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Educators Survey. Revision of Educators Survey. Drafts and
correspondence, 1995.

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GAMO\$ type edsurv.ell

From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu" 30-JAN-1995 13:13:53.94

To: 74104.3335@compuserve.com, gamoran

CC:

Subj: suggested revisions for Educator Survey

Suggested Revisions in Educator Survey

Delete items 1,3,4,6

#12: Do we have any feedback or thoughts about using the last 2 yrs as the timeframe for these questions?

Follow up to number 12:

if yes, how many in-service workshops are your required to attend?

Add a question: how many workshops have you attended in the last two year in total?

After q 13 add a question:

In the last two years have you attended workshops in any of the following educational areas: (use list from #16)

Q 15-do we like the time frame on this question, 12 months, perhaps should be consistent with two years in other questions?

After q15 add a similar question for education areas:

(Or add education areas to this present list in q 15.)

such as participate in some other on-going form of study in teaching methodology?

q19: perhaps expand to include how adequate are the opportunities for :

in-service	1	2	3	4
degree granting programs	1	2	3	4
in Judaic Studies/Hebrew				
Certification options in	1	2	3	4
Jewish education				

22: We need to decide whether we want to use the word "work" or teach?

delete 23, 25

q 26, change type of programs to setting

Do we want to use the term congregational school (in parentheses next to supplementary) and do we want to use Sunday School instead of one day supplementary school (although some programs now meet on Saturdays).

q 33 I'm not sure we need the "receive" response.

delete directions on top of pg. 11

delete q. 34

re-write q. 35A If you work part-time (I think we need to define this) would you prefer to teach full-time (more hours)
yes no I already work full time

35B. If you work part time (define hours) and you would like to teach full time would you prefer to teach full time in one school or in several schools? one school
several schools
I already work full-time

Move q 36 to before q. 35 and define what we mean as full-time.

q 37 if you are not a full time educator (define by hours, and that is, you answered no to q new 36)remainder of question.

q 40 reorder responses to be in the same order as q. 24

q42 do we need to say, if you are a supplementary/congregational school teacher.....and then add Does Not Apply as a response.

q 46 see questions re q. 26. Need to list settings to be consistent with q 26. I suggest Sunday School/one day a week supplementary (congregational school), two day a week or more supplementary/congregational/Talmud Torah school, Day, etc.

We need to think what we do with people who do check more than one response on q, 46 & 48. The way we coded in the past was to code the "most intense" experience, but obviously this does not take into account the amount of time a teacher participated in each type of setting.

q. 48, be consistent with listing of settings and same issues of q. 46

q 54 We need to think about the salary question --perhaps we should ask for hourly wage for teaching for supplementary school teachers and annual salary for day school teachers/pre-school?

Maybe can combine q. 57, 58 and delete 59

What are the educational experiences and degrees that you hold, post high-school (list all that apply)

Degree Major Minor

Some College No Degree

College Graduate

Some Graduate Courses No Degree

Graduate Degree

Teacher Training Institute

Rabbinic Seminary

Yeshiva

Other

I'm wondering under major and minor if we can't give some choices to close this and to ease the coding , and include, Education, Judaic Studies, Hebrew, Jewish education, and other (do we want social work?). The coding of open ended majors/minors is a big job! I also think we should drop the credit question .

q. 60, If I recall correctly, we couldn't use the 60b certification in general ed, why? Were there lots of missing? I think this is an important question.

New question:

Are you employed in addition to your work in Jewish education?

not employed

stay at home

student

work outside of the home:

specify occupation-----

hours -----

Issue: Are these revisions also for the ed. leadership questionnaire? It may be easier for the communities to have one questionnaire for teachers/leaders and then we need to add a question about what is your present position. If the scope of the questionnaire is mainly about training/settings/salary/benefits, etc then this makes sense to me and will avoid confusion later on.

From: GANU::GANORAN 1-FEB-1995 08:51:26.22
To: BILL, ELLEN
CC: GANORAN
Subj: questionnaire

I have comments on some of Ellen's suggestions:


First, in general I think the rule of thumb should be to change as little as possible. I want to change what didn't work, of course, but basically to end up with a very similar questionnaire.

Second, I don't think this revision should hold for the educ. leaders as well. If we want a questionnaire for ed leaders, it should include what the current version lacks: some questions about leadership. In any case, I'd like to set aside that issue for the time being.

Regarding question 26, I would not favor changing "supplementary" to "congregational" or "Sunday". I think "supplementary" is the more generic term.

On question 33, I think we do need the receive response, even though we didn't use it. It is likely that some decision-makers would want to know how often teachers take benefits that are available to them.

Adding to my point about supplementary schools, I think adding congregational would cloud the issue -- some congregational schools are not supplementary. A congregational school could be a pre-school or a day school as well. I think we should leave the terms as they are.



From: LUNICF:"M LHRIF Mcervax,Vanderbilt.Fsu" 2-FF2-1995 19:45:31.11
To: 74104.3335@compuserve.com
CC: gamoran,
Subj: Re: conference call

Adam and Bill, some other thoughts for the call:

1) I do not agree with Adam about the FL Leadership survey. I think this survey which focuses on background/salary, etc can be for both groups, and then, yes, we do need a survey about Leadership, which is really about leadership. I do not think we should preclude communities from getting good data on their leaders on these background type stuff/and general attitudes. In terms of processes, it would be easier for the communities to distribute one questionnaire at the same time.

Also the leadership stuff is complicated, much debate as to whether self-reporting data is important without significant others reports as well such as Teachers perspectives of the effectiveness of the leadership, parents, etc.

The only way to do a separate questionnaire is to make sure we have the Ed. leadership separate questions with both the relevant background/salary, etc parts and the leadership parts ready to go to the communities when the whole module goes.

2) Will we have for the 'FL Advisory Meeting specific directions for the module in terms of sampling, questionnaire distribution, etc. Did you get any of that info from the FL with the interviews?

That's it for now!

From: EUNICE:"74104.3335@compuserve.com" 2-FEB-1995 12:48:32.06
To: "INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu" <GOLDRIEB@ctrvax.vanderbilt.edu>
CC: Adam Gamoran <gamoran>
Subj: Re: MEMO for MEF advisory meeting

Ellen,

A couple of remarks on the MEF memo.

1. A trivial point: I would use the term "central body" or "national agency", instead of "central agency" so as not to confuse it with the Boards of Jewish Education in each community which are called "central agencies".
 2. Concerning the interviews: I don't think any national body would want to spend the time & personnel resources doing in-depth interviews in every community that chooses to undertake the Educators Survey. Perhaps, focus groups? For either option (1 or 2), we should consider that the national body or community may choose to write a report without engaging in the interviews. Thus, should they be packaged as "recommended"?
 3. The whole issue of the relationship between the communities and a national body seems very complex and important. For instance, would the communities be paying for their services, as they would any outside consultant? If so, where's the attraction to doing the Educators Survey as opposed to an alternative study process? Moreover, would the national body be able to modify our instrument and the process of analysis? Would the communities be able to do so, to suit their needs and financial/personnel resources? Who would decide these issues?
 4. There may be a fifth objective: facilitating the development of Personnel Action Plans in each community. If so, we must consider carefully the relationship between the two pieces. Option 1 has the advantage of facilitating buy-in and the (seemingly difficult) transition to the PAPS. If a national body is in charge, will they have any responsibility for this part? Will they have the expertise? Will CIJE step-in at this time? Will there be a PAP module?
[Also, though we haven't done any work on it... there is a step between Educators Survey and PAP: what prof. dev. opportunities already exist & what are our resources for further development of them?]
- If they engage in surveys but don't create PAP's, we may create lots of great data to display on a national level, but fail in creating change!
- To harp on a point I've made before - we (CIJE) have not really examined how a community would successfully engage in the whole process from start to finish (i.e., from collecting data to evaluating change created by implementation of PAPS).

Bill

From: EUNICE:="74104.3335@compuserve.com" 2-FEB-1995 17:54:08.15
To: "INTERNET:gamoran@ssc.wisc.edu" <gamoran>
CC:
Subj: Re: module memo

Adam & Ellen,

Quick reply to Adam's e-mail -

In presenting the "communities on their own" option, we should note the following (significant) disadvantages concerning use of the data in a national clearinghouse. Errors in sampling could make the data questionable. If they change the survey too greatly, the data won't be comparable to other cities. If they don't enter the data in a prescribed manner (i.e., according to our cocebook), it will take someone a considerable amount of time to re-enter the data into the (suggested) national clearinghouse.

Thus, this new option may only increase time/personnel investments (down-the-line) on the part of CIJE or the national body that controls it. Moreover, it may impede fulfilling Ellen's objectives #3 (creating a repository for data/comparability of data) and #4 (accessibility of data for wider use).

Speak to you about it some more on Friday,
Bill



From: EUMICE:"74104.3335@compuserve.com" 3-FEB-1995 11:03:25.41
To: Adam Gamoran <gamoran>
CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>
Subj: Additional suggestec revisions

Adam & Ellen,

A few additional suggested revisions and issues to consider, based on my consultations with Chaim/Marci and Ruth. I talked with Janice today, and she'll give me her comments as soon as she can (she just returned to work yesterday after a trip to Israel). I still haven't heard from Gail.

on Q5 -
Additional item: "Support from consultants outside your school".

on Q9 (on seniority/stability) - ** Important to consider **
In which "current setting"? - Perhaps we should move Q9-11 to after Q22, and ask them to answer Q9 for their first and second school?

following Q12 -
It has been suggested that we ask some additional questions regarding workshops attended and staff training. Three questions:
1. A question asking if they have attended specific types of workshops. This would give us a better idea of what the number of workshops refers to. If so, what are the possible options?
2. How much time would you be willing to spend on professional training?
3. What things would encourage you to spend additional time on professional training?

on Q32 -
Additional item: "Who the principal or director is".

on Q55 -
Eliminate. Found to be offensive to educators.

on Q60 -
Ask (after each item), "If Yes, from where? -----".

These are the main suggested changes and issues. As we go through the questions, I may have some small comments on wording and format. Speak to you at 2:00 (your time).

Bill

From: EUNICE:"GOLDRIEB@ctr.vax.vanderbilt.edu" 5-FEB-1995 11:29:18.38
To: 74104.3335@compuserve.com, gamoran
CC:
Subj: DRAFT Procedures Memo

ADAM/BILL: Here is a procedures memo that I will fax to Annette and bring to the meeting. Any comments (MINOR ONES)? I will fax this to Annette on Monday.

Procedures for the Study of Educators
(DRAFT-2/1995)

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

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

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

Specific Procedures

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

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

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

4 1

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

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

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

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

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

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

For more information contact: ?????

From: LHMIC@74104.2235.compuserve.com [mailto:LHMIC@74104.2235.compuserve.com] (Date: 1995-10-17 13:17:59.73)
To: "INFORMATION CLUB" <info@ctr.vax.vanderbilt.edu> <GOLDF@ctr.vax.vanderbilt.edu>
Cc: Alan Cameron <acameron>
Subject: Re: Comments on the survey

Ellen,

The cover page that I have refers to the Lead Community Project and being "an educator in one of the three communities...".

This doesn't seem to apply anymore. Also, it seems appropriate that each community be able to create its own cover letter. Perhaps we should leave the first paragraph and the "signature" (i.e., Lead Community Project) off and write in "First paragraph to be written by each community"?

ALL

From: LUDIC:"74104.2735@compuserve.com" 5-FF 4-1995 14:36:32.35
To: Ellen Goltring <goltrieb@ctr.vax.vanderbilt.edu>
CC: Adam Hamoran <ahamoran>
Subj: Draft Procedures memo

ellen,

A few "LUDIC" comments:

- 1. Typo: your 3rd guideline should be "3)".
- 2. For our information: Baltimore had allowed the educators to take the surveys home. They found it difficult to ask of the principals for the time to complete it during school hours.
- 3. Concerning the survey of EDUCATIONAL LEADERS, I think it should read "... all principals and/or designated administrators ...". The educational leaders survey seems to have been given to both principals AND administrators in the day schools.
- 4. Typo: concerning ID number, the parentheses should read "(a number from 1-99 identifying...)".

That's it,
Bill

From: EUNICE:"GOLDRIE@ctrvax.Vanderbilt.Edu" 5-FEB-1995 17:30:53.08
To: 74104.3335@compuserve.com
CC: gamoran
Subj: Re: Comments on the survey

Fine about the cover letter, I just think to make the survey seem
a real draft it should have something, so your suggestions are fine.



From: LJM1001:"741"4.1.17.45 (compuserve.com) [mailto:741@compuserve.com]
To: Ellen Goldring <goldrie@ictvax.vanderbilt.edu>
CC: Adan Samorin <atoran>
Subject: Cover page & yeshiva question Educators Survey

Adam & Ellen,

On the two (last?) things - the cover page & the yeshiva q:

1. Cover page

I thought that the cover page should be "ready to use" if communities choose not to make any additional comments. So, I offer a new (final?) revision to the cover page (sorry for the change):

Leave the cover page unsigned and replace the current first paragraph with the following:

"As an educator in a Jewish community, which has chosen to undertake the Council for Initiatives in Jewish Education Educators Survey, we appreciate your participation."

All else, leave as is.

2. Yeshiva question (A suggestion for dealing with this issue)

Instead of adding this issue to the degrees question, I suggest creating a new question and placing it immediately after the questions on early Jewish education (on the revised survey it would immediately follow q45). The new question would be as follows:

46. Have you attended a yeshiva since high school?

Yes 1 No 2

If Yes, for how many years? _____

I'll fax the revised cover page to you now. (for Adan with the survey; for Ellen separate).

Except for revisions which you suggest, I think that's it.
Will

From: EUNICE:"GOLDRIEB@ctr.vax.vanderbilt.edu" 6-FEB-1995 10:40:08.77
To: 74104.3335@compuserve.com
CC: gamoran
Subj: Re: Cover page & yeshiva @ on Educators Survey

My comments on the revised survey:

All your issues on the cover memo to us are fine by me. I like the idea of having a separate question for Yeshiva.

A few minor comments:

- 1) I do not like starting with the first question: do you have a career in Jewish ed, it is to abrupt, not setting the stage, etc. perhaps just change Q 1 and 2 in the new version.
- 2) new q. 9-e, delete workshops of, so the response will read "relevance to your teaching"
- 3) new item 11, a typo missing the word YOU after would
- 4) new item 23-I'm not sure about the directions here, check all that apply, maybe check one setting for each school
- 5) new item 29-I thought we decided not to include e: WHO the principal or director is...I may be mistaken but isn't this part of the reputation of the school..and what do we do if this goes to ed. leaders, they just skip it?
- 6) new items 30/31-why cant we just say health benefits, instead of the long wordy employer contribut to a health plan..
- 7) new item 35, please add, if yes TO QUESTION 34, which of the....
- 8) new item 36, f add I DO not....
- 9) new item 55, type of degree may not be clear, how about putting under it in parenth (BA, M.Ed, etc) for examples.

That's it for now. Ellen



facsimile
TRANSMITTAL

to: Adam Gamoran
fax #: (608) 263-6448
re: Revisions to Educators Survey
date: February 2, 1995
pages: 12, including cover sheet.

*Please ignore previous transmittal,
error occurred.
Thanks.*

From the desk of...

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

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

Revising the Educators Survey

Adam & Ellen,

The following are my suggested revisions based on the input received from both of you, from Roberta & Julie, and from four educators (representing all three setting types, and working in both one & more than one setting). I will e-mail you before our conference call on Friday any suggested revisions that I receive from Chaim/Marci, Ruth or Janice which differ from the following suggested revisions.

Question #1

Eliminate.

Question #2

Underline "career".

Question #3

Eliminate.

Question #4

Eliminate.

Question #5

I suggest adding certain items to this question that were removed from the survey with the elimination of Q1 and Q3:

- Opportunities for career advancement
- Amount of input you have into school policy
- Parental attitudes toward Jewish education

I also suggest adding several items from Q37:

- Availability of training opportunities
- Opportunities for career advancement
- Job security/tenure

This would allow the communities/us to do a cross-tabulation between this Q and Q61, to determine if there are certain factors that those who are leaving Jewish education or are undecided find less satisfying than those who are staying.

In order to maintain a reasonable number of items, I suggest removing item b (student behaviors), as it has a moderately high significant correlation with item a (student attitudes). I also suggest combining items i (physical settings and facilities) and j (resources available to you), as they also have a moderately high significant correlation. Finally, I added the item "Other" and reworded a couple of items. With all these changes, Q5 would look as follows.

5. The following items deal with aspects of the life of the 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 | | | | |
| b. Parental attitudes toward Jewish education | | | | |
| c. Feeling part of a larger Jewish community (such as a synagogue) | | | | |
| d. Respect shown you as a teacher by the community | | | | |
| e. Opportunity to work closely with other educators | | | | |
| f. Support from principal or supervisor | | | | |
| g. Amount of input you have into school policy | | | | |
| h. Availability of training opportunities | | | | |
| i. Salary | | | | |
| j. Benefits | | | | |
| k. Number of hours of teaching available | | | | |
| l. Opportunity for career advancement | | | | |
| m. Job security/tenure | | | | |
| n. Resources available to you
(e.g., books, project materials, classroom space) | | | | |
| o. Other (specify) _____ | | | | |

Question #6

Eliminate only the years. Ellen has suggested eliminating the whole question.

Question #7

Eliminate (to be partially included in new QII - see end).

Question #10

Suggested change:

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

QUERY: Should we use the word "working", "teaching", or "employed"? Either way, we should be consistent throughout the survey, starting with Q8, including Q22, and continuing to the end. The educators in the focus groups thought that "work" (as used in Q11) may include volunteer work.

Question #12

Suggested change:

12a. During the last two years, how many in-service workshops were you required to attend? _____
did you actually attend? _____
(Please write in the number. If none, write 0.)

QUERY: Do we want to do anything about the hours of these workshops? This is a difficult issue.

QUERY: Does the qualitative components of the module deal with issues such as integration of things learned at a workshop into one's classroom practices? Opportunities to discuss what's learned with other teachers, with the principal?

Questions #13/16/17

Ellen suggested that we include items from Q16 in this question. Roberta, Julie & the educators suggested breaking down "Judaic subject matter" into separate items. RB&J also suggested an item "subject matter (non-Judaic)". It seems that the items in Q16 and Q17 should correspond with the items in Q13. I suggest creating one or two questions.

I also suggest, in reference to their preferences for increasing knowledge/skills, we ask them to rank the items (top 3 if 2 questions, or top 5 if one question). The percentages did not vary considerably from one item to the next in either question (ranging from 29% to 46%, except for 2 items in each which received 54%, 56%, 58% and 67%).

QUERY: Roberta & Julie noted that none of the items in Q13, Q16, & Q17 deal with the important concept of "content-pedagogical knowledge". If CJE is pushing this, should we not have an item which asks the educators if they have taken classes in it or desire to do so? I'm not sure how to phrase this type of item?

QUERY: Is there a reason to only have them answer in regard to "LOCAL" workshops?

A suggested change (but needs work... too many items - perhaps separating it into two questions either by type of area or by past/future):

13. For each of the following areas of professional development, please indicate whether you have attended a workshop in the last two years. (Check either "Yes" or "No" for each item.)

Then, rank only the five most important areas in which you would like to take workshops in the future, by writing 1,2,3,4 or 5 next to your choice where 1 is the most important.

	Have Attended?		Desire to attend in future?
	Yes	No	Ranking (Top 5)
a. Classroom management			
b. Child development			
c. Lesson planning			
d. Curriculum development			
e. Creating materials			
f. Communication skills			
g. Parental involvement			
h. Motivating children to learn			
i. Hebrew language			
j. Customs and ceremonies			
k. Israel and Zionism			
l. Jewish history			
m. Bible			
n. Synagogue skills/prayer			
o. Rabbinic literature			
p. Art/drama/music (Jewish)			
q. Art/drama/music (general)			
r. Other (Please specify) _____			

Question #14

Eliminate.

There was basically no variation from one item to the next. And little variation between settings for each item (about 10% more day school educators than supplementary or pre-school found each one "very helpful" instead of "helpful"). This question seems more appropriate for a community's self-evaluation of its in-service programs than the educators survey.

Question #15

I suggest not separating out education from Judaica/Hebrew because it cannot be done for all the items (i.e., peer mentoring groups, self-study). This also relates to R&J's point about "pedagogical-content knowledge".

Suggested change:

15a. Beyond those required during the past two years did you:
(Check either "Yes" or "No" for each item.)

	Yes	No
a. Attend a course in Judaica or Hebrew at a community center or synagogue?		
b. Attend a course in education, Judaica or Hebrew at a college or university?		
c. Participate in an on-going study group with other educators (e.g., peer mentoring group)?		
d. Participate in a private (non-professional) Judaica or Hebrew study group?		
e. Study education, Judaica or Hebrew on your own?		
f. Participate in some other on-going form of study in education Judaica or Hebrew? (e.g., year-long seminar) (Specify) <u>study group, self-study</u>		

Question #18

Suggested change:

Speaking Reading Writing
(for comprehension)

Question #19

Suggested change:

19. How adequate are the opportunities in your community for:				
a. In-service workshops (that meet your needs)	1	2	3	4
b. Informal, on-going study with other educators (e.g., peer mentoring groups)	1	2	3	4
c. Degree granting programs in Judaic Studies / Hebrew	1	2	3	4
d. Certification in Jewish education	1	2	3	4

Question #32

Suggested change to the beginning and an additional item:

32. Which of the following affected your decision to work in the schools where you presently work?

(Check "Yes" or "No" for each item.)

...

...

...

h. Being a parent of a student in the school

i. Other (specify) _____

*** Delete the directions on the top of page 11. (A)

Question #34

Eliminate.

Questions #35/36

Eliminate both. Instead replace with new QII (see end) and the following::

36. If you work less than 25 hours per week [or whatever?] in Jewish schools and informal Jewish educational settings, would you consider working more than 25 hours (i.e., full-time employment)?

Yes No

Question #37

Items f (greater background in Judaica and Hebrew) and g (greater educational background) understood by the educators in the focus group as "could increase my own personal knowledge". This seems to be similar to item j (availability of training opportunities). So, I suggest eliminating f and g, as well as i (change in family status) since this has no planning implications.

The following suggested change incorporates the above eliminations, the rewording of several items, the addition of the item "Other", and a new order (so as to avoid a response bias).

37. If you answered "Yes" to the previous question #36, what things would encourage you to consider working more than 25 hours (i.e., full-time employment) in Jewish education?

Rank the three most important by writing 1,2, or 3 next to your choice where 1 is the most important.

- ~~a. Availability of additional positions/hours~~
- b. Opportunities for career advancement
- c. Opportunities to work closely with other educators
- d. Availability of training opportunities
- e. More resources at work
- f. Salary
- g. Benefits
- h. Job security/tenure
- i. Other

(Please specify) _____

Question #39

Eliminate.

Question #40

Reorder the first four items so as to be the same as in Q24.

Question #43

Remove the comma after "following".

Questions #46/48

Suggested changes to the first two items:

One day/week supplementary school

Two or more days/week supplementary school [?or Talmud Torah?]

QUERY: What should we do with educators who checked more than one response. The way we coded in the past was to code the "most intense" experience, but obviously this does not take into account the amount of time a teacher participated in each type of setting.

Question #49

Suggested change:

49. What is your age? _____

Question #50

What is your sex? Male Female

Question #54

Add category of "Less than \$1,000".

Typo: "\$35,000-\$39,999"

QUERY: The salary question... should we ask for hourly wages?

Question #57/58

QUERY: What about places like Bar-Ilan, where you can major in a non-Jewish subject, but still receive a substantial Jewish education?

58. Please specify all the degrees that you have earned after high school and the appropriate major (or field of study) for each degree. (List all that apply. If none, check the indicated box.)

If none, check here <input type="checkbox"/>	Type of Degree	Major(s)	Major(s)
Two-year degrees	_____	_____	_____
	_____	_____	_____
Degrees from teachers seminary (non-university)	_____	_____	_____
	_____	_____	_____
Bachelors degrees	_____	_____	_____
	_____	_____	_____
Masters degrees	_____	_____	_____
	_____	_____	_____
Doctorates	_____	_____	_____
	_____	_____	_____
Rabbinic ordination	_____	_____	_____
Other degrees	_____	_____	_____
	_____	_____	_____

Question #59

Eliminate.

Question #61

Suggest changing item 7 (I plan to seek a position outside of Jewish education.) into two items:

- I plan to seek an education position in a non-Jewish setting.
- I plan to leave the field of education.

New Questions to Include:

I. Currently enrolled in a degree program. Place after Q58.

Are you currently enrolled in a degree program?

Yes No

If Yes, for what degree? _____
In what major(s)? _____

II. Positions in Jewish education (outside of schools). Place before Q36.

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

- tutor students privately in Judaica or Hebrew
- work with a Jewish youth group
- work in a Jewish camp
- work in a Jewish adult education program
- other work in an informal Jewish educational setting
(please specify) _____

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

III. Positions outside of Jewish education. Place after Q60.

In addition to your position(s) in Jewish education, are you currently: (check all that apply)

- an educator in a non-Jewish setting
- engaged in other employment outside the home
- (please specify) _____
- not employed elsewhere

In total, how many hours per week do you work in the positions listed above? _____
and you employed outside of school

IV. On participating in a youth group before college. Place before Q48.

Did you belong to a Jewish youth group?

Yes No

If Yes, how many years? _____

revisions

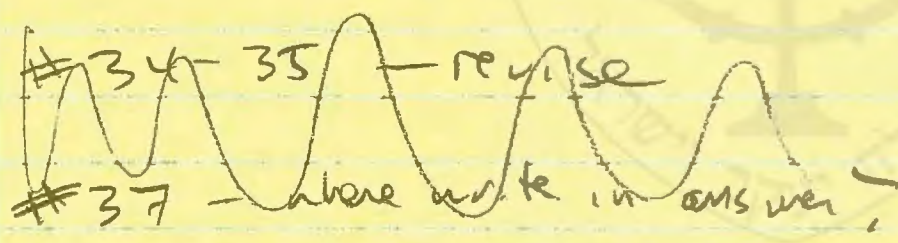
#5. The following items deal w/ d.f. ... character. (The)

12 - see

15 - see

#22 - what to do >
- separate - classm teaching
- overall work. | >>
1, 1

32 revise &



43 drop comma

49 what is your age?

50 what is your sex? >

#53 Not married

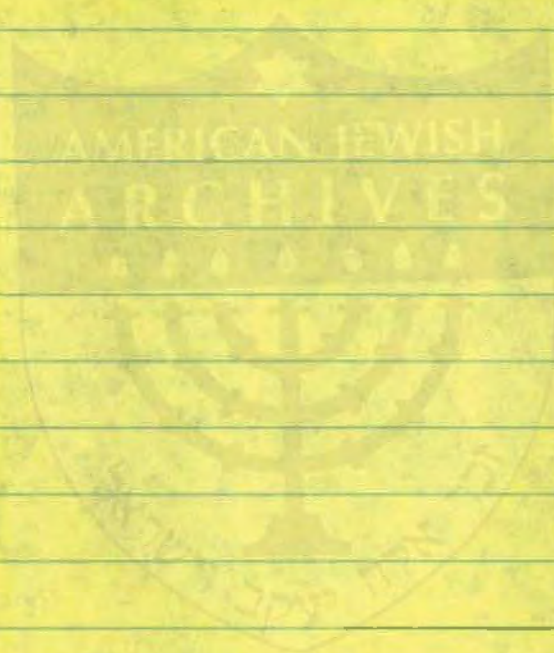
54 < \$1000

#60 what can we do to improve this? >

cond. dates for dropping

4

39



From Boston

#6 List all the degrees you hold, write in major field

Degree

field

BA/BS/BW

MA/MS

— can we set this out of our data???

#9 In add.t to your pos.t(s) in T ed, are you:

— s

— h

— telework

— other work

From LA - about courses in ed (rather than credits)??

From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu" 2-FEB-1995 09:14:03.19
To: 74104.3335@compuserve.com, gamoran
CC:
Subj: MEMO for MEF advisory meeting

Issues for Consideration in the Preparation of the Educator
Survey Module

MEF ADVISORY COMMITTEE- 2/9/95

We assume there are four important objectives to consider in preparing the educator survey module for use:

- 1) feasibility of use
- 2) quality control
- 3) creating a repository for data/comparability of data
- 4) accessibility of data for wider use

Focusing on these objectives we should consider a number of options:

1) Comprehensive Package Model

Accompanying the module (the actual questionnaire/interview instruments and instructions) will be a complete codebook covering all variables, including alternative codings of certain variables. In addition, we would offer a complete SPSS program already set up to receive the questionnaire data. Finally, a guide for analyzing the data and writing a report would be included.

During the data collection stage there will be a "hotline" number where communities can call for clarification and help concerning sampling, questionnaire distribution, data analysis, etc (although the module will have detailed directions).

Communities would be required to provide the raw data and the completed reports to CIJE/or another central agency.

The advantages of this comprehensive approach is:

Communities that want to undertake data analysis themselves will have a complete set of materials to do so. This will also ensure greater comparability of data and quality. This will build the capacity in communities to engage in the self-study process.

Disadvantage: It is a great deal of work for us to get this type of package prepared. Is it realistic to think that if communities have this comprehensive material they will a) want to use it, and b) know how to use it? This does not really address secondary data analysis, report writing beyond individual communities and issues of the wider research agenda.

Issues for consideration: a) Cost to communities (both the cost of the module itself and manpower hours/expertise to implement data analysis, and report writing.

b) The need for periodic training seminars for communities to implement and use the complete module package, and

c) Requirement of communities to submit data to central repository

d) Who will be responsible for the "hotline" to answer questions?

e) Who will be responsible for collecting raw data, compiling it,

3

propose to Mary

lots of work
who?

we work w/ another agency who can carry out S-duey for communities

advertising its availability, etc.

National

2) Outside External ~~General~~ Agency Model

In addition to the comprehensive "package" model, where communities can collect/analyze/write reports independently, we should also consider the option of having a third party take on this task. The communities would implement the module in terms of data collection and would forward the collected data to a central "address" such as JESNA, or CUNY. This central place would then analyze the data, write the report, and house the data. The central agency would also be responsible for fielding questions during the data collection stage.

Advantages: ^{By some of} The central address would quickly become experts in this type of work. This could enhance quality control, as well as ensure that the data is compiled in a comparable manner and housed in a central location. This could also enhance the distribution of reports from a more national perspective. Furthermore, this may allow for greater "objectivity" in the process as it is removed from community pressures. Often information coming from outsiders are viewed more favorable with higher status and expertise. There would have to be one major training session by CIJE for the central agency. The central agency could be responsible for periodic reports of cross community reports as well as advertising the availability of the data for secondary use for dissertations, grant proposals, and other research projects.

Disadvantages: This is a not a "capacity building" model. That is, the communities are not learning to use this type of methodology as an option in their ongoing planning. The responsibility on the central agency is very great. Hence the choice of such an agency would be of central concern and their mandate would have to be clear.

Issues for Consideration:

- a) cost
- b) Nature of the relationship between the communities and central agency-such as level of interaction, time spent with each community

once the packages have been prepared

In both of these models CIJE's role is minimal. We may want to offer both options.

NOTE TO ADAM/BILL

I did not know really how to fit the interview "analyses" into all this. What do you think? Who would analyze interviews and write reports. Do the interviews fit in with either of these models? Do I need to address it specifically in this document, or just assume it applies to both.

3) Comms on their own
- we prep instr, release when asked

Adv - we're done
Disadv - no control

From: EUNICE::"74104.3335@compuserve.com" 2-FEB-1995 12:48:32.06
To: "INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu"
<GOLDRIEB@ctrvax.vanderbilt.edu>
CC: Adam Gamoran <gamoran>
Subj: Re: MEMO for MEF advisory meeting

Ellen,

A couple of remarks on the MEF memo.

1. A trivial point: I would use the term "central body" or "national agency", instead of "central agency" so as not to confuse it with the Boards of Jewish Education in each community which are called "central agencies".

2. Concerning the interviews: I don't think any national body would want to spend the time & personnel resources doing in-depth interviews in every community that chooses to undertake the Educators Survey. Perhaps, focus groups? For either option (1 or 2), we should consider that the national body or community may choose to write a report without engaging in the interviews. Thus, should they be packaged as "recommended"?

3. The whole issue of the relationship between the communities and a national body seems very complex and important. For instance, would the communities be paying for their services, as they would any outside consultant? If so, where's the attraction to doing the Educators Survey as opposed to an alternative study process? Moreover, would the national body be able to modify our instrument and the process of analysis? Would the communities be able to do so, to suit their needs and financial/personnel resources? Who would decide these issues?

4. There may be a fifth objective: facilitating the development of Personnel Action Plans in each community. If so, we must consider carefully the relationship between the two pieces. Option 1 has the advantage of facilitating buy-in and the (seemingly difficult) transition to the PAPs. If a national body is in charge, will they have any responsibility for this part? Will they have the expertise? Will CIJE step-in at this time? Will there be a PAP module?

[Also, though we haven't done any work on it... there is a step between Educators Survey and PAP: what prof. dev. opportunities already exist & what are our resources for further development of them?]

If they engage in surveys but don't create PAP's, we may create lots of great data to display on a national level, but fail in creating change!

To harp on a point I've made before - we (CIJE) have not really examined how a community would successfully engage in the whole process from start to finish (i.e., from collecting data to evaluating change created by implementation of PAPs).

Bill

From: EUNICE::"74104.3335@compuserve.com" 3-FEB-1995 11:03:25.41
To: Adam Gamoran <gamoran>
CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>
Subj: Additional suggested revisions

Adam & Ellen,

A few additional suggested revisions and issues to consider, based on my consultations with Chaim/Marci and Ruth. I talked with Janice today, and she'll give me her comments as soon as she can (she just returned to work yesterday after a trip to Israel). I still haven't heard from Gail.

on Q5 -

Additional item: "Support from consultants outside your school".

on Q9 (on seniority/stability) - ** Important to consider **

In which "current setting"? - Perhaps we should move Q9-11 to after Q22, and ask them to answer Q9 for their first and second school?

following Q12 -

It has been suggested that we ask some additional questions regarding workshops attended and staff training. Three questions:

1. A question asking if they have attended specific types of workshops. This would give us a better idea of what the number of workshops refers to. If so, what are the possible options?
2. How much time would you be willing to spend on professional training?
3. What things would encourage you to spend additional time on professional training?

on Q32 -

Additional item: "Who the principal or director is".

on Q55 -

Eliminate. Found to be offensive to educators.

on Q60 -

Ask (after each item), "If Yes, from where? _____".

These are the main suggested changes and issues. As we go through the questions, I may have some small comments on wording and format. Speak to you at 2:00 (your time).

Bill

Over view

This is the C I J F S of EDVCS

+ contains 2 components etc.

+ AG brings quality component

+ AG brings agenda

facsimile

TRANSMITTAL

to: Adam Gamoran
fax #: (608)265-5389
re: Educators Survey
date: February 5, 1995
pages: 20, including cover sheet.

Adam,

Two notes on the survey format.

1. The graphic boxes would go where the numbers are (e.g., Yes 1 No 2) and where there are lines (e.g., _____ a. Classroom management) that require the educator to check the correct response.

Other lines (e.g., If Yes, how many years? _____) where they are required to write in a number would remain as lines.

2. The only other change that has been made to the survey (which we have not discussed) are the inclusion of additional instruction comments like "(Check one response for each item)". I added additional comments in where I thought they would be of assistance to the educators.

Bill

From the desk of...

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

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

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educator,

We appreciate ~~the~~ your participation in this
~~As an educator in a Jewish community, which has chosen to undertake the Council for Initiatives~~
~~in Jewish Education Educators Survey, we appreciate your participation.~~

Survey of Jewish educators in this community.

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

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

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

Thank you very much for your participation and cooperation.

Council for Initiatives in Jewish Education

EDUCATORS SURVEY

I. ATTITUDES

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

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

Yes 1 No 2

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

(Check one response for each item)

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

II. EXPERIENCE

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

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

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

4. Have you ever worked in general education?

Yes 1 No 2

If Yes, how many years? _____

III. TRAINING AND STAFF DEVELOPMENT

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

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

Yes 1 No 2

If Yes, how many were you required to attend? _____

6. In total, how many in-service workshops did you actually attend during the last two years? _____

whether req or not?

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

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

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

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

9. What ~~things~~ would encourage you to spend additional time on professional training?

Check only the two most important items that are most imp't to you.

- a. Increased salary
- b. Release time
- c. Tuition subsidies
- d. Topics of personal interest
- e. Workshops of relevance to your teaching
- f. Availability of certification
- g. Other (specify) _____

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

(Check Yes or No for each item)

Yes No

a. Attend a course in Judaica or Hebrew at a community center or synagogue?	1	2
b. Attend a course in Judaica or Hebrew at a college or university?	1	2
c. Attend a course in education at a college or university?	1	2
d. Participate in a private Judaica or Hebrew study group?	1	2
e. Study Judaica or Hebrew on your own?	1	2
d. Participate in some other on-going form of study in Judaica or Hebrew (e.g., year-long seminar)? (specify) _____	1	2

11. In which of the following areas would like to develop your skills further?

Check only the three most important.

- ___ a. Classroom management
- ___ b. Child development
- ___ c. Lesson planning
- ___ d. Curriculum development
- ___ e. Creating materials
- ___ f. Communication skills
- ___ g. Parental involvement
- ___ h. Motivating children to learn
- ___ i. Other (specify) _____

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

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

13. How proficient are you in Hebrew?

(Check one response for each item)	Fluent	Moderate	Limited	Not at all
a. Speaking	1	2	3	4
b. Reading	1	2	3	4
c. Writing	1	2	3	4

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

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

IV. SETTINGS

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

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

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

Yes 1 No 2

17. How many hours per week are you employed at each school?
(List them in order, so that you work the most hours at the first school and so on.)

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

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

First school _____ Second school _____ _____

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

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

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

21. What is the affiliation of each school?

(Check one response for each school)

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

22. How many students are in each school?

First school _____ Second school _____

23. In what settings do you work?

(Check all that apply)

First school

Second school

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

24. What subjects do you primarily teach this year?

(Check all that apply)

First school

Second school

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

25. In what grade levels are your primary assignments?

First School

Second school

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

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

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

(Check one response for each item)	Frequently	Occasionally	Seldom	Never
a. Principal 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
g. Other (specify) _____	1	2	3	4

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

(Check one response for each item)	Frequently	Occasionally	Seldom	Never
a. Principal 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
g. Other (specify) _____	1	2	3	4

29. Which of the following factors affected your decision to work in the schools in which you presently do?

(Check Yes or No for each item)	First school		Second school	
	Yes	No	Yes	No
a. Hours and days available for teaching	1	2	1	2
b. Salary	1	2	1	2
c. Location	1	2	1	2
d. Friends who teach there	1	2	1	2
e. Who the principal or director is	1	2	1	2
f. Reputation of the school and students	1	2	1	2
g. Religious orientation	1	2	1	2
h. My own synagogue	1	2	1	2
i. Other (specify) _____	1	2	1	2

Don't know

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

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

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

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

32. Are you a full-time Jewish educator?

Yes 1

No 2

in Jewish education

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

Yes 1

No 2

(If No, skip to Question #36)

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

in one school 1

in several schools 2

35. If Yes, which of the following would encourage you to work more hours? Rank only the three most important by writing 1, 2 or 3 next to your choice where 1 is the most important.

- a. Salary _____
- b. Benefits _____
- c. Job security, tenure _____
- d. Opportunities for career advancement _____
- e. Opportunities to work closely with other educators _____
- f. Availability of training opportunities _____
- g. More resources at work _____
- h. Change in family status _____
- k. Other (specify) _____

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

- ___ a. tutor students privately in Judaica or Hebrew
- ___ b. work with a Jewish youth group
- ___ c. work in a Jewish camp
- ___ d. work in a Jewish adult education program
- ___ e. do other work in an informal Jewish educational setting
(please specify) _____
- ___ f. not work in an informal Jewish educational setting

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

V. BACKGROUND

Next we are going to ask you about yourself.

37. Are you Jewish?

Yes 1 No 2

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

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

39. Are you currently a member of a synagogue?

Yes 1 No 2

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

Yes 1 No 2

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

- a. Light candles on Friday evening
- b. Attend a Seder in your home or somewhere else
- c. Keep Kosher at home
- d. Light Hanukkah candles
- e. Fast on Yom Kippur
- f. Observe Sabbath
- g. Build a Sukkah
- h. Fast on Tisha B'Av and minor fasts such as Ta'anit Esther
- i. Celebrate Israel Independence Day

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

41. During the past year, did you:

(Check Yes or No for each item)

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

42. Have you ever been to Israel?

Yes 1 No 2

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

Yes 1 No 2

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

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

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

Yes 1 No 2

If Yes, how many summers? _____

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

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

46. What is your age? _____

47. What is your sex?

- Male 1 Female 2

48. Where were you born?

- 1 USA
- 2 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 No 2

51. What is your annual salary from your teaching?

(Check one range for each school)	First school	Second school
Less than \$1,000	1	1
\$1,000 - \$4,999	2	2
\$5,000 - \$9,999	3	3
\$10,000 - \$14,999	4	4
\$15,000 - \$19,999	5	5
\$20,000 - \$24,999	6	6
\$25,000 - \$29,999	7	7
\$30,000 - \$34,999	8	8
\$35,000 - \$39,999	9	9
Over \$40,000	10	10

52. What is your approximate total family income?

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

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

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

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

Yes 1

No 2

?? If yes

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

	Type of Degree	Major(s)	Minor(s)
Two-year degrees	_____	_____	_____
Degrees from teachers seminary (non-university)	_____	_____	_____
Bachelors degrees (e.g. BA, BS, BEd, BHL, etc.)	_____	_____	_____
Masters degrees	_____	_____	_____
Doctorates	_____	_____	_____
Rabbinic ordination	_____	_____	_____
Other degree	_____	_____	_____

56. Are you currently enrolled in a degree program?

Yes 1

No 2

If Yes, for what degree? _____

in what major(s)? _____

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

(Check Yes or No for each item)

Yes

No

a. Jewish education

1

2

If Yes, from where? _____

b. General education

1

2

If Yes, from where? _____

c. Other (specify) _____

1

2

If Yes, from where? _____

58. In addition to your position(s) in Jewish education, are you currently:
(Check all that apply)

- a. an educator in a non-Jewish setting
- b. engaged in other employment outside the home
(specify) _____
- c. not employed elsewhere
- d. a student

In total, how many hours per week are you employed outside of Jewish education? _____

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

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

Thank you very much for your cooperation!

From: EUNICE:"74104.3335@compuserve.com" 5-FEB-1995 11:19:56.61
To: Adam Gamoran <gamoran>
CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>
Subj: Comments on the survey

Adam & Ellen,

The (final?) draft of the revised survey is done. I'll be faxing it to your respective departments tonight (today for Ellen). Adam, if you read this on Sunday, e-mail me which fax # I should use. If I don't hear from you, I'll just fax to both numbers.

I have made a few additional (minor) revisions that we did not speak about on Friday. I thought you may want to see them before Monday.

All Q#'s are from the original survey [Q#'s in parenthesis are from the revised survey]. Sorry, it's a bit confusing.

1. Q13 [Q7] had read "...have you attended local workshops in any of the following areas?". However, in Q12 [Q5 & Q6], Q14 [Q8], and Q15 [Q10] we did not discriminate between local and non-local. I suggest eliminating the word "local" from Q13 [Q7].

2. I reworded item "e" in Q14 [Q8] to be the same as item "e" in Q13 [Q7]- from "New curricula" to "Curriculum development".

3. I placed Q42 as a follow-up within Q41 [Q39]. Thus it now follows the same pattern as Q45 [Q42]. It now reads:

41 [39]. Are you currently a member of a synagogue?

Yes 1 No 2

If Yes, are you a teacher in the synagogue in which you are a member?

Yes 1 No 2

4. Q48 [Q45](JSAFTR13) - there was some confusion as to whether "after you were thirteen" included college. I added a phrase so that it now reads: "...after you were thirteen (and before college)?".

5. In Q55 [Q52], the salary ranges are not all-inclusive (that is, there are incomes which fall between the possible responses). For example, if my family income is \$30,500, do I check "\$30,000 or less" or "\$31,000 - \$45,000". I don't think we should change the responses, since this would make the lead community data non-comparable. Instead, I suggest adding the word "approximate", so that the question now reads "What is your approximate total family income?".

6. Concerning the new Q on work in informal Jewish educational settings [Q36], I added the possible response "not work in an informal Jewish educational setting", so there won't be problems with distinguishing between not working and missing data. ALSO, I moved this Q [Q36] to after Q37 [Q35], for formatting reasons and for clarity. It would be confusing to ask this new question right before asking if they prefer additional hours in one school or in several schools.

7. One conceptual issue (no changes made yet):

It was noted by Chaim/Marci and an educator (from Israel) that Q58 [Q55] and its use to define professional training does not take into account a person (the educator) who has a degree from Bar Ilan where everyone regardless of major must still take courses in Judaism OR a

person who is attending a yeshiva (either in conjunction with college or alone).

Ellen suggested adding the category of Yeshiva to the degree listing or having a separate question. If so, we should somehow get a sense of how much time they have spent and if they "completed" anything. Any suggestions?

Thanks,
Bill

From: EUNICE:"74104.3335@compuserve.com" 5-FEB-1995 21:14:39.65
To: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>
CC: Adam Gamoran <gamoran>
Subj: Cover page & yeshiva Q on Educators Survey

Adam & Ellen,

On the two (last?) things - the cover page & the yeshiva Q:

1. Cover page

I thought that the cover page should be "ready to use" if communities choose not to make any additional comments. So, I offer a new (final?) revision to the cover page (sorry for the change):

Leave the cover page unsigned and replace the current first paragraph with the following:

"As an educator in a Jewish community, which has chosen to undertake the Council for Initiatives in Jewish Education Educators Survey, we appreciate your participation."

All else, leave as is.

2. Yeshiva question (A suggestion for dealing with this issue)

Instead of adding this issue to the degrees question, I suggest creating a new question and placing it immediately after the questions on early Jewish education (on the revised survey it would immediately follow Q45). The new question would be as follows:

46. Have you attended a yeshiva since high school?

Yes 1 No 2

If Yes, for how many years? _____

I'll fax the revised cover page to you both (for Adam with the survey; for Ellen separate).

Except for revisions which you suggest, I think that's it.
Bill

From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu" 6-FEB-1995 10:40:08.77
To: 74104.3335@compuserve.com
CC: gamoran
Subj: Re: Cover page & yeshiva Q on Educators Survey

My comments on the revised survey:
All your issues on the cover memo to us are fine by me. I like the idea of having a separate question for Yeshiva.

A few minor comments:

- 1) I do not like starting with the first question: do you have a career in Jewish ed, it is too abrupt, not setting the stage, etc. perhaps just change Q 1 and 2 in the new version.
- 2) new q. 9-e, delete workshops of, so the response will read "relevance to your teaching"
- 3) new item 11, a typo missing the word YOU after would
- 4) new item 23-I'm not sure about the directions here, check all that apply, maybe check one setting for each school
- 5) new item 29-I thought we decided not to include e: WHO the principal or director is...I may be mistaken but isn't this part of the reputation of the school..and what do we do if this goes to ed. leaders, they just skip it?
- 6) new items 30/31-why can't we just say health benefits, instead of the long wordy employer contribute to a health plan..
- 7) new item 35, please add, if yes TO QUESTION 34, which of the....
- 8) new item 36, f add I DO not....
- 9) new item 55, type of degree may not be clear, how about putting under it in parentheses (BA, M.Ed, etc) for examples.

That's it for now. Ellen



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION



Dear Educator,

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

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

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

Thank you very much for your participation and cooperation.

Council for Initiatives in Jewish Education

EDUCATORS SURVEY

I. ATTITUDES

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

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

(Check one response for each item)

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

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

Yes 1 No 2

II. EXPERIENCE

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

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

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

4. Have you ever worked in general education?

Yes 1 No 2

If Yes, how many years? _____

III. TRAINING AND STAFF DEVELOPMENT

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

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

Yes 1 No 2

If Yes, how many were you required to attend? _____

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

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

(Check Yes or No for each item)

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

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

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

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

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

- a. Increased salary
- b. Release time
- c. Tuition subsidies
- d. Topics of personal interest
- e. Relevance to your teaching
- f. Availability of certification
- g. Other (specify) _____

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

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

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

- _____ a. Classroom management
- _____ b. Child development
- _____ c. Lesson planning
- _____ d. Curriculum development
- _____ e. Creating materials
- _____ f. Communication skills
- _____ g. Parental involvement
- _____ h. Motivating children to learn
- _____ i. Other (specify) _____

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

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

13. How proficient are you in Hebrew?

(Check one response for each item)	Fluent	Moderate	Limited	Not at all
a. Speaking	1	2	3	4
b. Reading	1	2	3	4
c. Writing	1	2	3	4

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

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

IV. SETTINGS

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

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

what tables? - check all of them. - affil. info. provided!

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

Yes 1 No 2

17. How many hours per week are you employed at each school?
(List them in order, so that you work the most hours at the first school and so on.)

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

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

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

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

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

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

21. What is the affiliation of each school?

(Check one response for each school)

First school Second school

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

22. How many students are in each school?

First school _____ Second school _____

23. In what settings do you work?

(Do not check more than one for each school)

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

24. What subjects do you primarily teach this year?

(Check all that apply)

	First school	Second school
<i>no teaching</i> a. Hebrew language	_____	_____
b. Judaica (e.g., Bible, history, holidays) in Hebrew	_____	_____
c. Judaica (e.g., Bible, history, holidays) in English	_____	_____
d. Bar/Bat Mitzvah preparation	_____	_____
e. Secular subjects (e.g., math, reading, science)	_____	_____
f. Other (specify) _____	_____	_____

25. In what grade levels are your primary assignments?

First School	Second school
_____	_____
_____	_____

?? who if ed leaders??

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

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

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

(Check one response for each item)

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

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

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

29. Which of the following factors affected your decision to work in the schools in which you presently do?

(Check Yes or No for each item)	First school		Second school	
	Yes	No	Yes	No
a. Hours and days available for teaching	1	2	1	2
b. Salary	1	2	1	2
c. Location	1	2	1	2
d. Friends who teach there	1	2	1	2
e. Principal and/or professional staff	1	2	1	2
f. Reputation of the school and students	1	2	1	2
g. Religious orientation	1	2	1	2
h. My own synagogue	1	2	1	2
i. Other (specify) _____	1	2	1	2

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

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

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

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

32. Are you a full-time Jewish educator?

Yes 1 No 2

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

Yes 1 No 2 (If No, skip to Question #36)

would like to work more hours,

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

in one school 1 in several schools 2

would like to work more hours,

35. If you answered Yes to Question 33, which of the following would encourage you to work more hours? Rank only the three most important by writing 1, 2 or 3 next to your choice where 1 is the most important.

- a. Salary _____
- b. Benefits _____
- c. Job security, tenure _____
- d. Opportunities for career advancement _____
- e. Opportunities to work closely with other educators _____
- f. Availability of training opportunities _____
- g. More resources at work _____
- h. Change in family status _____
- k. Other (specify) _____

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

- ___ a. tutor students privately in Judaica or Hebrew
- ___ b. work with a Jewish youth group
- ___ c. work in a Jewish camp
- ___ d. work in a Jewish adult education program
- ___ e. do other work in an informal Jewish educational setting (please specify) _____
- ___ f. I do not work in an informal Jewish educational setting

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

V. BACKGROUND

Next we are going to ask you about yourself.

37. Are you Jewish?

Yes 1 No 2

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

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

39. Are you currently a member of a synagogue?

Yes 1 No 2

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

Yes 1 No 2

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

- a. Light candles on Friday evening
- b. Attend a Seder in your home or somewhere else
- c. Keep Kosher at home
- d. Light Hanukkah candles
- e. Fast on Yom Kippur
- f. Observe Sabbath
- g. Build a Sukkah
- h. Fast on the ~~fast~~ ^{Fast} of Esther
- i. Celebrate Israel Independence Day

41. During the past year, did you:

(Check Yes or No for each item)

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

42. Have you ever been to Israel?

Yes 1 No 2

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

Yes 1 No 2

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

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

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

Yes 1 No 2

If Yes, how many summers? _____

45. Did you belong to a Jewish youth group?

Yes 1 No 2

If Yes, how many years? _____

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

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

47. Have you attended a yeshiva after age eighteen?

Yes 1 No 2

If Yes, for how many years? _____

48. What is your age? _____

49. What is your sex?

Male 1 Female 2

50. Where were you born?

1 USA

2 Other (please specify country) _____

51. Marital status

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

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

Yes 1 No 2

53. What is your annual salary from your teaching?

principals & work in T.S. WS

(Check one range for each school)

First school

Second school

Less than \$1,000	1	1
\$1,000 - \$4,999	2	2
\$5,000 - \$9,999	3	3
\$10,000 - \$14,999	4	4
\$15,000 - \$19,999	5	5
\$20,000 - \$24,999	6	6
\$25,000 - \$29,999	7	7
\$30,000 - \$34,999	8	8
\$35,000 - \$39,999	9	9
Over \$40,000	10	10

54. What is your approximate total family income?

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

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

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

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

Yes 1 No 2

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

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

57. Are you currently enrolled in a degree program?

Yes 1 No 2

If Yes, for what degree? _____

in what major(s)? _____

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

(Check Yes or No for each item)	Yes	No	
a. Jewish education	1	2	If Yes, from where? _____
b. General education	1	2	If Yes, from where? _____
c. Other (specify) _____	1	2	If Yes, from where? _____

59. In addition to your position(s) in Jewish education, are you currently:
(Check all that apply)

- a. an educator in a non-Jewish setting
- b. engaged in other employment outside the home
(specify) _____
- c. not employed elsewhere
- d. a student

In total, how many hours per week are you employed outside of Jewish education? _____

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

- 1 I plan to continue what I'm doing. *diff than what?*
- 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. *Doesn't work if this is for leaders*
- 5 I plan to have a position in Jewish education other than in a school (such as a central agency).
- 6 I plan to be involved in Jewish education in Israel or in some other country.
- 7 I plan to seek an education position in a non-Jewish setting.
- 8 I plan to leave the field of education.
- 9 I plan not to work.
- 10 I plan to retire.
- 11 I don't know. I am uncertain.
- 12 Other (specify) _____

Thank you very much for your cooperation!

GAMO\$ type edsurv.wr3

From: EUNICE::"74104.3335@compuserve.com" 24-FEB-1995 18:28:00.95

To: Adam Gamoran <gamoran>

CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>

Subj: Survey revisions

Adam & Ellen,

The following are a list of suggested revisions or issues to consider (to date) in regard to the educators survey. If I receive more, I will either e-mail a revised version of this or a separate addendum, depending on the length of any additional suggestions.

Question #1

There are three possible options for this question.

OPTION A:

Eliminate it and insert certain items (e.g., salary, etc.) into other questions.

** The problem with this option is that all the items (except e and f) may need to be inserted into other questions. We need to decide which ones are important? And where to insert them?

OPTION B:

Keep as is, except for minor emendations:

- Change item d to read "Respect shown you as an educator by the community".
- Change item k to read "Number of hours of employment available".
- Additional item (to be placed after f) - "Support from Rabbi".

** The problem (suggested by Inbar), with leaving the question (essentially) as is, is two-fold. First, we don't know what reality is in regard to certain questions (e.g., what are the students attitudes). Second, we don't have any information on an important mediating variable between reality and their feelings of satisfaction - expectations! In other words, satisfaction exists in relation to a set of criteria. What are these criteria?

In considering this, I think the same could be said for the concept of "adequacy". Thus, I suggest using the term "adequacy" but framing the question so that there is a pre-determined focus. In question #14, the focus is on "opportunity". For this revised question, I suggest focusing on "having a career".

Moreover, the whole notion of what a career is and why educators answered "Yes" or "No" to the question of having a career remains a relative mystery to us. It is important to begin unraveling the mystery. Thus, I suggest the following option.

OPTION C:

Ask question #2 about careers. Then, ask the following:

"The following are considered important aspects of having a career. How adequate have you found each one during your work in Jewish education?"

Most of the items from Q #1 can fit into this framework, with the possible exceptions of "Support from principal or supervisor", "Feeling part of a larger Jewish community, such as a synagogue", "Student attitudes toward Jewish education", and "Parental attitudes toward Jewish education". Perhaps, the last two can be reworded.

If we change the question as such, are there any other items that should be included? (I've taken the liberty of e-mailing Gail on this.)

Finally, where to put it in the survey? I would start the survey with Q #3, followed by Q #4, then Q #2, and lastly this revised

question.

Question #7 & #8

Possible additional items:

- "Child development" or "Child or adult development"
- "Administration" or "School management" or change item d to read "Classroom or school management"
- "Leadership"
- ~~others~~ items (e.g., staff supervision, etc.)

Questions #11

Additional skill areas need to be included so that the question is pertinent to educational leaders.

- Either change item a to read "Classroom or school management", or add another item which reads either "School management" or "Administration"
- Change item b to read "Child or adult development".
- Change item d to read "Curriculum or program development".
- Decide whether to change item g "Parental involvement" to read "~~Working with parents and volunteers~~" ?
- Possible additional items:
 - Strategic planning and development
 - Staff supervision and professional development
 - Leadership

Question #12

- Change item b to read "Rituals and practices". *ok*
- Additional item - "Jewish thought" or "Modern Jewish thought".

Question #13

Again, back to the same issue. Gail said that item b should read "Reading with comprehension". The educators in the focus group understood it as "without comprehension". Julie/Roberta confirmed this.

I understand the problem in asking about comprehension (i.e., Biblical Hebrew? Prayer book? Modern?) But, we may want to consider having two separate items (i.e., with and without comprehension). So far, Gail, Chaim/Marci, Roberta/Julie and myself have raised this issue.

NO/NO/NO

Question #14

- Add item "Certification in Administration/Supervision".

Question #15 & #16

Gail suggested changing Q #15 to read "How many paid positions in Jewish education do you hold?" and in Q #16 to replace "school" with "setting".

The problem with this rewording is that the following questions refer specifically to schools. As is, we are specifically asking about schools (i.e., formal educational settings) in Q #15 through Q #31.

NO

Insert new question after Q #23

23/24. What position(s) do you hold in each school?

(Check all that apply) First school Second school

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

Does item f cover pre-school director? *yes, of course!*

What about other roles, such as program director (adult education), director of family education, and specialist (in special education or art/drama/music)? *in column*

Question #24

- Add item g - "Not presently teaching".
- Is item g sufficient to cover educational leaders?

Question #25

- Either add at end, " ___ Does not apply".

OR

include analysis instructions to filter our educational leaders.

why? ch to response v.

Question #26

- Change the question to read "How did you find your present position(s)?" ✓

Question #27 & #28

- Eliminate item c ("Other teachers"). *no*
- Include items from educational leaders survey:
 - (following "Rabbi":)
 - Other colleagues in the community
 - Other colleagues outside the community
 - (following "Teacher resource center":)
 - National movement
 - Professional organization

ok

Question #28

Possibly eliminate because of length. If so, move Q #27 to after Q #31. *ok*

ok

Question #29

Possible additional items include:

- Community
- Rabbi/Supervisor
- Career Advancement *ok*
- Spouse's work *ok*

no

Question #30 & #31

- Change the question to read "Which of the following benefits are available to you in the ... school?"

good

- Add additional item after a, "Free or reduced tuition for yourself or adult family member".

no

Question #33

- Change the question to read "Would you consider working more hours..."

✓

Question #34

- Change question to read "If you would consider working more hours, would you prefer to add hours by working:"

✓

Question #35

- Change the question to read "If you would consider working more hours, which of the following would encourage you to do so? Rank only the ..."

✓

Question #40

- Change item h, so that "Fast" is capitalized.

✓

Question #41

- Change item b to read "Attend synagogue on Shabbat at least twice a month"
- Change item d to read "Daven daily"
- Possibly replace the word "synagogue" with "services" for items a, b, and c.

no

no

Question #42

Gail raised the issue of asking for additional information regarding their experiences in Israel.

- At what age(s)?
- In what program(s)?
- In what capacity(ies) (i.e., live, study or be at camp)?

no

While possibly important, this could get unwieldy considering that they may have gone to Israel on numerous occasions.

Question #43

- Change item c to read "Day school or yeshiva"

✓

Question #46

- Separate item c into two items
 - Day school
 - Yeshiva

✓

Question #50

- Change item 2 to read "Other (specify country) _____"

✓

Question #53

Three issues:

1. Changing the question:

- Insert the word "total" so that it reads "What is your total annual salary..."

2. Changing the question:

- So that it reads

"What is your total annual salary from your work in Jewish school(s)?"

OR

"What is ... from your work in Jewish education?"

The issue is do we want to count money from informal education. In the original version we asked about "teaching". However, in Q #55 (revised survey) we ask "How important to your household income is the income you receive from Jewish-education?" Either way, Q #53 & #55 should read the same. *

3. Additional items need to be added so that the final item reads "Over \$80,000". But, do we want to keep the range of each item at \$5,000 or increase it to \$10,000? ↗

Question #54

- Extend the salary range so that the final two items are:

"\$76,000-\$90,000" ↗

"Over \$90,000"

Question #55

See Question #53.

Question #56

- Need an example of two-year early childhood degree. - AA
- Do we need an example of a degree from a teacher's seminary?
- Should we explicitly include "smicha" by writing "Rabbinic ordination or smicha"? OK

Question #58

- Add item, "Administration/Supervision" ✓

Question #60

- Change the following items to read:

2 I plan to take a new teaching position in a supplementary school.

3 I plan to take a new teaching position in a day school.

4 I plan to take a new administrative or supervisory position in a Jewish school.

- Also, insert the following item after 2

I plan to take a new teaching position in a pre-school.

OR

Collapse items 2,3 and the new item so that it will read

I plan to take a new teaching position in a Jewish school. !

General issue pertaining to Q #23, #36, and #60

How should we deal with the issue of educators in an adult

NO!

education program, perhaps housed in a JCC? In Q #23 we include this as a possible (school) setting. In Q #36, we include it as an option in informal education. In Q #60, we have omitted it. We need to decide if this survey should be given to them or should they be included in the (planned) survey of informal educators? If they are included in this survey of (formal) educators, then is "school" the correct term to use throughout the questionnaire?

Questions UNIQUE in the Educational Leaders Survey which we need to decide to include or not to include in the Educational Leaders Survey:

- Q #3 - teacher/staff involvement
- Q #4 - lay leadership involvement
- Q #12 (in part) - separating in-town and out-of-town workshops
- Q #13 - reasons for participating in professional development activities
- Q #18 - their opinion of adequacy of opportunities for teacher professional growth in community
- Q #26 - rabbi/supervisor involvement
- Q #27 - move to community to take this job? add
- Q #31 - satisfaction with amount of time spent on activities
- Q #32 - things to enhance overall effectiveness
- Q #55 - undergraduate or graduate credits in ...?

That's all,
Bill

GAMOS\$ type edsurv.el3

From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu" 24-FEB-1995 09:33:42.00
To: 74104.3335@compuserve.com, gamoran
CC:
Subj: more comments for survey revisions

Here are a few additional thoughts about the educator survey:
My comments are questions about items on the ed leader survey
that we may want to think about for the general educator
survey.

In the list of skills etc to develop, we should include some
things that pertain to leaders, such as staff development,
leadership, etc. The problem is length so we will have to be
selective (Q 15 from leader survey).

Given CIJE emphasis on Lay Leaders we may want to include a few
items about lay leader involvement. This could be the basis for
Leading Community Indicator down the road.

I think q. 27 is important as feedback around Recruiting.

Please compare item 28 from leaders to item 27 ed. survey. I like
the list from item 28 from leaders. I like the distinction about
colleagues in the community vs. out of community and the I like
the term colleagues more than teachers. This is a big part of
CIJE personnel action plans. We may want to re-word the question
a bit, maybe check with Gail if support and help is the issue or the
extent to which they utilize the following as resources for
professional development.

Something like Q32 could be important feedback for planning
purposes in communities. My problem with this is I'm not sure
what funding for programs means...if it is not staff then what is
it? Maybe to force the issue take out funding for programs and keep in the
others ...

Please add certification in administration/supervision in the
certification question on the new survey.

What do we think about Q 55 (by the way Bill, I didn't see any
analyses for this question in the batch you sent us..please let
me know how this comes out if I missed it on an e-mail).

In Present Ed. Survey (new version):
Q. 14 we may want to add: certification in
administration/supervision

Q 24 Add, not presently teaching

25 Does not apply

If the survey is getting long I would delete Q 28 support in second school. Many of these things don't happen in schools anyway so I would just ask it once without indicating a school in the question (see comments above too).

Of course we have to edit to make sure we are not talking about teachers, teaching, etc. throughout.

So are we set for A Thurs. call? Do we want to talk about ed. leadership report/data before or after we meet in New York?

Comments from MI

like it very much
lean & good

very good basis for modular design
keep it lean + modular
- may need to add policy
g's in time

split g's from SF?

one basic uncertainty

- satisfac ^g
- needs parallel g's about objective part
- they are matched by other g's about adequacy
eg #14 ^{adeq in-service workshops} that's better
#2 ^{mentoring} - more concrete

clear idea abt this ^g?

- ~~ref~~ - replace by adequacy
- be certain each elem have obj sense of what situat is
- if know what situat is, & adeq, why need sat?
- MI prefers adequacy - more career than satisfac

if elim g#1, more careers g elsewhere
- just after g#3
- very factual
- then - careers g
- then on to #4 (sen ed)

this would shorten & tighten the questionnaire

leave satisfied if need χ -valid

- still not sure it should be fixed!



THE CIJE STUDY OF EDUCATORS

I. The Survey

A. Procedures

B. Questionnaire

II. The Interviews

A. Procedures

B. Teacher Interview

C. Principal Interview

draft

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

I. A.

Procedures for the Study of Educators

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

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

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

Specific Procedures

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

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

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

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

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

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

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

For more information contact: ?????

I . B

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educator,

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

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

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

Thank you very much for your participation and cooperation.

Council for Initiatives in Jewish Education

EDUCATORS SURVEY

I. ATTITUDES

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

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

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

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

Yes 1 No 2

II. EXPERIENCE

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

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

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

4. Have you ever worked in general education?

Yes 1 No 2

If Yes, how many years? _____

III. TRAINING AND STAFF DEVELOPMENT

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

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

Yes 1 No 2

If Yes, how many were you required to attend? _____

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

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

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

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

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

9. What would encourage you to spend additional time on professional training?
Check only the TWO items that are most important to you.

- a. Increased salary
- b. Release time
- c. Tuition subsidies
- d. Topics of personal interest
- e. Relevance to your teaching
- f. Availability of certification
- g. Other (specify) _____

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

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

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

- _____ a. Classroom management
- _____ b. Child development
- _____ c. Lesson planning
- _____ d. Curriculum development
- _____ e. Creating materials
- _____ f. Communication skills
- _____ g. Parental involvement
- _____ h. Motivating children to learn
- _____ i. Other (specify) _____

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

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

13. How proficient are you in Hebrew?

(Check one response for each item)	Fluent	Moderate	Limited	Not at all
a. Speaking	1	2	3	4
b. Reading	1	2	3	4
c. Writing	1	2	3	4

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

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

IV. SETTINGS

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

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

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

Yes 1 No 2

17. How many hours per week are you employed at each school?
(List them in order, so that you work the most hours at the first school and so on.)

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

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

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

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

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

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

21. What is the affiliation of each school?

(Check one response for each school)

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

22. How many students are in each school?

First school _____ Second school _____

23. In what settings do you work?

(Do not check more than one for each school)	First school	Second school
a. Day school	1	1
b. One day/week supplementary school	2	2
c. Two or more days/week supplementary school	3	3
d. Pre-school	4	4
e. Adult education	5	5
f. Other (specify) _____	6	6

24. What subjects do you primarily teach this year?

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

25. In what grade levels are your primary assignments?

First School	Second school
_____	_____
_____	_____

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

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

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

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

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

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

29. Which of the following factors affected your decision to work in the schools in which you presently do?

(Check Yes or No for each item)	First school		Second school	
	Yes	No	Yes	No
	a. Hours and days available for teaching	1	2	1
b. Salary	1	2	1	2
c. Location	1	2	1	2
d. Friends who teach there	1	2	1	2
e. Principal and/or professional staff	1	2	1	2
f. Reputation of the school and students	1	2	1	2
g. Religious orientation	1	2	1	2
h. My own synagogue	1	2	1	2
i. Other (specify) _____	1	2	1	2

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

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

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

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

32. Are you a full-time Jewish educator?

Yes 1 No 2

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

Yes 1 No 2 (If No, skip to Question #36)

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

in one school 1 in several schools 2

35. If you answered Yes to Question 33, which of the following would encourage you to work more hours? Rank only the three most important by writing 1, 2 or 3 next to your choice where 1 is the most important.

- a. Salary _____
- b. Benefits _____
- c. Job security, tenure _____
- d. Opportunities for career advancement _____
- e. Opportunities to work closely with other educators _____
- f. Availability of training opportunities _____
- g. More resources at work _____
- h. Change in family status _____
- k. Other (specify) _____

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

- _____ a. tutor students privately in Judaica or Hebrew
- _____ b. work with a Jewish youth group
- _____ c. work in a Jewish camp
- _____ d. work in a Jewish adult education program
- _____ e. do other work in an informal Jewish educational setting
(please specify) _____
- _____ f. I do not work in an informal Jewish educational setting

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

V. BACKGROUND

Next we are going to ask you about yourself.

37. Are you Jewish?

Yes 1 No 2

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

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

39. Are you currently a member of a synagogue?

Yes 1 No 2

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

Yes 1 No 2

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

- ___ a. Light candles on Friday evening
- ___ b. Attend a Seder in your home or somewhere else
- ___ c. Keep Kosher at home
- ___ d. Light Hanukkah candles
- ___ e. Fast on Yom Kippur
- ___ f. Observe Sabbath
- ___ g. Build a Sukkah
- ___ h. Fast on the fast of Esther
- ___ i. Celebrate Israel Independence Day

41. During the past year, did you:

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

42. Have you ever been to Israel?

Yes 1 No 2

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

Yes 1 No 2

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

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

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

Yes 1 No 2

If Yes, how many summers? _____

45. Did you belong to a Jewish youth group?

Yes 1 No 2

If Yes, how many years? _____

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

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

47. Have you attended a yeshiva after age eighteen?

Yes 1 No 2

If Yes, for how many years? _____

48. What is your age? _____

49. What is your sex?

Male 1 Female 2

50. Where were you born?

- 1 USA
- 2 Other, please specify country _____

51. Marital status

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

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

Yes 1

No 2

53. What is your annual salary from your teaching?

(Check one range for each school)	First school	Second school
Less than \$1,000	1	1
\$1,000 - \$4,999	2	2
\$5,000 - \$9,999	3	3
\$10,000 - \$14,999	4	4
\$15,000 - \$19,999	5	5
\$20,000 - \$24,999	6	6
\$25,000 - \$29,999	7	7
\$30,000 - \$34,999	8	8
\$35,000 - \$39,999	9	9
Over \$40,000	10	10

54. What is your approximate total family income?

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

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

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

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

Yes 1 No 2

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

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

57. Are you currently enrolled in a degree program?

Yes 1 No 2

If Yes, for what degree? _____

in what major(s)? _____

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

(Check Yes or No for each item)	Yes	No	
a. Jewish education	1	2	If Yes, from where? _____
b. General education	1	2	If Yes, from where? _____
c. Other (specify) _____	1	2	If Yes, from where? _____

59. In addition to your position(s) in Jewish education, are you currently:
(Check all that apply)

- a. an educator in a non-Jewish setting
- b. engaged in other employment outside the home
(specify) _____
- c. not employed elsewhere
- d. a student

In total, how many hours per week are you employed outside of Jewish education? _____

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

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

Thank you very much for your cooperation!

CIJE MONITORING, EVALUATION, AND FEEDBACK PROJECT

PROFESSIONAL LIVES OF JEWISH EDUCATORS: METHOD

by

Julie Tammivaara and Roberta Goodman

November 1994

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

Sampling

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

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

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

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

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

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

Procedure

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

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

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

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

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

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

Analysis

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

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

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

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

CIJE MONITORING, EVALUATION AND FEEDBACK PROJECT

PROFESSIONAL LIVES OF EDUCATORS

Interview Protocol: Teachers

This interview protocol consists of six parts: background, recruitment, training, conditions of the workplace, including salaries and benefits, career satisfaction and opportunities, and professional issues, including professional growth and empowerment.

I. Background

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

1. I am interviewing you as a teacher of [name of institution]. How many hours per week do you work there? *[Elicit: name of roles teacher has in this setting and approximately how many hours are spent in each role.]*
2. How long have you been employed at [name of institution] ?
3. Do you work in any other settings? *[If yes, elicit kind of work and whether full or part time. For other jobs in Jewish settings, e.g., tutoring, camp counseling, Shabbat tefilah, etc., elicit number of hours per week for each.]*
4. How long have you been involved in Jewish education? *[Probe specifics, that is, in what capacity, for how long, where, etc.]*
5. Do you identify with any of the movements in Judaism? *[If so, ask which one and ask if informant affiliated with a synagogue.]*

II. Recruitment

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

1. At what point did you make a definite decision to become a Jewish educator? *[Probe: what were the specific circumstances at the time? Get the year, place, etc. If informant says he or she always wanted to be a teacher, ask for earliest memory of this desire.]*
2. What were the main attractions Jewish education held for you?

3. What people were influential in your decision to become a Jewish educator?

III. Training

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

1. What kind of Jewish education did you receive as a young person outside your family? *[Elicit: both formal and informal instruction. Get amount of time as well as ages through high school.]*
2. Did you attend college after high school? *[Elicit: what school[s], where located, what major[s], what degree[s] received.]*
3. What types of Jewish educational experiences have you participated in since high school? *[Elicit: Jewish studies courses or degrees, Jewish education certificates, etc. Probe: trips to Israel, study groups, JCC courses, etc.]*
4. As you think about where you are as a Jewish educator, in what areas would you like more preparation?

IV. Conditions of the Workplace

The questions I will be asking next deal with your work here at [name of institution].

1. How did you secure your current job?
2. What advice did you receive when you began teaching here? *[Probe: Who gave the advice? Under what circumstances?]*
3. Now I'd like to ask you about the people with whom you interact as a teacher. For each of the categories I will name, please tell me to what extent and how you interact:
 - fellow teachers
 - the principal [and educational director, if there is one]
 - rabbis
 - communal resource [i.e., central agency] people
 - federation personnel
 - others
4. What kinds of scheduled, periodic gatherings, such as teachers' meetings, do you participate in?

5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your principal? [*Probe: explanation of metaphor.*]
8. Now I would like to turn to some questions regarding your salary and any benefits you may receive.
 - What difference in your quality of life does your salary make? [*Probe: is teacher main family breadwinner? How would life change if salary not available?*]
 - What benefits do you receive?
 - Do you receive any other perquisites as an educator, for example, synagogue membership, JCC membership, and the like?
9. Thinking of a typical week, how is your time divided among your professional responsibilities?

V. Career Rewards and Opportunities

1. As far as you are concerned, what are the major satisfactions you receive as a Jewish educator?
2. What rewards are available in a Jewish educational setting that may not be available in others?
3. Looking ahead, what career opportunities do you see for yourself?
4. What career opportunities would you like to see made available to you? What is standing in your way?
5. In what ways does your school and community recognize your work as a teacher?
6. What things frustrate you in your work? What would need to happen to significantly change this situation?
7. What circumstances would cause you to seriously consider quitting your job? [*Probe: Have you ever been tempted to leave? What were the circumstances?*]

VI. Professional Issues

1. What are you really trying to accomplish as a teacher?
2. In what ways do you model a Jewish life for your students?
3. Thinking about your school or program as a whole, what kinds of decisions do you participate in? *[Probe: areas of curriculum, personnel, instruction, school policy, and budget. Get specific examples.]*
4. In what ways are you continuing to develop as a teacher? *[Probe: formal courses, work shops, professional study groups, conversations, books and journals, etc. Elicit what requirements are from school, community, and state.]*
5. Thinking ahead three years, what would you like to know then that you do not know now? *[Elicit: how might he or she obtain this knowledge? Are there resources in the community to achieve these goals?]*

CIJE MONITORING, EVALUATION AND FEEDBACK PROJECT

PROFESSIONAL LIVES OF EDUCATORS

Interview Protocol: Principals

This interview protocol consists of six parts: background, recruitment, training, conditions of the workplace, including salaries and benefits, career satisfaction and opportunities, and professional issues, including professional growth and empowerment.

I. Background

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

1. I am interviewing you as a principal of *[name of institution]*. Are you contracted as a full- or part-time administrator? How many hours per week do you work as a principal? *[Elicit: name of roles principal has in this setting and approximately how many hours are spent in each role. If principal is part-time, how is this defined?]*
2. How long have you been employed at *[name of institution]* ?
3. Do you work in any other settings? *[If yes, elicit kind of work and whether full or part time. For other jobs in Jewish settings, e.g., tutoring, camp counseling, Shabbat tefilah, etc., elicit number of hours per week for each.]*
4. How long have you been involved in Jewish education? *[Probe specifics, that is, in what capacity, for how long, where, etc.]*
5. Do you identify with any of the movements in Judaism? *[If so, ask which one and ask if informant affiliated with a synagogue.]*

II. Recruitment

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

1. At what point did you make a definite decision to become a Jewish educator? *[Probe: what were the specific circumstances at the time? Get the year, place, etc. If informant says he or she always wanted to be a principal, ask for earliest memory of this desire.]*

2. What were the main attractions Jewish education held for you?
3. What people were influential in your decision to become a Jewish educator?

III. Training

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

1. What kind of Jewish education did you receive as a young person outside your family? *[Elicit: both formal and informal instruction. Get amount of time as well as ages through high school.]*
2. Did you attend college after high school? *[Elicit: what school[s], where located, what major[s], what degree[s] received.]*
3. What types of Jewish educational experiences have you participated in since high school? *[Elicit: Jewish studies courses or degrees, Jewish education certificates, etc. Probe: trips to Israel, study groups, JCC courses, etc.]*
4. As you think about where you are as a principal of a Jewish school, in what areas would you like more preparation?

IV. Conditions of the Workplace

The questions I will be asking next deal with your work here at [name of institution].

1. How did you secure your current job?
2. What advice did you receive when you began as a principal here? *[Probe: Who gave the advice? Under what circumstances?]*
3. Now I'd like to ask you about the people with whom you interact as a principal. For each of the categories I will name, please tell me to what extent and how you interact with:
 - fellow principals
 - teachers
 - rabbis
 - communal resource [i.e., central agency] people
 - federation personnel
 - school board or committee
 - others

4. What kinds of scheduled, periodic gatherings, such as teachers' meetings, do you participate in?
5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your teaching staff? [*Probe: explanation of metaphor.*]
8. Now I would like to turn to some questions regarding your salary and any benefits you may receive.
 - What difference in your quality of life does your salary make? [*Probe: is principal main family breadwinner? How would life change if salary not available?*]
 - What benefits do you receive?
 - Do you receive any other perquisites as an educator, for example, synagogue membership, JCC membership, and the like?
9. Thinking of a typical week, how is your time divided among your professional responsibilities?

V. Career Rewards and Opportunities

1. As far as you are concerned, what are the major satisfactions you receive as a Jewish educator?
2. What rewards are available in a Jewish educational setting that may not be available in others?
3. Looking ahead, what career opportunities do you see for yourself?
4. What career opportunities would you like to see made available to you? What is standing in your way?
5. In what ways does your school and community recognize your work as a principal?
6. What things frustrate you in your work? What would need to happen to significantly change this situation?

7. What circumstances would cause you to seriously consider quitting your job? *[Probe: Have you ever been tempted to leave? What were the circumstances?]*
8. What aspects of your work deserve to be evaluated by others? How can this best be accomplished to help you grow professionally?

VI. Professional Issues

1. What are you really trying to accomplish as a principal?
2. What changes have you made in your school's program? What changes are you working on now?
3. In what ways do you model a Jewish life for your students?
4. Thinking about your school or program as a whole, what kinds of decisions do you participate in? *[Probe: areas of curriculum, personnel, instruction, school policy, and budget. Get specific examples.]*
5. In what ways are you continuing to develop as a principal? *[Probe: formal courses, work shops, professional study groups, conversations, books and journals, etc. Elicit what requirements are from school, community, and state.]*
6. Thinking ahead three years, what would you like to know then that you do not know now? *[Elicit: how might he or she obtain this knowledge? Are there resources in the community to achieve these goals?]*
7. Besides teaching their classes, what expectations do you have of your faculty? Are these expectations in the teachers' contracts? *[Probe: how do teachers know these expectations are being held for them?]*

I. B.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
EDUCATORS SURVEY

Dear Educator,

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

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

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

Thank you very much for your participation and cooperation.

IV. SETTINGS

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

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

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

Yes 1 No 2

17. How many hours per week are you employed at each school?
(List them in order, so that you work the most hours at the first school and so on.)

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

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

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

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

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

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

21. What is the affiliation of each school?

(Check one response for each school)

First school Second school

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

22. How many students are in each school?

First school _____ Second school _____

23. In what settings do you work?

Check no more than
 (Do not check more than one for each school)

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

24. What subjects do you primarily teach this year?

(Check all that apply)

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

5 ~~is~~ I am not teaching this yr

25. In what grade levels are your primary assignments? *re 5th-6th & 6th's*

First School	Second school
_____	_____
_____	_____

26. How did you find your present teaching position? ⁽⁵⁾ (Check the one that best applies to each school)

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

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

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

Other Colls outside your school

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

(Check one response for each item)

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

29. Which of the following factors affected your decision to work in the schools in which you presently do?

(Check Yes or No for each item)

	First school		Second school	
	Yes	No	Yes	No
a. Hours and days available for teaching	1	2	1	2
b. Salary <i>Benef. HS</i>	1	2	1	2
c. Location	1	2	1	2
d. Friends who teach there	1	2	1	2
e. Principal <i>rabbi, or</i> and/or professional staff	1	2	1	2
f. Reputation of the school and students	1	2	1	2
g. Religious orientation	1	2	1	2
h. My own synagogue	1	2	1	2
i. Other (specify) _____	1	2	1	2

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

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

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

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

~~More to community~~

staff ing-t

32. Are you a full-time Jewish educator?

Yes 1 No 2

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

Yes 1 No 2 (If No, skip to Question #36)

would cons. den working more hours

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

in one school 1 in several schools 2

If you would cons. d working more hours

35. If you answered Yes to Question 33, which of the following would encourage you to work more hours? Rank only the three most important by writing 1, 2 or 3 next to your choice where 1 is the most important.

- a. Salary _____
- b. Benefits _____
- c. Job security, tenure _____
- d. Opportunities for career advancement _____
- e. Opportunities to work closely with other educators _____
- f. Availability of training opportunities _____
- g. More resources at work _____
- h. Change in family status _____
- i. Other (specify) _____

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

- a. tutor students privately in Judaica or Hebrew
- b. work with a Jewish youth group
- c. work in a Jewish camp
- d. work in a Jewish adult education program
- e. do other work in an informal Jewish educational setting (please specify) _____
- f. I do not work in an informal Jewish educational setting

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

II. EXPERIENCE

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

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

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

Council for Initiatives in Jewish Education

EDUCATORS SURVEY

I. ATTITUDES

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

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

(Check one response for each item)

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

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

Yes 1

No 2

4. Have you ever worked in general education?

Yes 1 No 2

If Yes, how many years? _____

III. TRAINING AND STAFF DEVELOPMENT

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

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

Yes 1 No 2

If Yes, how many were you required to attend? _____

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

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

(Check Yes or No for each item)

Yes No

- | | | |
|---|---|---|
| a. Judaic subject matter (e.g., Bible, history) | 1 | 2 |
| b. Hebrew language | 1 | 2 |
| c. Teaching methods | 1 | 2 |
| d. Classroom management | 1 | 2 |
| e. Curriculum development | 1 | 2 |
| f. Art/drama/music | 1 | 2 |
| g. Other (specify) _____ | 1 | 2 |

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

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

9. What would encourage you to spend additional time on professional training?
 Check only the TWO items that are most important to you.

- a. Increased salary
- b. Release time
- c. Tuition subsidies
- d. Topics of personal interest
- e. Relevance to your ~~teaching~~ ^{work in J ed}
- f. Availability of certification
- g. Other (specify) _____

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

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

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

- a. Classroom management
- b. Child development
- c. Lesson planning
- d. Curriculum development
- e. Creating materials
- f. Communication skills
- g. Parental involvement
- h. Motivating children to learn
- i. Other (specify) _____

*Ed lead
School administration
staff development*

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

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

13. How proficient are you in Hebrew?

(Check one response for each item)	Fluent	Moderate	Limited	Not at all
a. Speaking	1	2	3	4
b. Reading	1	2	3	4
c. Writing	1	2	3	4

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

(Check one response for each item)	Very adequate	Somewhat adequate	Somewhat inadequate	Very inadequate
a. In-service workshops	1	2	3	4
b. Informal, on-going study with other educators (e.g., peer mentoring groups)	1	2	3	4
c. Degree granting programs in Judaic Studies or Hebrew	1	2	3	4
d. Certification in Jewish education	1	2	3	4
e. <i>art in admin/s - peer</i>				

V. BACKGROUND

Next we are going to ask you about yourself.

37. Are you Jewish?

Yes 1 No 2

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

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

39. Are you currently a member of a synagogue?

Yes 1 No 2

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

Yes 1 No 2

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

- ___ a. Light candles on Friday evening
- ___ b. Attend a ~~Seder in your home or somewhere else~~ *Pessach Pussover Seder*
- ___ c. Keep Kosher at home
- ___ d. Light Hanukkah candles
- ___ e. Fast on Yom Kippur
- ___ f. Observe ~~Sabbath~~ *Shabbat*
- ___ g. Build a Sukkah
- ___ h. Fast on the *F*ast of Esther
- ___ i. Celebrate Israel Independence Day

41. During the past year, did you:

(Check Yes or No for each item)

Yes No

a. Attend synagogue on the High Holidays

1 2

b. Attend synagogue ^{on Shabbat} at least twice a month ~~on Shabbat~~

1 2

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

1 2

d. Attend synagogue ^{or daven} daily

1 2

42. Have you ever been to Israel?

Yes 1 No 2

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

Yes 1 No 2

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

a. One day/week supplementary school

b. Two or more days/week supplementary school

c. Day school ^{or yeshiva}

d. School in Israel

e. None

f. Other (specify) _____

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

Yes 1 No 2

If Yes, how many summers? _____

45. Did you belong to a Jewish youth group?

Yes 1 No 2

If Yes, how many years? _____

MO

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

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

47. *After age 18, did you*
~~Have you attended a yeshiva after age eighteen?~~ *or ulpana?*

Yes 1 No 2

If Yes, for how many years? _____

48. What is your age? _____

49. What is your sex?

Male 1 Female 2

50. Where were you born?

- 1 USA
- 2 Other, please specify country _____

51. Marital status

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

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

Yes 1

No 2

53. What is your annual salary from your ~~teaching~~ ^{work in Jewish ed. in each sch?}

(Check one range for each school)

	First school	Second school
Less than \$1,000	1	1
\$1,000 - \$4,999	2	2
\$5,000 - \$9,999	3	3
\$10,000 - \$14,999	4	4
\$15,000 - \$19,999	5	5
\$20,000 - \$24,999 ³⁹	6	6
\$25,000 - \$29,999 ³⁰⁻³⁹	7	7
\$30,000 - \$34,999 ⁴⁰⁻⁴⁹	8	8
\$35,000 - \$39,999 ⁵⁰⁻⁵⁹	9	9
Over \$40,000 ⁶⁰⁻⁶⁹	10	10

^{jump - to 807-79}

54. What is your approximate total family income?

- 1 \$30,000 or below
- 2 \$31,000 - \$45,000
- 3 \$46,000 - \$60,000
- 4 \$61,000 - \$75,000
- 5 Over \$75,000 ⁷⁶⁻⁹⁰
^{over 90}

55. How important to your household income is the income you receive from ^{your work in schools?} Jewish education? (Check one)

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

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

Yes 1 No 2

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

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

57. Are you currently enrolled in a degree program?

Yes 1 No 2

If Yes, for what degree? _____

in what major(s)? _____

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

(Check Yes or No for each item)	Yes	No	
a. Jewish education	1	2	If Yes, from where? _____
b. General education	1	2	If Yes, from where? _____
c. Admin/supervision	1	2	_____
d. Other (specify) _____	1	2	If Yes, from where? _____

59. In addition to your position(s) in Jewish education, are you currently:
(Check all that apply)

- a. an educator in a non-Jewish setting
- b. engaged in other employment outside the home (specify) _____
- c. not employed elsewhere
- d. a student

In total, how many hours per week are you employed outside of Jewish education? _____

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

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

revised

Y09
Y05

Thank you very much for your cooperation!

I plan to con
I plan to take a sim posit in a diff/schl
I plan to seek a new posit in the same as ~~diff~~ JS, 40

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	1	2	3	4
b. Most of your students	1	2	3	4
c. Most parents of the children you teach	1	2	3	4
d. Lay leaders of your school	1	2	3	4
e. Most other Jews	1	2	3	4
f. Your family	1	2	3	4
g. Your friends	1	2	3	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	1	2	3	4
b. Student behavior	1	2	3	4
c. Feeling part of a community of fellow teachers	1	2	3	4
d. Respect accorded you as a teacher	1	2	3	4
e. Being part of a larger Jewish community, such as a synagogue	1	2	3	4
f. Support from the principal or supervisor	1	2	3	4
g. Number of hours of teaching available	1	2	3	4
h. Salary	1	2	3	4
i. Physical setting and facilities	1	2	3	4
j. Resources available to you	1	2	3	4
k. Benefits	1	2	3	4
l. Other (specify) _____	1	2	3	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)	<input type="checkbox"/>	<input type="checkbox"/>
b. Hebrew language	<input type="checkbox"/>	<input type="checkbox"/>
c. Teaching methods	<input type="checkbox"/>	<input type="checkbox"/>
d. Classroom management	<input type="checkbox"/>	<input type="checkbox"/>
e. Curriculum development	<input type="checkbox"/>	<input type="checkbox"/>
f. Art/drama/music	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

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)

	Yes (1)	No (2)
a. Attend a course in Judaica or Hebrew at a university, community center or synagogue?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Participate in a private Judaica or Hebrew study group?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Study Judaica or Hebrew on your own?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Participate in some other on-going form of Jewish study? (e.g., year-long seminar) (Specify) _____	<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	<input type="checkbox"/> 1
b. Child development	<input type="checkbox"/> 2
c. Lesson planning	<input type="checkbox"/> 3
d. Curriculum development	<input type="checkbox"/> 4
e. Creating materials	<input type="checkbox"/> 5
f. Communication skills	<input type="checkbox"/> 6
g. Parental involvement	<input type="checkbox"/> 7
h. Motivating children to learn	<input type="checkbox"/> 8
i. Other _____	<input type="checkbox"/> 9

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

- a. Hebrew language 1
- b. Customs and ceremonies 2
- c. Israel and Zionism 3
- d. Jewish history 4
- e. Bible 5
- f. Synagogue skills / prayer 6
- g. Rabbinic literature 7
- h. Other _____ 8

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

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

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

- 1. Very adequate 1
- 2. Somewhat adequate 2
- 3. Somewhat inadequate 3
- 4. Very inadequate 4

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)

No (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"/>	<input type="checkbox"/>
b. Conservative	<input type="checkbox"/>	<input type="checkbox"/>
c. Traditional	<input type="checkbox"/>	<input type="checkbox"/>
d. Orthodox	<input type="checkbox"/>	<input type="checkbox"/>
e. Reconstructionist	<input type="checkbox"/>	<input type="checkbox"/>
f. Community	<input type="checkbox"/>	<input type="checkbox"/>
g. Jewish Community Center	<input type="checkbox"/>	<input type="checkbox"/>
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)

	First school	Second school
a. Day School	<input type="checkbox"/>	<input type="checkbox"/>
b. One day supplementary school	<input type="checkbox"/>	<input type="checkbox"/>
c. Two or more days supplementary school	<input type="checkbox"/>	<input type="checkbox"/>
d. Preschool	<input type="checkbox"/>	<input type="checkbox"/>
e. Adult education	<input type="checkbox"/>	<input type="checkbox"/>
f. Special education	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

27. What subjects do you primarily teach this year?

(Check all that apply)

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

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? Yes (1) No (2)

(Check one)

- 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)
 1 2

39. Are you a convert to Judaism?

- Yes (1) No (2)
 1 2

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

- 1 Orthodox
 2 Traditional
 3 Conservative
 4 Reform
 5 Reconstructionist
 6 Secular
 7 Other (specify) _____

41. Are you currently a member of a synagogue?

- Yes (1) No (2)
 1 2

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

- Yes (1) No (2)
 1 2

43. Which of the following, do you usually observe in your home? (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

44. During the past year, did you:

a. Attend synagogue on the High Holidays

Yes (1)

No (2)

1

2

b. Attend synagogue at least twice a month on Shabbat

1

2

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

1

2

d. Attend synagogue daily

1

2

45. Have you ever been to Israel?

Yes (1)

No (2)

1

2

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

Yes (1)

No (2)

1

2

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)

1

2

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?

	First school	Second school
\$1,000 - \$4,999	<input type="checkbox"/>	<input type="checkbox"/>
\$5,000 - \$9,999	<input type="checkbox"/>	<input type="checkbox"/>
\$10,000 - \$14,999	<input type="checkbox"/>	<input type="checkbox"/>
\$15,000 - \$19,999	<input type="checkbox"/>	<input type="checkbox"/>
\$20,000 - \$24,999	<input type="checkbox"/>	<input type="checkbox"/>
\$25,000 - \$30,000	<input type="checkbox"/>	<input type="checkbox"/>
over \$30,000	<input type="checkbox"/>	<input type="checkbox"/>

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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February 27, 1995

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

Re: CIJE Study of Educators Materials

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

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

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

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

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

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

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

"Procedures":

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Line 4: Take out comma after "work."

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

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

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

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

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

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

From: EUNICE:"74104_3335@compuserve.com" 1-MAR-1995 11:49:49.07
To: Adam Gamoran <gamoran>
CC: Ellen Goldring <goldrieb@ctr.vax.vanderbilt.edu>
Subj: Additional suggestions on survey

Adam & Ellen,

Here are some additional suggested revisions to the Educators Survey. To date, I have not received comments from Annette, Seymour (is he?), and Alan. (Alan may be providing some minor comments at a later date.)

By the way, was the staff and advisors supposed to provide suggestions on the interview protocols? I don't think anyone (except Nessa) thought to do this. Nessa will provide comments on them (and on the introduction to the whole module) when requested.

On the introductory page:

- Should the first sentence read "... in this survey of educators in Jewish schools in your community"?
- Should the last sentence of the first paragraph end "will be used to make recommendations for the improvement of Jewish education in your community and nationally"?

On the title of the instrument:

- Should it be the Educators Survey or the Educators Questionnaire? (Does "survey" include the interview protocols?)
If so, where on the introductory page should it read "survey" and where "questionnaire"?
- Should it have an apostrophe after Educators - "Educators' Survey"?

Question #3:

Barry did not find the distinctions between "Unit Leader" and "Division Head" under CAMP and between "Group Advisor" and "Youth Director" under INFORMAL EDUCATION YOUTH WORK to be clear.

Question #9:

- Change item e to read "Relevance to your work in Jewish education".
- Possible additional item (for educational leaders) - "Additional support staff".

Question #12:

- Instead of suggested change of item b to "Rituals and practices", change it to "Holidays and rituals".

Question #29:

All the benefit items (see Q #30) have been omitted. Possible additional items:

- Reduced tuition.
- Health or pension benefits.

Question #44:

- Using the word "mainly" to distinguish between a "serious" Jewish camp and a camp with Jews may not be sufficient. Perhaps, another word?

Question #46:

- Place this question directly after Q #43, so that educators will not think that Q #44 & #45 refer ONLY to "before thirteen".

Question #47:

- The word "yeshiva" may not include women's equivalent in Israel?

Question #56

- We have two D #56's. Numbering will be adjusted.
- Concerning the latter D #56, we still are using the phrase "If Yes, please specify...". In Q #34 & #35, we may be replacing this phrase. Should a #56 read "If you earned any type of degree since high school, please specify..."? Or should we indent it and make it all one question?

Question #58:

Nessa reminds us that there was an explicit discussion (in doing the Policy Brief) as to what "professional license or certification" refers. Should we be more explicit here?

That's (hopefully) it. Speak to you tomorrow,
Bill

facsimile TRANSMITTAL

to: ADAM GAMORAN
 fax #: (608)265-5389
 re: Revised Educators Survey
 date: March 2, 1995
 pages: 22, including cover sheet.

Adam,

Please note that I have included two alternative versions of page #1. I'm sure the precise formatting and style will change once it goes to a professional.

Please note changes in the order of sections and questions, specifically the placement and order of questions #13 - 19.

I think question #34 may have become too long for the educators to answer.

Bill

From the desk of...

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

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

progress
 - ed leaders incorporated
 - but - w/agency to write
 rpt on ed leaders
 - make sure key items
 incorp, clean

Council For Initiatives In Jewish Education

EDUCATORS SURVEY

Dear Educator,

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

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

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

Thank you very much for your participation and cooperation.

Council for Initiatives in Jewish Education
EDUCATORS SURVEY

I. SETTINGS

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

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

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

Yes 1 No 2

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

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

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

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

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

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

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

Council for Initiatives in Jewish Education

EDUCATORS SURVEY

I. SETTINGS

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

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

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

Yes 1 No 2

3. How many hours per week are you employed at each school? *is the school at which you work for most hours,*
(List them in order, so that you work the most hours at the first school and so on.)

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

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

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

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

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

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

7. What is the affiliation of each school?

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

8. How many students are in each school?

First school _____ Second school _____

9. In what settings do you work?

(Check no more than one for each school)	First school	Second school
a. Day school	_____	_____
b. One day/week supplementary school	_____	_____
c. Two or more days/week supplementary school	_____	_____
d. Pre-school	_____	_____
e. Adult education	_____	_____
f. Other (specify) _____	_____	_____

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

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

11. What subjects do you primarily teach this year?

(Check all that apply)	First school	Second school
a. Hebrew language	_____	_____
b. Judaica (e.g., Bible, history, holidays) in Hebrew	_____	_____
c. Judaica (e.g., Bible, history, holidays) in English	_____	_____
d. Bar/Bat Mitzvah preparation	_____	_____
e. Secular subjects (e.g., math, reading, science)	_____	_____
f. Other (specify) _____	_____	_____
g. I am not teaching this year	_____	_____

12. In what grade levels are your primary responsibilities?

First School	Second school
_____	_____
_____	_____

put salaries questions here?

13. Which of the following benefits are available to you in the first school?

(Check one response for each item)

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

14. Which of the following benefits are available to you in the second school?

(Check one response for each item)

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

15. How did you find your present position(s)? (Check ~~the~~ ^{only one that} ~~one~~ ^{that} ~~the~~ ^{best} ~~one~~ ^{applies} ~~to~~ ^{to} 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

16. Which of the following factors affected your decision to work in the school(s) in which you presently do?

(Check Yes or No for each item)

	First school		Second school	
	Yes	No	Yes	No
a. Hours and days available for work	1	2	1	2
b. Salary	1	2	1	2
c. Benefits	1	2	1	2
d. Career advancement	1	2	1	2
e. Location	1	2	1	2
f. Friends who work there	1	2	1	2
g. Principal, Rabbi, or professional staff	1	2	1	2
h. Reputation of the school and students	1	2	1	2
i. Religious orientation	1	2	1	2
j. My own synagogue	1	2	1	2
k. Other (specify) _____	1	2	1	2

Satisfac g here

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

Yes 1 No 2

for your work as ^{an} educator

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

(Check one response for each item)

Frequently Occasionally Seldom Never

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

19. The following items deal with teacher/staff involvement in Jewish education. To what extent do you agree or disagree with each?

(Check one response for each item)

Agree Strongly Agree Disagree Disagree Strongly

(Check one response for each item)	Agree Strongly	Agree	Disagree	Disagree Strongly
a. Teachers/staff should have the opportunity to participate in defining school goals and priorities.	1	2	3	4
b. Teachers/staff generally do have the opportunity to participate in defining school goals and priorities.	1	2	3	4
c. Decision-makers should ask for teachers/staff advice before making decisions on critical issues.	1	2	3	4
d. Decision-makers generally do ask for teachers/staff advice before making decisions on critical issues.	1	2	3	4

drop

20. Are you a full-time Jewish educator?

Yes 1 No 2

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

Yes 1 No 2 (If No, skip to Question #24)

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

in one school 1 in several schools 2

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

- a. Salary _____
- b. Benefits _____
- c. Job security, tenure _____
- d. Opportunities for career advancement _____
- e. Opportunities to work closely with other educators _____
- f. Availability of training opportunities _____
- g. More resources at work _____
- h. Change in family status _____
- i. Other (specify) _____

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

- a. tutor students privately in Judaica, ~~or~~ Hebrew, or for Bar/Bat Mitzvah
- b. work with a Jewish youth group
- c. work in a Jewish camp
- d. do other work in an informal Jewish educational setting (please specify) _____
- e. I do not work in an informal Jewish educational setting

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

II. EXPERIENCE

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

25. 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	___ Aide	___
	___ Teacher	___
	___ Supervisor	___
	___ Specialist	___
	___ Principal	___
	___ Other	___
DAY SCHOOLS	___ Aide	___
	___ Teacher	___
	___ Supervisor	___
	___ Specialist	___
	___ Principal	___
	___ Other	___
DAY/RESIDENTIAL CAMP	___ Counselor	___
	___ Specialist	___
	___ Unit Leader	___
	___ Division Head	___
	___ Director	___
	___ Other	___
JCC	___ Group Worker - Teacher	___
	___ Program Director	___
	___ Department Head	___
	___ Director	___
	___ Other	___
PRESCHOOL	___ Assistant Teacher ^{or Aide}	___
	___ Teacher	___
	___ Director	___
	___ Other	___
INFORMAL EDUCATION YOUTH WORK	___ Group Advisor	___
	___ Youth Director	___
	___ Other	___
ADULT EDUCATION	___ Teacher	___
	___ Program Director	___
	___ Other	___

26. Have you ever worked in general education?

Yes 1 No 2

If Yes, how many years? _____

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

Yes 1 No 2

III. TRAINING AND STAFF DEVELOPMENT

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

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

Yes 1 No 2

If Yes, how many were you required to attend? _____

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

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

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

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

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

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

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

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

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

(Check Yes or No for each item)

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

34. In which of the following areas would you like to develop your skills further?

Check only the three most important.

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

*check 3-017, 2 samples
drop last 2 eq...*

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

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

36. How proficient are you in Hebrew?

(Check one response for each item)	Fluent	Moderate	Limited	Not at all
a. Speaking	1	2	3	4
b. Reading	1	2	3	4
c. Writing	1	2	3	4

37. *In your comm*
 How adequate are the opportunities *in your community* for:

(Check one response for each item)	Very adequate	Somewhat adequate	Somewhat inadequate	Very inadequate
a. In-service workshops	1	2	3	4
b. Informal, on-going study with other educators (e.g., peer mentoring groups)	1	2	3	4
c. Degree <i>granting</i> programs in Judaic Studies or Hebrew	1	2	3	4
d. Certification in Jewish education	1	2	3	4
e. Certification in administration/supervision	1	2	3	4

IV. BACKGROUND**Next we are going to ask you about yourself.**

38. Are you Jewish?

Yes 1

No 2

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

1 Reform

2 Conservative

3 Traditional

4 Orthodox

5 Reconstructionist

6 Unaffiliated

7 Other (specify) _____

40. Are you currently a member of a synagogue?

Yes 1

No 2

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

Yes 1

No 2

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

 a. Light candles on Friday evening b. Attend a Passover Seder c. Keep Kosher at home d. Light Hanukkah candles e. Fast on Yom Kippur f. Observe Shabbat g. Build a Sukkah h. Fast on the Fast of Esther i. Celebrate Israel Independence Day

42. During the past year, did you:

(Check Yes or No for each item)

Yes No

- a. Attend synagogue on the High Holidays 1 2
- b. Attend synagogue on Shabbat at least twice a month 1 2
- c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot 1 2
- d. Attend synagogue or daven daily 1 2

→ Daven or attend synagogue daily

43. Have you ever been to Israel?

Yes 1 No 2

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

Yes 1 No 2

check trans. in

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

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

if any

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

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

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

Yes 1 No 2

If Yes, how many summers? _____

47. Did you belong to a Jewish youth group?

Yes 1 No 2

If Yes, how many years? _____

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

Yes 1 No 2

If Yes, how many years? _____

49. What is your age? _____

50. What is your sex?

Male 1 Female 2

51. Where were you born?

- 1 USA
- 2 Other, (specify country) _____

52. What is your Marital status?

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

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

Yes 1 No 2

*check transition
your work in Jewish schools?*

54. What is your annual salary from each school?

*what's
this to
do a
6's 1*

(Check one range for each school)	First school	Second school
Less than \$1,000	1	1
\$1,000 - \$4,999	2	2
\$5,000 - \$9,999	3	3
\$10,000 - \$14,999	4	4
\$15,000 - \$19,999	5	5
\$20,000 - \$29,999	6	6
\$30,000 - \$39,999	7	7
\$40,000 - \$49,999	8	8
\$50,000 - \$59,999	9	9
\$60,000 - \$69,999	10	10
\$70,000 - \$79,999	11	11
\$80,000 or more	12	12

55. What is your approximate total family income?

- 1 \$30,000 or below
- 2 \$31,000 - \$45,000
- 3 \$46,000 - \$60,000
- 4 \$61,000 - \$75,000
- 5 \$76,000 - \$90,000
- 6 Above \$90,000

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

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

more?

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

(Check one response for each item)

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
a. Salary	1	2	3	4
b. Benefits	1	2	3	4
c. Job security/tenure	1	2	3	4
d. Opportunities for career advancement	1	2	3	4

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

Yes 1 No 2

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

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

59. Are you currently enrolled in a degree program?

Yes 1 No 2

If Yes, for what degree? _____

in what major(s)? _____

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

(Check Yes or No for each item)	Yes	No	
a. Jewish education	1	2	If Yes, from where? _____
b. General education	1	2	If Yes, from where? _____
c. Administration/supervision	1	2	If Yes, from where? _____
d. Other (specify) _____	1	2	If Yes, from where? _____

61. In addition to your position(s) in Jewish education, are you currently:
(Check all that apply)

- ___ a. an educator in a non-Jewish setting
- ___ b. engaged in other employment outside the home
(specify) _____
- ___ c. not employed elsewhere
- ___ d. a student

In total, how many hours per week are you employed outside of Jewish education? _____

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

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

Doesn't identify teachers who want to move into administration

I plan to move from teaching to admin in a T school.

Thank you very much for your cooperation!



facsimile

TRANSMITTAL

to: Adam Gamoran
fax #: (608)265-5389
re: Educators Survey
date: March 9, 1995
pages: 20, including cover sheet.

Adam,

To discuss on Monday, concerning the Educators Survey:

- Q #11, add "kindergarten or pre-school?" **NO**
- Q #24, remove "opportunities to work closely with other educators"?

These changes have NOT been done yet.

Bill

From the desk of...

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Council for Initiatives in Jewish Education

EDUCATORS SURVEY

I. SETTINGS

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

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

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

Yes 1 No 2

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

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

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

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

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

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

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

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

7. What is the affiliation of each school?

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

8. How many students are in each school?

First school _____ Second school _____

9. In what settings do you work?

(Check only one for each school)	First school	Second school
a. Day school	_____	_____
b. One day/week supplementary school	_____	_____
c. Two or more days/week supplementary school	_____	_____
d. Pre-school	_____	_____
e. Adult education	_____	_____
f. Other (specify) _____	_____	_____

OK

?

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

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

11. What subjects do you primarily teach this year?

(Check all that apply)	First school	Second school
a. Hebrew language	_____	_____
b. Judaica (e.g., Bible, history, holidays) in Hebrew	_____	_____
c. Judaica (e.g., Bible, history, holidays) in English	_____	_____
d. Bar/Bat Mitzvah preparation	_____	_____
e. Secular subjects (e.g., math, reading, science)	_____	_____
f. Other (specify) _____	_____	_____
g. I am not teaching this year	_____	_____

12. In what grade levels are your primary responsibilities?

First School

Second school

13. What is your annual salary from each school?

(Check one range for each school)

First school

Second school

Less than \$1,000	1	1
\$1,000 - \$4,999	2	2
\$5,000 - \$9,999	3	3
\$10,000 - \$14,999	4	4
\$15,000 - \$19,999	5	5
\$20,000 - \$29,999	6	6
\$30,000 - \$39,999	7	7
\$40,000 - \$49,999	8	8
\$50,000 - \$59,999	9	9
\$60,000 - \$69,999	10	10
\$70,000 - \$79,999	11	11
\$80,000 or more	12	12

14. Which of the following benefits are available to you in the first school?

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

15. Which of the following benefits are available to you in the second school?

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

16. How did you find your present position(s)? (Check only one for each school)

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

17. Which of the following factors affected your decision to work in the school(s) in which you presently do?

(Check Yes or No for each item)

	First school		Second school	
	Yes	No	Yes	No
	1	2	1	2
a. Hours and days available for work	1	2	1	2
b. Salary	1	2	1	2
c. Benefits	1	2	1	2
d. Career advancement	1	2	1	2
e. Location	1	2	1	2
f. Friends who work there	1	2	1	2
g. Principal, Rabbi, or professional staff	1	2	1	2
h. Reputation of the school and students	1	2	1	2
i. Religious orientation	1	2	1	2
j. My own synagogue	1	2	1	2
k. Other (specify) _____	1	2	1	2

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

Yes 1 No 2

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

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

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

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

21. Are you a full-time Jewish educator?

Yes 1 No 2

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

Yes 1 No 2 (If No, skip to Question #25)

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

in one school 1 in several schools 2

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

- a. Salary _____
- b. Benefits _____
- c. Job security, tenure _____
- d. Opportunities for career advancement _____
- e. Opportunities to work closely with other educators _____
- f. Availability of training opportunities _____
- g. More resources at work _____
- h. Change in family status _____
- i. Other (specify) _____

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

- _____ a. tutor students privately in Judaica, Hebrew, or for Bar/Bat Mitzvah
- _____ b. work with a Jewish youth group
- _____ c. work in a Jewish camp
- _____ d. do other work in an informal Jewish educational setting
(please specify) _____
- _____ e. I do not work in an informal Jewish educational setting

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

II. WORK EXPERIENCE

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

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

Setting	Position	Number of years
SUPPLEMENTARY SCHOOLS	_____ Aide	_____
	_____ Teacher	_____
	_____ Supervisor	_____
	_____ Specialist	_____
	_____ Principal	_____
	_____ Other	_____
DAY SCHOOLS	_____ Aide	_____
	_____ Teacher	_____
	_____ Supervisor	_____
	_____ Specialist	_____
	_____ Principal	_____
	_____ Other	_____
DAY/RESIDENTIAL CAMP	_____ Counselor	_____
	_____ Specialist	_____
	_____ Unit Leader	_____
	_____ Division Head	_____
	_____ Director	_____
	_____ Other	_____
JCC	_____ Group Worker - Teacher	_____
	_____ Program Director	_____
	_____ Department Head	_____
	_____ Director	_____
	_____ Other	_____
PRESCHOOL	_____ Assistant Teacher or Aide	_____
	_____ Teacher	_____
	_____ Director	_____
	_____ Other	_____
INFORMAL EDUCATION YOUTH WORK	_____ Group Advisor	_____
	_____ Youth Director	_____
	_____ Other	_____
ADULT EDUCATION	_____ Teacher	_____
	_____ Program Director	_____
	_____ Other	_____

27. Have you ever worked in general education?

Yes 1 No 2

If Yes, how many years? _____

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

Yes 1 No 2

III. TRAINING AND STAFF DEVELOPMENT

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

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

Yes 1 No 2

If Yes, how many were you required to attend? _____

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

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

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

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

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

33. What would encourage you to spend additional time on professional training?
Check only the TWO items that are most important to you.

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

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

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

← space

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

rank 3 most imp) as in #1 > 4?

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

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

rank ??

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

37. How proficient are you in Hebrew?

(Check one response for each item)	Fluent	Moderate	Limited	Not at all
a. Speaking	1	2	3	4
b. Reading	1	2	3	4
c. Writing	1	2	3	4

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

(Check one response for each item)	Very adequate	Somewhat adequate	Somewhat inadequate	Very inadequate
a. In-service workshops	1	2	3	4
b. Informal, on-going study with other educators (e.g., peer mentoring groups)	1	2	3	4
c. Degrees in Judaic Studies or Hebrew	1	2	3	4
d. Certification in Jewish education	1	2	3	4
e. Certification in administration/supervision	1	2	3	4

IV. BACKGROUND

Next we are going to ask you about yourself.

39. Are you Jewish?

Yes 1 No 2

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

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

41. Are you currently a member of a synagogue?

Yes 1 No 2

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

Yes 1 No 2

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

- ___ a. Light candles on Friday evening
- ___ b. Attend a Passover Seder
- ___ c. Keep Kosher at home
- ___ d. Light Hanukkah candles
- ___ e. Fast on Yom Kippur
- ___ f. Observe Shabbat
- ___ g. Build a Sukkah
- ___ h. Fast on the Fast of Esther
- ___ i. Celebrate Israel Independence Day

43. During the past year, did you:

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

44. Have you ever been to Israel?

Yes 1 No 2

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

Yes 1 No 2

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

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

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

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

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

Yes 1 No 2

If Yes, how many summers? _____

48. Did you belong to a Jewish youth group?

Yes 1 No 2

If Yes, how many years? _____

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

Yes 1 No 2

If Yes, how many years? _____

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

Yes 1 No 2

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

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

51. Are you currently enrolled in a degree program?

Yes 1 No 2

If Yes, for what degree? _____
in what major(s)? _____

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

(Check Yes or No for each item) Yes No

- a. Jewish education 1 2 If Yes, from where? _____
- b. General education 1 2 If Yes, from where? _____
- c. Administration/supervision 1 2 If Yes, from where? _____
- d. Other (specify) _____ 1 2 If Yes, from where? _____

53. What is your age? _____

54. What is your sex?

Male 1 Female 2

55. Where were you born?

- 1 USA
- 2 Other, (specify country) _____

56. What is your marital status?

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

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

- Yes 1
- No 2

58. What is your approximate total family income?

- 1 \$30,000 or below
- 2 \$31,000 - \$45,000
- 3 \$46,000 - \$60,000
- 4 \$61,000 - \$75,000
- 5 \$76,000 - \$90,000
- 6 Above \$90,000

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

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

60. In addition to your position(s) in Jewish education, are you currently:
(Check all that apply)

- a. an educator in a non-Jewish setting
- b. engaged in other employment outside the home
(specify) _____
- c. not employed elsewhere
- d. a student

In total, how many hours per week are you employed outside of Jewish education? _____

61. Over the next three years, I plan to:

(Check only one)

- 1 continue working in my current teaching or administrative position at the same school(s).
- 2 continue in the same type of position (either teaching or administrative) at a different Jewish school.
- 3 move from a teaching position to an administrative position at a Jewish school (or vice-versa).
- 4 seek a position in Jewish education other than in a school (such as a central agency).
- 5 seek an education position in a non-Jewish setting.
- 6 seek work outside of education.
- 7 ~~stop working~~ not work.
- 8 I don't know. I am uncertain.
- 9 Other (specify) _____

Thank you very much for your cooperation!

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