have a career in Jewish education typically work in day schools? Are there supplementary school teachers that perceive they have a career in Jewish education? Is a teacher's perception of having a career related to the hours he/she works, having experience in general education, or being offered certain benefits?

What is the relationship between future career plans (Q61) and:

Q 26 setting

Q 36 working full or part time

What is the relationship between the importance of the income from Jewish education (Q56) and:

Q 36 working full time or part time

Q 26 setting

Q 33 benefits

Q 5 overall satisfaction

What is the relationship between receiving certain benefits (Q 33) and:

- Q 36 working full or part time
- Q 26 setting

What is the relationship between seniority at the present school (Q9) and:

- Q 5 overall satisfaction
- Q 2 perceptions of having a career
- Q 36 working full or part time

The following belongs to the section on **Careers-Recruitment:**

What is the relationship between having experience in general education (Q 8) and:

- Q 36 working full or part time
- Q 5 job satisfaction
- Q 26 setting
- Q 56 importance of income from Jewish education

Q What is the relationship between educational training (Q58 or Q 60) and:

- Q 2 perception of having a career
- Q 26 setting
- Q 36 working full time or part time

The following issues pertain to **Settings:**

What is the relationship between working in a particular setting (Q26) and:

- Q 22 hours of work
- Q 36 full/part time educator
- Q 5 overall satisfaction scale

The following analyses pertain to the **Professional Development** section of the report:

What is the relationship between seniority (Q 9)and:

- Q14 overall helpfulness of workshops
- Q 30 overall help and support received
- Q 16 areas desired for skill development
- Q 17 areas desired to increase knowledge

For instance: Are veteran teachers more likely than novice teachers to indicate that in-service opportunities were not helpful? Do the teachers' perceived needs of skill development and knowledge differ by teacher seniority?

What is the relationship between overall helpfulness of workshops (Q 14) and:

Q 26 setting

Q 58 or 60 educational training

For instance: Do day school, supplementary school and pre-school teachers view the adequacy of inservice differentially? Do teachers with higher levels of formal education view in-service differently than teachers with lower levels of formal education?

What is the relationship between level of help and support received and (Q30) and:

Q26 setting

Q 58 or 60 educational training

What is the relationship between holding a license in Jewish or general education (Q60) and:

Q 16 areas desired for skill development

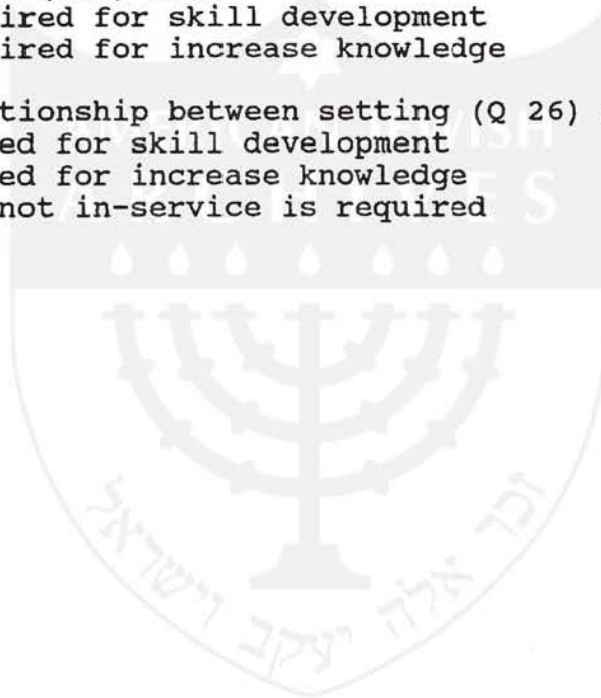
Q 17 areas desired for increase knowledge

What is the relationship between setting (Q 26) and:

Q16 areas desired for skill development

Q17 areas desired for increase knowledge

Q12 whether or not in-service is required



Peabody College

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NASHVILLE, TENNESSEE 37203

TELEPHONE (615) 322-7311

Department of Educational Leadership • Box 514 • Direct phone 322-8000

To: Gail Dorff

From: Ellen Goldring

RE: Educator Survey

Date: September 21, 1993

The following memo presents the framework of the Educator Survey as well as the types of issues which will be addressed by the survey for Milwaukee. As we discussed on the phone, the issues Milwaukee is addressing are by no means the only types of questions which can be answered with the data collected by the survey.

I hope this outline is clear enough. In the second section I gave you the list of issues and explained some of them. Let me know if you need more clarification.

I really enjoyed our conversation and look forward to our continued collaboration.

PS: Can you please share this with Alan. I will forward copies to the field researchers.

Topics addressed by the Educator Survey

1. Profiles of Teachers:

A. General Background-Who are the teachers in our community?

(Background section: Q 38-56)

For example: Gender, Jewish affiliation, ritual observance, income, etc.

B. Training: What is the educational background and training of the teachers in our community? To what extent are they formally trained?

(Q 57-60)

For example: What degrees do they hold? In what subjects? How many hold teaching certificates?

C. Previous Work Experience: What work experiences do our teachers have?

(Q6-11)

For example: How stable is our workforce? (Q9,10)

How experienced is our workforce? (Q11)

What socializing experiences do teachers have? Do most teachers have experience as youth group leaders and camp counselors?

(Q6)

****These sections can also be part of the discussion on careers.**

D. Present Work Settings: What is the nature of our teachers work? (20-28, 33-35)

For example: How many schools do they teach in?

Are they full time or part time? Would they like to be full time?

Which benefits are available? Which do they receive?

Advantages and disadvantages of working in more than one school?

2. Careers in Jewish Education

A. Recruitment: How are teachers recruited and attracted?

(Q 1, 29, 32, 35, 37)

For example: Why did the teachers first become Jewish educators?

How did they find their positions?

What affected their decision to work at a particular school?

B. Retention: What are the teachers' future plans?

(Q2, 61)

3. Professional Development: What are the opportunities for teacher professional development?

(Q 12-19, 30)

For example: To what extent do teachers participate in different types of professional development activities?

What is their assessment of these activities?

What skills and knowledge would they like to develop further?

Who is providing help and support?

4. Sentiments About Work as a Jewish Educator: How do the teachers feel about their work?

(Q 3, 4, 5)

For example: What is their level of satisfaction?

Do they feel respected by others in their community?

Questions Milwaukee will be addressing:

The following issues pertain to **Careers** and will suggest implications regarding retention:

What is relationship between a teacher's perception that s/he has a career in Jewish Education (Q2) and:

Q 36 working full or part time

Q 56 importance of income from Jewish education

Q 33 benefits

Q 5 overall job satisfaction

Q 26 work setting

Q 8 having experience in general education

Q 61 future career plans

Q 22 hours of work

These analyses will address such questions as: Do teachers who perceive they have a career in Jewish education typically work in day schools? Are there supplementary school teachers that perceive they have a career in Jewish education? Is a teacher's perception of having a career related to the hours he/she works, having experience in general education, or being offered certain benefits?

What is the relationship between future career plans (Q61) and:

Q 26 setting

Q 36 working full or part time

What is the relationship between the importance of the income from Jewish education (Q56) and:

Q 36 working full time or part time

Q 26 setting

Q 33 benefits

Q 5 overall satisfaction

What is the relationship between receiving certain benefits (Q 33) and:

- Q 36 working full or part time
- Q 26 setting

What is the relationship between seniority at the present school (Q9) and:

- Q 5 overall satisfaction
- Q 2 perceptions of having a career
- Q 36 working full or part time

The following belongs to the section on **Careers-Recruitment:**

What is the relationship between having experience in general education (Q 8) and:

- Q 36 working full or part time
- Q 5 job satisfaction
- Q 26 setting
- Q 56 importance of income from Jewish education

Q What is the relationship between educational training (Q58 or Q 60) and:

- Q 2 perception of having a career
- Q 26 setting
- Q 36 working full time or part time

The following issues pertain to **Settings:**

What is the relationship between working in a particular setting (Q26) and:

- Q 22 hours of work
- Q 36 full/part time educator
- Q 5 overall satisfaction scale

The following analyses pertain to the **Professional Development** section of the report:

What is the relationship between seniority (Q 9)and:

- Q14 overall helpfulness of workshops
- Q 30 overall help and support received
- Q 16 areas desired for skill development
- Q 17 areas desired to increase knowledge

For instance: Are veteran teachers more likely than novice teachers to indicate that in-service opportunities were not helpful? Do the teachers' perceived needs of skill development and knowledge differ by teacher seniority?

What is the relationship between overall helpfulness of workshops (Q 14) and:

Q 26 setting

Q 58 or 60 educational training

For instance: Do day school, supplementary school and pre-school teachers view the adequacy of inservice differentially? Do teachers with higher levels of formal education view in-service differently than teachers with lower levels of formal education?

What is the relationship between level of help and support received and (Q30) and:

Q26 setting

Q 58 or 60 educational training

What is the relationship between holding a license in Jewish or general education (Q60) and:

Q 16 areas desired for skill development

Q 17 areas desired for increase knowledge

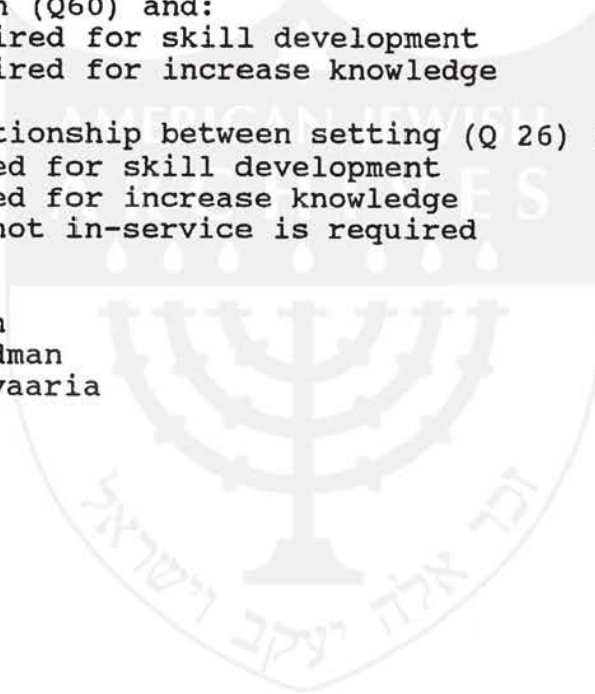
What is the relationship between setting (Q 26) and:

Q16 areas desired for skill development

Q17 areas desired for increase knowledge

Q12 whether or not in-service is required

CC: Adam Gamoran
Roberta Goodman
Julie Tammivaaria





THE JEWISH COMMUNITY FEDERATION OF CLEVELAND
1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

September 29, 1993

MEMORANDUM

To: Gail Dorph
✓ Ellen Goldring

615-343-7094

6 pages

From: Daniel Blain

I am writing to follow-up a recent conversation with Gail. Cleveland is interested in conducting a survey of local Jewish educators as part of our evaluation process in Jewish education.

We are interested in learning more about the surveys developed by CIJE for use in the Lead Communities and exploring whether they can and should be replicated here. We also want to share our draft evaluation plan and invite your questions and comments.

Questions on CIJE Educator Survey:

1. How was the survey administered in each community? Were they mailed out or distributed through schools? How were educators with multiple work locations surveyed?
2. Who was included in each group (educators and educational leaders)? Who will be included in the survey on informal educators?
3. What is the sampling method and response rate, both for the survey and the personal interviews?
4. What is the role of the field researchers in administering the surveys? Do the field researchers conduct the personal interviews? How (and by who) is the information from the interviews and surveys brought together for analysis?
5. Are the surveys coded and analyzed locally or by Ellen? If done from a central point, how is the information shared back to the communities?

Your answers, reactions and guidance on these questions is greatly appreciated. I requested from Alan Hoffmann a copy of the instrument used for the personal interviews. A copy of my letter to Alan is attached. We would appreciate this being sent at your earliest convenience.

Memo to G. Dorph and E. Goldring
September 29, 1993
Pg. 2

Also attached is our first draft of an evaluation plan. Your reactions and suggestions would be helpful. Does the plan seem well-conceived? Does it include the right components? How could it be strengthened? How does it compare to what CIJE is planning in the Lead communities?

I will be out of the office until October 13. If you have any questions in the meantime, please contact Mark Gurvis at (216) 371-0446.

Thanks in advance for your time and assistance.

enclosures

cc: Mark Gurvis
Alan Hoffmann, c/o Ginny Levi



09/29/93

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THE JEWISH COMMUNITY FEDERATION OF CLEVELAND

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September 20, 1993

Alan Hoffmann
c/o Ginny Levi
CIJE
P.O. Box 94553
Cleveland, OH 44101

Dear Alan:

As I believe Mark Gurvis has mentioned to you, we are interested in conducting an educator survey in Cleveland. We have already received copies of CIJE's written instruments for teachers and school directors, and we are in the process of reviewing those documents and determining their applicability to our community.

I understand that in addition to the written instrument, interviews were conducted with samples of the teachers and school directors. It would be helpful for us to receive copies of the instruments that were used for these personal interviews. I would greatly appreciate it if you could fax or send them to me at your earliest convenience.

Please feel free to contact me or Mark Gurvis if you have any questions about our work here in Cleveland. Best wishes for a happy new year and for all your efforts with CIJE.

Sincerely yours,

Daniel S. Blain
Senior Planning Associate

N398:DSB

cc: Gail Dorph
Mark Gurvis
Ginny Levi

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Draft 1

Jewish Education Center
of Cleveland

September 27, 1993

Evaluation Process
1993-94

I. Purposes of Evaluation

The evaluation should provide information to program providers, lay leaders, and funders to (1) assess goal achievement and (2) strengthen implementation.

In addition, the process should meet the following objectives:

A. Define and clarify goals -- both overarching and program specific -- and the indicators for goal achievement.

B. Improve data collection methods to provide consistent and meaningful information.

C. Involve key constituencies, including program participants, in evaluation process; provide means for their input.

D. Provide feedback loops needed to maximize use of evaluation data.

II. Components of Plan

A. Goal Setting Process -- There is a need to clarify goals and objectives, as well as define indicators or targets for achievement. This should be done both on systematic and programmatic levels.

It is important to develop statements of vision and mission that would frame and guide the work of JECC. The vision statement would project an overall sense of where we as a community hope to move in the area of Jewish continuity and education. The mission statement would describe JECC's role in fulfilling the vision.

JECC Evaluation Plan
Page 2

September 27, 1993
Draft 1

The next step would be mapping the current goals and objectives that have been defined through the COJC process. By considering the vision and mission statements, we should then determine whether this is an optimal mix of goals and objectives, and if not, what changes should be made. Finally, there needs to be a serious attempt to develop targets for goal achievement and the means to measure them.

It is essential to involve lay leaders and other partners in this process to ensure agreement and support of the goals.

B. Educator Survey -- A survey should be developed and implemented to establish baseline information on our community's Jewish educators and help guide our training approaches. Possibilities should be explored for using the same or similar surveys as in the Lead Communities. Areas to be determined include defining the population for the survey and whether personal interviews should be used with a smaller sample of educators.

C. Improve and Expand Data Collection -- Efforts should be made to review current system and program methods of quantitative and qualitative data collection and as needed, standardize and improve procedures. A number of forms developed by Jim Meier could become tools for collecting and analyzing data in the future.

Special attention should be focused on the collection of systematic data, including enrollment figures, teacher turnover, and the educator's data base.

JECC should also explore whether the synagogue survey attempted in the COJC evaluation should be refined and used on a regular basis.

D. Lay Program Review -- There should be a regular cycle of program reporting and review by JECC lay committees. The purpose of these reviews is to provide lay input into the process and ensure serious self-study by programs. The process should be determined in advance, so a timeframe and expectations can be shared with program staff.

JECC Evaluation Plan
Page 3

September 27, 1993
Draft 1

E. Focus Groups -- There should be a regular cycle of focus groups with key constituencies. The purpose of these groups is to provide an opportunity for key groups to provide feedback and participate in the process. The groups also have a secondary "marketing" effect on participants. Groups could include students, teachers, parents, rabbis, school directors, youth group advisors and lay leaders. All groups would not have to be convened on an annual basis.

F. Study of Specific Programs -- Some programs being implemented, such as Cleveland Fellows, Project Curriculum Renewal and the Retreat Institute may be appropriate for more in-depth study that would provide a deeper understanding of their impact. These studies should be done in partnership with program providers. Possibilities for dissertation studies could be explored.

III. To Be Determined

- A. Timeframe for implementing above plan.
- B. Allocation of human and financial resources.
- C. Roles of lay leadership, staff, and consultants in process.
- D. How process can and should relate to monitoring, evaluation and feedback (MEF) process in Lead Communities.
- E. Longer-term evaluation goals.

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