Box	Folder
62	1

Policy Brief. Presentation and article. Gamoran, Adam, et al. "Background and Training of Teachers in Jewish Schools: Current Status and Levers for Change." Drafts, notes, and correspondence. Includes both conference presentation and published article, 1995-1997.

3101 Clifton Ave, Cincinnati, Ohio 45220
513.487.3000
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Jed train - Stanford pres

Prof dev of tis is key elem of ed reform efforts throughout US
- last yr - added to nat goals
- Stfrd - among leaders

in Jewish ed - especially pressing - because ar tis, by & large, not prot trnd to begin w/!
- in gen ed, entry req by state, req study, cert - & relic also req.
- Jed - shortage of cert tis, ~~no~~ minimal reg - lat

what circumst ~~cond-ts~~ → more inservice workshops?
- skills w/ ts who are prot trnd may be able to demand more & create community w/ prct norms
- even w/o hi-sch prof staff, may be cand.ts that incr prof dev activ

- I often 3 mechs, or levers for ch, for cand.dev
  - levers not chosen on theoret grounds
  - rather, encountered in study of 3 J communities
    - commons & skills differed in pds & chars
    - nat experim - can yield impt info

Levers [SLIDE]

(1) State cert for pre-schls
- higher among pre-schls
- higher in pre-s that are cert

(2) State in-service reqs for re-lic
- 180 hrs, 100 hrs, no req
- are Judaica t's responsive?
- at least expect t's who are not trnd to resp

(3) Federal incentive for suppl ts
- one community, funds to encourage in-serve
- 4 worKshops → stipend
- schls where 3/4 of ts meet std rec. fed funds
- indiv + schlwide prof growth

Data - from CIJE study of educators in LCs - Balt, Atl, Milw
- 2 components - survey of all t's
- indepth interviews
- covered lots of topics, but focus here on bkgs + trng

- for most part, combine data from all 3 communities
- on whole, sim
- key diffs are focus of paper
- break down by setting: day, suppl, pre

- descrip res - crosstabs
- analytic res - OLS regr

Vars APPX

"Were you req to att in-serv workshops during the past two yrs? If so, how many?"
- analysis incl only those who were req to att at least 1
  excludes 1st yr ts because of 2-yr time frame

→ 726 ts sample
~15% missing → 574 t's
- On average, ts in our sample said req to att 4.75 workshops in 2 yrs
- ideally would like to know actual, whether req or not
  - future versions will incl this add'l q

bkg - exper - 2-5, 6-10, 11-20, 21+
- trng in ed - univ or t inst ° in ed
- trng in JS - college or sem ° in JS, or cert in J ed

- professional at
  - career
  - pln to leave

- sex

- indics of ~~[illegible]~~ settings - d, s, p
- indics of policies - cert pre
  - incentives for s-pp'l
  - inservice for re lic

Results
what sort of prof trng? [Table 1]
- 19% both . . .
34% neither
- Ds more JS
- Ds, P more ed, but that incl + trng

not compens by extensive in-serv [Table 2]
- Ds = 3.8 S = 4.4 P-S = 6.2

- clearly infreq of inserve fails to make up for deficits, nor maint prof growth among trnd t's
- what can be done to incr?

[Table 3] - bkgs d. ffs
column 1 - ~ linear exper trend
- P-schl more (EXPL)
- gaps
- multivar
column 2 - JS ts reported 1.02 more
column 3 - career more, leave less
- note exper coeffs

does higher pre ret'l cert reqs?
[Table 4] - yes - appears an effec mech

how about st reqs for re-lic t's?
[Table 5] — no — no diffs, not even among those formally trnd

Finally, did fed-spons incentives prog → higher rts of req wkshps?
[Table 6] — yes — 2.5 z more wkshps on ave

So — 2/3 seem effv
— ~~cert p-schls more~~
— implem in suppl, day?
— need stds - community level?
— need rewards
— financ
— raise expectats
— re-lic ~~fed~~? did not make a diff
— may reflect our q. which conc req worksheps
— t's meeting indiv re-lic reqs may not ~~ed~~ consid wkshps req by schls
— or — ds t's don't consid prof norms binding
— another - incentives for indivs not effv, but incentives for schls matter more
— note that lack of signif effs may mask impt diffs among 87 schls
— interviews showed variab.!

finally, common incentives for sppl ts + schls
did seem to boost level of insvc rept

~~capstone~~ one impt caveats
- only quantity - need also impv quality

~~on~~
CIJE's ultim hypoth
- build prof of J ed ⇒ impv teach in J ed
- this paper doesn't answer, but considers issues along the way
- what's the state of the profession?
- what can be done to impv it?
- helps the broader endeavor

– why rpt'd more – poss to demand more?
(exper, prof-o)

LI – need know more abt relat btw t's answers
& actual requirements
& actual compliance

– how was inservice defined – by t's, by researchers?
– what credits for workshops?

– how many would they have att were they not req? + why

– why exclude first-yr t's? (in sampling design)
– why 2 yrs?

– what other t prof activs? what was schl climate for dev?
– now schl open to change?

– better to ask sr educators abt reqs, incentives

GZD – what pt on the scale of incentives makes a diff?
– what kind of incentives work? res in gen ed
– incentiv for suppl works because begin at such a low level
– need consider contexts of t & l – schls, w/in schls
– tie prof dev opps for ts to contexts

DRAFT – FOR COMMENTS ONLY
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BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS: CURRENT STATUS AND LEVERS FOR CHANGE

Adam Gamoran
Ellen Goldring
Bill Robinson
Roberta Louis Goodman
Julie Tammivaara

Council for Initiatives in Jewish Education

This paper was prepared for presentation at the annual conference of the Network for Research on Jewish Education, Palo Alto, CA, June 1995. The authors are grateful to Janice Alper, Lauren Azoulai, Chaim Botwinick, and Ruth Cohen for administering the surveys, and to the teachers and administrators who participated in the study.

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS: CURRENT STATUS AND LEVERS FOR CHANGE

ABSTRACT

A survey of teachers in day schools, supplementary schools, and pre-schools in three communities shows that only 19% of teachers have professional training in both Jewish content areas and in the field of education. Despite incomplete professional backgrounds, teachers in Jewish schools engage in relatively few professional development activities: pre-school teachers reported attending an average of 6.2 workshops over a two-year period, while supplementary teachers attended an average of 4.4 and day school teachers attended 3.8 workshops over the two year period. What can be done to enhance and expand professional growth activities for teachers in Jewish schools? This paper examines three possible "levers" for changing standards for professional growth: state licensing requirements for pre-schools, state requirements for continuing education among professionally-trained teachers, and federation-led standards for training of supplementary teachers. Results indicate that pre-school teachers in state-licensed pre-schools and supplementary school teachers who were paid for meeting a professional growth standard reported that they were required to attend more in-service workshops, compared to other teachers who were not faced with these standards.

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS: CURRENT STATUS AND LEVERS FOR CHANGE

"A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and pre-schools." --- CIJE Policy Brief

Recent research at the Council for Initiatives in Jewish Education (CIJE) shows that only a small proportion of teachers in Jewish schools in three communities are formally prepared in both Jewish studies and in the field of education. This paper presents and extends selected findings from the CIJE research. In addition, it moves beyond findings that have been made public thus far by exploring mechanisms that may raise standards for in-service teacher training in Jewish schools. These levers include state licensing requirements for pre-schools, state requirements for continuing education among professionally-trained teachers, and federation-led standards for training of supplementary teachers.

Background

In 1991 the Commission on Jewish Education in North America released *A Time to Act*, a report on the status and prospects of Jewish education. The report concluded that building the profession of Jewish education (along with mobilizing community support for education) is essential for the improvement of teaching and learning in Jewish schools. This conclusion rested on the best available assessment of the field at that time: "well-trained and dedicated educators are needed for every area of Jewish education....to motivate and engage children and their parents [and] to create the necessary educational materials and methods" (1991, p.49). In response, the Commission created the CIJE, whose mandate includes

establishing three Lead Communities in North America, and working with these communities to serve as demonstration sites for improving Jewish education.

What is the current state of the profession of Jewish education in these communities? What mechanisms are available to improve it, and how will we know whether improvement in the profession training of teachers fosters better teaching and learning? These questions cannot be addressed fully -- in particular, no data are available on the links between training, teaching, and learning -- but this paper begins to address the issues by examining the current professional backgrounds of teachers in Jewish schools as well as considering potential levers for increasing teacher's professional development activities.

Professional Preparation and Development in Jewish Education

Modern conceptions of teaching emphasize formal, specialized preparation (e.g., Sedlak, 1987). This preparation typically involves training in both pedagogy and subject matter, as well as in the links between the two (Shulman, 1987). Moreover, teachers are expected to maintain their subject matter and pedagogical skills through continuous professional development. As Aron (1990, p. 6) explained, teachers need "to keep pace with new developments in their field. The knowledge base of teaching has grown and changed....Therefore, it would be imperative for veteran teachers to have mastery of this new body of information, skills, and techniques." In Jewish education, where many teachers lack formal preparation for their work, professional development is not a matter of keeping pace, but of getting up to speed.

In public education, the profession of teaching is regulated by certification at the state level. Although exceptions are made, generally states require formal preparation in the field

of education, including study of content knowledge and pedagogy, for teacher licensing. In addition, many states require a set amount of professional development over a fixed period of time for the renewal of one's teaching license. In Jewish schools, because of a shortage of certified teachers, it is often not possible to hire only teachers who are formally prepared in their fields. Hence, the question of professional development becomes especially salient.

What circumstances lead to ~~more in-service workshops for teachers?~~ On the one hand, schools with teachers who are more professionally oriented may be able to place greater demands for professional growth of teachers. A staff that is trained for Jewish education, holding degrees in education and in Jewish content areas, and viewing Jewish education as a career, may create the kind of community that allows professional norms to flourish, including more extensive professional development.

On the other hand, even without a highly professional staff, there may be conditions that can increase the amount of professional development activity. In this paper we examine three possible mechanisms, or levers for change, which may lead to more in-service workshops. The particular mechanisms we explore were not chosen on theoretical grounds; rather, they are the mechanisms we encountered in a study of three Jewish communities. We found that communities and schools varied in their policies and in the conditions associated with policies about staff development. This type of "natural experiment" can yield important information about the prospects for increasing professional growth activities in Jewish education.

The possible levers we encountered were as follows:

(1) **State certification for pre-schools.** Most of the pre-schools in our study are licensed or certified by the state, and certification requires a set amount of staff development for teachers. For example, in one state teachers had to take 18 hours of in-service per year for a school to maintain its certification. Other states had different requirements but all demanded some level of in-service among teachers to maintain certification. Consequently, one may expect to find higher rates of in-service training among pre-school teachers compared to other teachers, and we reported this pattern in our earlier work (Gamoran et al., 1994). Here we test this interpretation by comparing in-service training in the pre-schools that are not certified to those that are. We expect to find higher rates of in-service required in state-certified pre-schools.

(2) **State in-service requirements for re-licensing.** The communities we studied are located in three different states. One state requires that licensed K-12 teachers engage in 180 hours of workshop training over a five-year period in order to be re-licensed. Another state requires 100 hours of in-service over the same period. The third state has no such mandate. Are Judaica teachers in Jewish schools responsive to these mandates? Even if teachers on average are not affected by these requirements, one may expect that teachers who are professionally trained would keep up with licensing requirements.

(3) **Federation incentives for supplementary teachers.** In one community, the federation provides an extra incentive to encourage in-service attendance among supplementary school teachers. Teachers who attend at least 4 workshops in a year (3 for those who teach only on Sundays) receive a special stipend. In addition,

supplementary schools in which at least three-quarters of the teachers meet the in-service standards receive funds from the federation. Thus, the incentive program encourages not just individual but school-wide professional growth. If these incentives are effective, we would expect to find that supplementary school teachers reported more workshops in this community than in the other two.

Data and Methods

Data from this paper are drawn from two data sources: A survey of teachers, and intensive interviews with a sample of teachers and other educators. The surveys and interviews were conducted in the three CIJE Lead Communities: Atlanta, Baltimore, and Milwaukee, in 1992 and 1993. All Judaica teachers in day schools, supplementary schools, and pre-schools were asked to respond to the survey, and a response rate of 82% (983/1192 teachers in total) was obtained. Formal in-depth interviews were carried out with 125 educators, including teachers and education directors of day schools, supplementary schools, and pre-schools, as well as central agency staff and Jewish educators in higher education. The survey and interviews covered a wide variety of issues, such as teachers' background and training, earnings and benefits, and careers of Jewish educators. Only matters of background and formal training are addressed in this paper.

Statistical Methods

For the most part, we combine data from all three communities for our survey analyses. Despite some differences between communities, on the whole the results were far more similar than they were different. Also, our results are largely consistent with surveys carried out in other communities, where comparable data are available. Moreover, in this

paper we will explicitly examine some of the more salient differences across communities. Finally, whereas the data will mainly be aggregated across communities, we will generally break down the data by setting: day school, supplementary school, and pre-school.

We present both descriptive and analytic results. The descriptive results are cross-tabulations of background and training variables by setting. The analytic results derive from ordinary least squares regressions aimed at sorting out predictors of the extent of in-service training.

The analyses rely primarily on survey responses. Information from interviews helped us frame our analytic questions – in particular, they allowed us to discern the levers for change examined in the regressions -- and they helped us understand the survey findings more thoroughly.

Variables

Most variables indicate aspects of teachers' backgrounds and experiences. These were drawn from surveys. Others provide information about the settings in which teachers work. These came from survey administration records.

Workshop attendance. The dependent variable for this study derives from teachers' responses to the questions, "Were you required to attend in-service workshops during the past two years? If so, how many?" Only teachers who were required to attend at least one workshop are included in the analyses, and first year teachers are excluded because of the two-year time frame implied by the question. This resulted in an effective sample size of 726 teachers. About 15% of teachers who were required to attend workshops failed to indicate how many, and these are treated as missing and excluded from the analyses,

resulting in a sample of 574 teachers, or 85% of the eligible cases. On average, teachers in our sample said they were required to attend 4.75 workshops over a two-year period. (Means and standard deviations of all variables are listed in the appendix.)

Ideally one would like to know how many workshops teachers actually attended, whether required or not, in addition to how many were required. Unfortunately this was not asked in the Lead Community surveys. Future versions of the survey will include an additional question that addresses this distinction (Gamoran, et al., 1995).

Background variables. We employed several measures to take account of differences among teachers in their professional backgrounds. Teachers indicated their years of experience in Jewish education. To allow for possible non-linear effects, we divided experience into four categories: 5 years or less, 6-10 years, 11-20 years, and 21 years or more. An additional category indicates persons with missing data on experience. (We used this strategy of dummy categories for missing data for all independent variables in the regression analyses.)

Teachers also responded to questions about how much schooling they had, what their majors were, and whether they were certified in Jewish education. For this study, we defined "training in education" as a university or teachers' institute degree in education. We defined "training in Jewish studies" as a college or seminary degree in Jewish studies, or as certification in Jewish education.

We used two measures to indicate teachers' professional orientation. First, we asked whether teachers think of their work in Jewish education as a career. Second, we asked teachers about their plans for the future, and from this item we constructed a single indicator

for teachers who said they plan to leave Jewish education in the near future. Presumably it would be possible to demand more in-service work from teachers who are oriented to Jewish education as a career, and are not planning on leaving the field.

Finally, teachers reported their sex, and this is indicated by a dummy variable with 1 = male and 0 = female.

Context and policy variables. Dummy variables are used to distinguish among teachers in day schools, supplementary schools, and pre-schools. Teachers who taught in more than one setting (about 20% of all respondents) are counted in the setting in which they taught the most hours.

For pre-school teachers only, we created an indicator to distinguish among schools that are accredited by the state and those that are not (certified = 1, not certified = 0). For supplementary school teachers only, we created an indicator for the one community with an incentives program for in-service workshops (incentives program = 1, others = 0). For all teachers, we created indicators of the amount of in-service required for re-licensing: 180 hours and 100 hours are compared to the reference category of no in-service requirement.

Results

First we present descriptive information on teachers' professional backgrounds in education and Judaica. Then we examine possible mechanisms for raising levels of in-service training in Jewish education.

Descriptive Results

What sort of professional training in Jewish education characterizes teachers in the three communities? Overall, Table 1 shows that only 19% of teachers in Jewish schools are

formally trained in both education and in Jewish studies. Thirty-five percent were trained in education but not Jewish studies, and another 12% were trained in Jewish studies but not education. This leaves a significant minority -- 34% -- with no formal preparation in either field. Table 1 further shows, not surprisingly, that day school teachers more often have training in Jewish studies than teachers in other schools, and that day school and pre-school teachers more often have professional backgrounds in education than teachers in supplementary schools (combine rows 1 and 2 in Table 1). However, the greater proportion of teachers trained in education in day and pre-schools reflects one- and two-year degrees from teacher training programs as well as university degrees in education. If non-university programs were excluded, day school and pre-school teachers would have formal backgrounds in education similar to that of supplementary teachers.

Further analysis shows that the dearth of formal training is not compensated by extensive in-service education. Table 2 shows that (excluding first-year teachers) day school teachers were required to attend an average of 3.8 workshops during the two-year period, supplementary teachers averaged 4.4, and pre-school teachers were required on average to attend just 6.2 workshops over a two-year period.

Clearly, the infrequency of in-service training is not adequate to make up for deficiencies, nor even to maintain an adequate level of professional growth among teachers who are already professionally trained. What can be done to increase the level of in-service training?

Analytic Results

Table 3 explores background differences in workshop attendance. The first column shows a trend for experience that is roughly linear, with teachers who are more experienced reporting more workshops. In addition, one can see in the first column that controlling for sex and experience, pre-school teachers still reported 2.36 more workshops than day school teachers (the reference category), and supplementary teachers reported .66 more workshops on average. Thus, the pattern that emerged in Table 2 is maintained in multivariate analyses.

The second column presents results for the same model with the additional effects of pre-service training. Teachers with formal preparation in education did not report more in-service workshops, but teachers who are trained in Jewish studies reported that they were required to attend 1.02 workshops more than teachers without such training. The third column of Table 3 shows that teachers who think of Jewish education as their career reported more workshops and teachers who plan to leave the field reported fewer workshops than other teachers. Note also that the initial effects of experience appear to diminish in the second and third columns of Table 3. This pattern suggests that more experienced teachers reported more workshops because they tend to be better trained in Jewish studies and more oriented to a career in Jewish education, two conditions that are obviously connected to longevity in the profession and apparently related to in-service standards as well.

Does the higher rate of reported workshops among pre-school teachers reflect state licensing requirements, as the interviews led us to conclude? To further probe this interpretation, we present in Table 4 the results of a regression that is restricted to pre-school teachers, and which includes an indicator of state-certified pre-schools. As Table 4 shows,

teachers in certified schools reported 3.35 more workshops, a substantial difference considering that the average for pre-school teachers was 6.2 (see Table 2). As in the full-sample analysis, career-oriented pre-school teachers reported more workshops, and those planning to leave reported fewer, although the latter coefficient is not statistically significant due to the smaller number of cases when the sample is restricted to pre-school teachers. (Sex is excluded from the pre-school analysis because all but one of the pre-school teachers are female.)

Do state requirements for re-licensing of trained teachers encourage higher levels of required workshops? Table 5 indicates the answer is no. This analysis, restricted to day school teachers, shows that teachers in states requiring 180 hours or 100 hours of workshop training for re-licensing did not report more workshops than teachers in the state without a fixed workshop requirement. The second column of Table 5 shows that even day school teachers who are formally trained in the field of education did not report more workshops when they worked in states that required many hours of workshops for re-licensing. These results may indicate that day school Judaica teachers do not see themselves as bound by the norms of the general teaching force in the state.

Finally, did the federation-sponsored incentives program encourage higher rates of required workshops? The regression reported in Table 6, restricted to supplementary teachers, shows that teachers who encountered the incentives program reported an average of 2.52 more workshops than supplementary schools in the other two communities, where such federation programs are not in place.

Discussion

This study shows that teachers in three Jewish communities have relatively little formal preparation for their work in Jewish schools. Moreover, they are not typically held to high standards for professional development. However, it appears there are policies that may raise the quantity of in-service. Teachers who are trained in Jewish studies and who are oriented towards a career in Jewish education reported more required workshops. This finding suggests that standards for professional development could be raised by recruiting teachers who are committed to the profession. Better recruitment is an appropriate goal, but it remains a major challenge in light of the relatively small number of opportunities to obtain formal preparation for teaching in Jewish education (Davidson, 1990).

Teachers in certified pre-schools reported substantially more workshops than teachers in other pre-schools. Could this type of policy be implemented in supplementary schools, and in the Judaica divisions of day schools? Where would certification standards come from? One answer is from the community level -- the federation or central agency might certify schools whose teachers engage in specified levels of professional growth. For this certification to be meaningful, however, it must be accompanied by some sort of rewards. Parents of pre-school children take certification into account when choosing a school, but this logic does not hold when one is choosing a supplementary school. However, it may be possible to raise parents' expectations so that they seek out supplementary schools and day schools with higher standards for professional growth. In addition, other incentives such as financial support might induce school to seek communal certification.

Although certification of pre-schools made a difference, re-licensing requirements for K-12 teachers did not. In one sense these results may reflect the particular question we asked on the survey, which concerned required workshops instead of any workshops teachers may have attended. Teachers who are meeting individual re-licensing requirements may not have indicated that such workshops are required by their schools. Another interpretation of the results is that rewards and sanctions aimed at individuals are ineffective, but that incentives for schools, as in the case of pre-schools, have more impact.

Finally, supplementary teachers reported more workshops in the community that had an incentives program. This finding suggests that incentives for both individuals and schools affect teachers' professional growth in a positive way. Hence, we conclude that incentives for individuals can be effective if the incentives are meaningful (for example a cash stipend as in this case).

This paper addresses only the quantity of in-service education. The question of quality is at least as important, if not more so. It is essential to consider recent ideas about creating more effective opportunities for professional growth (e.g., Sparks, 1995), at the same time as one thinks about raising the amount of in-service to which teachers are held.

The CIJE's ultimate hypothesis is that building Jewish education as a profession is critical for improving teaching and learning in Jewish education. This paper does not answer that question, but it addresses two crucial concerns along the way: What is the state of the profession? What can be done to improve it? By exploring three potential avenues for reform, we are furthering the broader endeavor. The results of this study suggest two mechanisms -- community incentives and certification of schools -- that can increase the professional growth activities of teachers in Jewish schools.

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Table 1. Professional Training of Teachers in Jewish Schools

	Day School	Supplementary School	Pre-School	All Schools
Trained in Education and Jewish Studies	35%	13%	9%	19%
Trained in Education Only	24%	32%	50%	35%
Trained in Jewish Studies Only	25%	11%	3%	12%
Trained in Neither Education Nor Jewish Studies	16%	44%	38%	34%

Table 2. Average Number of Workshops Teachers in Jewish Schools Were Required to Attend

	Average Number of Workshops in the Past Two Years
Day Schools	3.8
Supplementary Schools	4.4
Pre-Schools	6.2
All Schools	4.8

Note: Figures include only those teachers who said they were required to attend workshops, and exclude first-year teachers.

Table 3. Differences among individuals and settings in number of workshops teachers reported they were required to attend.

Independent Variable			
Sex (Male=1)	-.61	-.74	-.86*
	(.39)	(.39)	(.39)
Experience 6-10 years	.48	.45	.16
	(.35)	(.35)	(.35)
Experience 11-20 years	.81*	.67	.26
	(.37)	(.38)	(.39)
Experience 21+ years	1.02*	.69	.34
	(.43)	(.45)	(.45)
Trained in Education		-.02	-.11
		(.29)	(.29)
Trained in Jewish Studies		1.02**	.60
		(.33)	(.34)
Jewish Education is a Career			1.30**
			(.94)
Will Leave Jewish Education			-1.00*
			(.50)
Pre-school	2.36**	2.76**	2.65**
	(.36)	(.39)	(.38)
Supplementary School	.66*	.98**	1.19**
	(.33)	(.35)	(.35)
Constant	3.37**	2.89**	2.54**
	(.37)	(.43)	(.44)
R^2	.09	.10	.13

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=574 teachers. Equation also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 4. Differences between certified and uncertified pre-schools in the number of workshops teachers reported they were required to attend.

Independent Variable	
Experience 6-10 years	-.81
	(.82)
Experience 11-20 years	-.84
	(.94)
Experience 21+ years	-.74
	(1.18)
Trained in Education	.09
	(.67)
Trained in Jewish Studies	.59
	(.95)
Jewish Education is a Career	1.53*
	(.75)
Will Leave Jewish Education	-1.76
	(1.18)
Certified Pre-school	3.34**
	(1.00)
Constant	2.74*
	(1.17)
Adjusted R^2	.08

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=169 teachers. Equation also includes controls for missing data on experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 5. Differences in the number of workshops day school teachers were required to attend in states with different professional growth requirements for re-licensing.

Independent Variable		
Sex (Male=1)	-1.07*	-1.05*
	(.45)	(.46)
Experience 6-10 years	1.62*	1.61*
	(.64)	(.64)
Experience 11-20 years	1.12	1.11
	(.62)	(.62)
Experience 21+ years	1.61*	1.62*
	(.67)	(.67)
Trained in Education	-.32	.21
	(.42)	(.49)
Trained in Jewish Studies	.23	-.20
	(.49)	(.53)
Jewish Education is a Career	-.25	-.24
	(.57)	(.58)
Will Leave Jewish Education	-.65	-.60
	(.94)	(.95)
180 Hours Required for Re-License	-.08	-.11
	(.54)	(.92)
100 Hours Required for Re-License	-.36	-.03
	(.48)	(.76)
180 Hours X Trained in Education		.03
		(1.14)
100 Hours X Trained in Education		-.51
		.93
Constant	3.26**	3.19**
	(.66)	(.68)
Adjusted R^2	.05	.04

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=176 day school teachers. Equation also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 6. Number of workshops supplementary school teachers were required to attend in a community that offered incentives for attendance, compared to other communities.

Independent Variable	
Sex (Male=1)	-.13
	(.46)
Experience 6-10 years	.58
	(.42)
Experience 11-20 years	1.11*
	(.49)
Experience 21+ years	.84
	(.57)
Trained in Education	-.06
	(.37)
Trained in Jewish Studies	.81
	(.44)
Jewish Education is a Career	1.19**
	(.38)
Will Leave Jewish Education	-.53
	(.57)
Community Incentives for Workshops	2.52**
	(.35)
Constant	2.17**
	(.35)
Adjusted R^2	.30

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=229 supplementary school teachers. Equation also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

APPENDIX

Means and Standard Deviations of Variables

	Mean	Standard Deviation
Number of Workshops	4.75	3.31
Sex (Male=1)	.15	.36
Experience 2-5 years	.27	.44
Experience 6-10 years	.31	.46
Experience 11-20 years	.25	.43
Experience 21+ years	.15	.36
Trained in Education	.54	.50
Trained in Jewish Studies	.32	.47
Jewish Education is a Career	.62	.49
Will Leave Jewish Education	.07	.26
Day School	.31	.46
Supplementary School	.40	.49
Pre-school	.29	.45
Accredited Pre-school	.26	.44
Missing Sex	.01	.11
Missing Experience	.02	.15
Missing Trained in Education	.04	.19
Missing Trained in Jewish Studies	.04	.20
Missing Career	.02	.14
Missing Plans to Leave	.05	.22

Note: N = 574 teachers.

GAMO$ type jedtrain.eg
From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu" 1-JUN-1995 10:50:06.25
To: gamoran
CC:
Subj: comments on "Levers of Change"

ADAM: Some brief comments on the paper. I really like it and I think it will be a "major hit" at the conference. I'm sorry I won't be there.

Abstract: I would change the sentence ending "levers" to change, to "levers" for changing professional growth standards (It is hard to understand what you are talking about).

Background section: second sent, change for improving, to for the improvement of teaching...

Same section, last paragraph you write profession training, should be professional training

I don't like the last sentence of that paragraph (last paragraph of background section): I would re-write to something like: --- however, this paper begins to address these issues by presenting data that focus on the current professional backgrounds of Jewish educators and potential levers for changing the levels of in-service (or professional growth) activities.

Prof. Preparation Section:
Second para, 4th sent, In Jewish schools, because of a shortage of certified teachers, it is often not possible....

5th sent, I like the word paramount, instead of prominent.

Third para, third sent, I would change to: A staff who are trained for Jewish education, holding degrees in education and Jewish content areas, and also view Jewish education as their career, may create.....

Fourth par, I like the word conditions rather than circumstances in the first sent. Same in the rest of that paragraph.

PT 2 of the Levers: last sentence delete be, to and just say would keep up....

PT 3 of Levers: Last sentence delete "were required to"

DATA nd Methods Section:
6th paragraph, add "workshops" after 5.1

Last paragraph, add "for in-service" after incentives program

Results:
Second paragraph, fourth sent, move "more often"

Last sent, second para, change about as often as to "similar to

that of"

7th paragraph: Starting - Does the higher rate of..
I don't have the Tables here, but what happens to the effects of career and Jewish Ed for this analyses with pre-school only? Are these two still strong predictors? Same question with other regressions? I would mention it if this is consistent or if these "wash out".

8th paragraph:
I would add a sentence of explanation, something like, These findings suggest that most day school teachers do not see themselves bound to the rules and norms of the general teaching force in the state. (I may even start, these findings are not surprising, as it seems that most day school teachers...). I really believe that these teachers do not think that are "like" other teachers", and do not perceive themselves to be part of the larger world of teaching.

9th paragraph, last sentence: I would add to the last sentence: where such federation plans are not in place.

Discussion:
Second paragraph: It would be important to mention here other accrediting agencies such as the Southern Associations of Colleges and Schools (SACS). They accredit private schools, universities etc, and according to Claire's reports all Day Schools in Atlanta are accredited (and all teachers have to be certified, but that the principals "fudge" on the information, so lets say I am a Bible/History teacher and I am certified in something else, the principals reports I am certified). States also accredit private schools. Aren't there "standards' to be affiliated with the Torah uMasorah movement, or the Shecter movement too?

Also in this section I would add that it is also possible to try to change parents' expectations and public demand as a way of levering change, so just as pre-school parents expect accredited pre-schools, we can begin to work with communities so parents expect accredited day and supp. schools. This could also be part of community mobilization.

I would add one last sentence to the paper, something like, The results of this paper suggest that there are levers that can improve the levels of professional growth activities of Jewish educators.

GAMO$ type jedtrain.wr
From: EUNICE::"74104.3335@compuserve.com" 2-JUN-1995 11:01:47.27
To: Adam Gamoran <gamoran>
CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,
myself <74104.3335@compuserve.com>
Subj: Comments on paper

Adam,

Looks very good - very clean and to the point!

A few minor corrections:

1. Typo in Background section, 2nd paragraph, 4th line, should read "professional training" (not "profession training").

2. In Workshops attendence sub-section, 1st paragraph, 2nd to last line, there seems to be a missing phrase - it should read "On average, the number of workshops teachers ...".

ALSO, the average # of workshops for all 574 cases is 4.7. (See the means.) My table which I originally sent you is incorrect, showing 4.8. And, if you use the table that I originally sent, please note that the heading is incorrect as it speaks about levels of attendence not levels of required"ness".)

3. In Background variables sub-section, 2nd paragraph, last line - should read "...or seminary degree in Jewish studies..." (not "in education").

4. In Context and policy variables sub-section, first paragraph, 2nd sentence, about "20%" of all respondents (of all 983) taught in more than one setting (not "25%").

5. Just to make sure you know - the data on training (Table 1) is for all (983) teachers.

6. In Results section, 6th paragraph, 2nd sentence, missing word ("more") - "...required to attend 1.02 more workshops than ...".

That's all my comments!

The planning meeting (as a whole) was intensive and emlightening. In particular, had the opportunity to talk with Sharon Nemser about evaluating the Institute. Came up with some good ideas. I'll be sending you a copy of my notes from the meetings, as soon as I can synthesize them and write them up.

Bill

SSCB$ type jedtrain.wr
From: EUNICE::"74104.3335@compuserve.com" 21-JUN-1995 10:10:28.35
To: Adam Gamoran <gamoran>, Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>, myself <74104.3335@compuserve.com>
CC:
Subj: on the levers paper

Adam & Ellen,

During the conference, I had a talk with Leora about the "levers" paper. I also talked briefly with Susan Shevitz, and with Gail (who mentioned that she had a few conversations with others) on the same topic.

Two (related) points of concern arose from these conversations:

1) There was some misunderstanding as to what the paper was explaining (i.e., what was the dependent variable). Was it the number of workshops they actually attended or the number of workshops required of teachers? We know it was the latter, but it seems that not all picked up on this.

2) What's the point of looking at the number of required workshops? Opinions were expressed that the number of required workshops is either not a useful issue to focus on (i.e., workshops are not the direction in which professional development should head) or at least not the type of issue that the CIJE should be focusing upon (i.e., there are more important issues). This second point of concern is policy-oriented and political, and the basis of much of Leora's response to the paper. (As Barry mentioned to me, it seems that by having you present at the first evening plenum probably made the paper into something bigger than was intended.)

Some of the other comments from Leora were:
- Did the teachers understand the requirements? (Why not just ask the schools?)
- How did you define your terms: "in-service", "workshops", "required"?

After reading over the paper, I have one concern and three suggestions:

The ONE CONCERN:
In the Policy Brief, we stated (incorrectly) that the numbers refer to the average number of workshops (actually) attended. In the abstract of the "levers" paper, you also state it in this manner (i.e., "...teachers reported attending an average of ..."). The correct phrase would (of course) be "...teachers reported being required to attend an average of...". My concern is that the more we focus on the number of required workshops (pointing out that we don't know the actual number attended), the more likely someone will note our mistake in the Policy Brief.

Despite this danger ...
my FIRST suggestion is to explicitly (more so than currently) state that the paper focuses (only) on raising the insitutional standards/norms for professional development, not raising the actual number of workshops attended (though the latter may flow from the former). The key question of the paper is what circumstances lead to (correlate with) more demanding institutionalized norms/standards for teacher professional development. We mention this, but I think it gets lost in the paper. A more thorough discussion of the policy-oriented theory behind the analysis would be helpful.

I think the two paragraphs on page #3 really get at the heart of the matter! They should be expanded. What other characteristics of teachers (i.e., demographics, training, career path, hours of employment) could allow for

increased institutional norms/standards? By delineating all of these, we provide a clear(er) rationale for including all those dummy variables in the regression analysis. Then, the second issue - what community and state based levers could influence institutional norms/standards for professional development - becomes even clearer and more compelling.

This (more explicit) approach turns a vice into a virtue. The fact that we don't know the actual number of workshops attended no longer matters. What is important (from CIJE's perspective) is creating stronger and more demanding institutionalized norms/standards. (This may in turn lead to increased numbers of workshops actually attended.)

By focusing exlicitly on the norms/standards, we can even answer Leora's concern about whether the teachers really understood the requirements. If they did not understand them (e.g., think there are less than there are), then are they really "requirements"? Are they really effective? From this perspective, asking the teachers instead of the schools about their requirements (Leora's suggestion) is the better way to proceed. (Of course, only asking the schools would not have allowed us to control for teacher characteristics in the facilitation of institutional norms/standards.)

Also, this explicit focus on standards would make it easier for us to acknowledge that workshops (as is) are probably not the way to proceed with professional development. BUT, no matter in which direction one heads, institutional norms/standards will probably be necessary!

My SECOND suggestion:
Why not include those cases in which there are no required workshops? (Either include them as part of the whole group or run a separate analysis comparing "no required" to "one or more required".) If we are exploring what factors may ✓ create more demanding institutional norms/standards for professional development, I'm not certain as to why we would leave them out. The fact that there are teachers with no (workshop) requirements seems very important.

My THIRD suggestion:
We should probably mention somewhere in the paper about the amount of non-workshop study being engaged in by teachers (assuming that it is low).

I'm very sorry I had not thought of all this before! Most of it occured to me in conversations with Leora and Susan. (I tried to explain these points to them, though I probably didn't do a very good job.)

A FINAL note: We never asked by whom are the workshops required? The school? The first school? Other than a school - state, national board?

Despite the not-so-favorable reception of the paper, I believe (even more so now) that the issue it focuses upon is important. We just need to do a better job educating the reader as to why it is important. We've learned that it is not obvious to them.

Bill
P.S. At times like this, I'm glad we don't have an organizational policy of shooting the messenger ... yet.

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS: CURRENT STATUS AND LEVERS FOR CHANGE

ABSTRACT

This paper presents a secondary analysis of data from a survey of teachers in the Jewish schools of three communities. Previous findings had shown that only 19% of teachers have professional training in both Jewish content areas and in the field of education, and despite incomplete professional backgrounds, little professional growth was required of teachers. What can be done to enhance and expand professional growth activities for teachers in Jewish schools? Analyses reported in this paper examine three possible "levers" for changing standards for professional growth: state licensing requirements for pre-schools, state requirements for continuing education among professionally-trained teachers, and federation-led standards for training of supplementary teachers. Results indicate that pre-school teachers in state-licensed pre-schools and supplementary school teachers who were paid for meeting a professional growth standard reported that they were required to attend more in-service workshops, compared to other teachers who were not subject to these conditions. In addition, standards for the quantity of in-service were higher among teachers who have stronger Judaic backgrounds and who are committed to a career in Jewish education.

Table 3. Differences among individuals and settings in number of workshops teachers reported they were required to attend.

Independent Variable			
Sex (Male=1)	-.61	-.74	-.86*
	(.39)	(.39)	(.39)
Experience 6-10 years	.48	.45	.16
	(.35)	(.35)	(.35)
Experience 11-20 years	.81*	.67	.26
	(.37)	(.38)	(.39)
Experience 21+ years	1.02*	.69	.34
	(.43)	(.45)	(.45)
Trained in Education		-.02	-.11
		(.29)	(.29)
Trained in Jewish Studies		1.02**	.60
		(.33)	(.34)
Jewish Education is a Career			1.30**
			(.94)
Will Leave Jewish Education			-1.00*
			(.50)
Pre-school	2.36**	2.76**	2.65**
	(.36)	(.39)	(.38)
Supplementary School	.66*	.98**	1.19**
	(.33)	(.35)	(.35)
Constant	3.37**	2.89**	2.54**
	(.37)	(.43)	(.44)
R^2	.09	.10	.13

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=574 teachers. Equation also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 4. Differences between certified and uncertified pre-schools in the number of workshops teachers reported they were required to attend.

Independent Variable	
Experience 6-10 years	-.81
	(.82)
Experience 11-20 years	-.84
	(.94)
Experience 21+ years	-.74
	(1.18)
Trained in Education	.09
	(.67)
Trained in Jewish Studies	.59
	(.95)
Jewish Education is a Career	1.53*
	(.75)
Will Leave Jewish Education	-1.76
	(1.18)
Certified Pre-school	3.34**
	(1.00)
Constant	2.74*
	(1.17)
Adjusted R^2	.08

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=169 teachers. Equation also includes controls for missing data on experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 5. Differences in the number of workshops day school teachers were required to attend in states with different professional growth requirements for re-licensing.

Independent Variable		
Sex (Male=1)	-1.07*	-1.05*
	(.45)	(.46)
Experience 6-10 years	1.62*	1.61*
	(.64)	(.64)
Experience 11-20 years	1.12	1.11
	(.62)	(.62)
Experience 21+ years	1.61*	1.62*
	(.67)	(.67)
Trained in Education	-.32	.21
	(.42)	(.49)
Trained in Jewish Studies	.23	-.20
	(.49)	(.53)
Jewish Education is a Career	-.25	-.24
	(.57)	(.58)
Will Leave Jewish Education	-.65	-.60
	(.94)	(.95)
180 Hours Required for Re-License	-.08	-.11
	(.54)	(.92)
100 Hours Required for Re-License	-.36	-.03
	(.48)	(.76)
180 Hours X Trained in Education		.03
		(1.14)
100 Hours X Trained in Education		-.51
		.93
Constant	3.26**	3.19**
	(.66)	(.68)
Adjusted R^2	.05	.04

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=176 day school teachers. Equation also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 6. Number of workshops supplementary school teachers were required to attend in a community that offered incentives for attendance, compared to other communities.

Independent Variable	
Sex (Male=1)	-.13
	(.46)
Experience 6-10 years	.58
	(.42)
Experience 11-20 years	1.11*
	(.49)
Experience 21+ years	.84
	(.57)
Trained in Education	-.06
	(.37)
Trained in Jewish Studies	.81
	(.44)
Jewish Education is a Career	1.19**
	(.38)
Will Leave Jewish Education	-.53
	(.57)
Community Incentives for Workshops	2.52**
	(.35)
Constant	2.17**
	(.35)
Adjusted R^2	.30

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=229 supplementary school teachers. Equation also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

APPENDIX

Means and Standard Deviations of Variables

	Mean	Standard Deviation
Number of Workshops	4.75	3.31
Sex (Male = 1)	.15	.36
Experience 2-5 years	.27	.44
Experience 6-10 years	.31	.46
Experience 11-20 years	.25	.43
Experience 21+ years	.15	.36
Trained in Education	.54	.50
Trained in Jewish Studies	.32	.47
Jewish Education is a Career	.62	.49
Will Leave Jewish Education	.07	.26
Day School	.31	.46
Supplementary School	.40	.49
Pre-school	.29	.45
Accredited Pre-school	.26	.44
Missing Sex	.01	.11
Missing Experience	.02	.15
Missing Trained in Education	.04	.19
Missing Trained in Jewish Studies	.04	.20
Missing Career	.02	.14
Missing Plans to Leave	.05	.22

Note: N = 574 teachers.

DWORKSHP

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	.00	198	20.1	20.5	20.5
	1.00	770	78.3	79.5	100.0
	.	15	1.5	Missing	
	Total	983	100.0	100.0	

Valid cases 968 Missing cases 15

Total number of cases:	983 (Unweighted)	
Number of selected cases:	983	
Number of unselected cases:	0	
Number of selected cases:		983
Number rejected because of missing data:		15
Number of cases included in the analysis:		968

Dependent Variable Encoding:

Original Value	Internal Value
.00	0
1.00	1

Dependent Variable.. DWORKSHP

Beginning Block Number 0. Initial Log Likelihood Function

-2 Log Likelihood 980.85418

* Constant is included in the model.

Beginning Block Number 1. Method: Enter

Variable(s) Entered on Step Number

1..	DSEX	Dummy -sex
	DEXPER10	Dummy - 6-10 years expereince in Jewish education?
	DEXPER20	Dummy - 11-20 years experience in Jewish education?
	DEXPER21	Dummy - over 20 years expereince in Jewish education?
	DEDTRAN	Dummy - Trained in education? (Same as edmajor!)
	DJEWTRAN	Dummy- Trained in Jewish education?
	DCAREER	Dummy - Career?
	DLEAVE1	Dummy - Leave Jewish education? (don't know as 0)
	DPRE	Dummy - Pre-school?
	DSUP	Dummy - Supplementary?
	DMISCARR	Dummy - Missing in career?
	DMISEDTR	Dummy - Missing in trained in education?
	DMISEXPR	Dummy - Missing in experience?
	DMISJWTR	Dummy - Missing in trained in Jewish education?
	DMISLEV1	Dummy - Missing in future plans?
	DMISSEX	Dummy - Missing in sex?

Estimation terminated at iteration number 4 because
parameter estimates changed by less than .001

-2 Log Likelihood	934.479
Goodness of Fit	965.827

	Chi-Square	df	Significance
Model Chi-Square	46.375	16	.0001
Improvement	46.375	16	.0001

Classification Table for DWORKSHP

		Predicted .00 (0)	Predicted 1.00 (1)	Percent Correct
Observed				
.00	0	3	195	1.52%
1.00	1	4	766	99.48%
			Overall	79.44%

---------- Variables in the Equation ----------

Variable	B	S.E.	Wald	df	Sig	R	Exp(B)
DSEX	-.8528	.2194	15.1008	1	.0001	-.1156	.4262
DEXPER10	.2249	.2147	1.0971	1	.2949	.0000	1.2521
DEXPER20	.3506	.2489	1.9842	1	.1589	.0000	1.4199
DEXPER21	.1505	.2847	.2795	1	.5970	.0000	1.1624
DEDTRAN	.3089	.1790	2.9770	1	.0845	.0316	1.3619
DJEWTRAN	.0814	.2217	.1347	1	.7136	.0000	1.0848
DCAREER	.2648	.1952	1.8406	1	.1749	.0000	1.3031
DLEAVE1	.4356	.3555	1.5018	1	.2204	.0000	1.5459
DPRE	.2143	.2496	.7375	1	.3905	.0000	1.2390
DSUP	-.0167	.2139	.0061	1	.9376	.0000	.9834
DMISCARR	-.9455	.4516	4.3829	1	.0363	-.0493	.3885
DMISEDTR	.1043	.6775	.0237	1	.8777	.0000	1.1099
DMISEXPR	-.1206	.5128	.0553	1	.8140	.0000	.8864
DMISJWTR	.1794	.6405	.0784	1	.7794	.0000	1.1965
DMISLEV1	-.4055	.3144	1.6634	1	.1972	.0000	.6666
DMISSEX	-.6769	.5355	1.5980	1	.2062	.0000	.5082
Constant	1.0328	.2676	14.8986	1	.0001		

Total number of cases: 983 (Unweighted)
Number of selected cases: 983
Number of unselected cases: 0

Number of selected cases: 983
Number rejected because of missing data: 15
Number of cases included in the analysis: 968

Dependent Variable Encoding:

Original Value	Internal Value
.00	0
1.00	1

Dependent Variable.. DWORKSHP

Beginning Block Number 0. Initial Log Likelihood Function

-2 Log Likelihood 980.85418

* Constant is included in the model.

Beginning Block Number 1. Method: Enter

Variable(s) Entered on Step Number
1.. DSEX Dummy -sex
DEXPER10 Dummy - 6-10 years expereince in Jewish education?
DEXPER20 Dummy - 11-20 years experience in Jewish education?
DEXPER21 Dummy - over 20 years expereince in Jewish education?
DEDTRAN Dummy - Trained in education? (Same as edmajor!)
DJEWTRAN Dummy- Trained in Jewish education?
DPRE Dummy - Pre-school?
DSUP Dummy - Supplementary?
DMISEDTR Dummy - Missing in trained in education?
DMISEXPR Dummy - Missing in experience?
DMISJWTR Dummy - Missing in trained in Jewish education?
DMISSEX Dummy - Missing in sex?

Estimation terminated at iteration number 4 because
parameter estimates changed by less than .001

-2 Log Likelihood	945.903
Goodness of Fit	968.378

	Chi-Square	df	Significance
Model Chi-Square	34.951	12	.0005
Improvement	34.951	12	.0005

Classification Table for DWORKSHP

		Predicted .00 (0)	Predicted 1.00 (1)	Percent Correct
Observed .00	0	0	198	.00%
1.00	1	0	770	100.00%
			Overall	79.55%

---------- Variables in the Equation ----------

Variable	B	S.E.	Wald	df	Sig	R	Exp(B)
DSEX	-.7851	.2168	13.1143	1	.0003	-.1064	.4561
DEXPER10	.2316	.2102	1.2140	1	.2705	.0000	1.2606
DEXPER20	.3874	.2409	2.5874	1	.1077	.0245	1.4732
DEXPER21	.1834	.2735	.4497	1	.5025	.0000	1.2013
DEDTRAN	.3519	.1775	3.9291	1	.0475	.0443	1.4218
DJEWTRAN	.1677	.2130	.6195	1	.4312	.0000	1.1826
DPRE	.2297	.2475	.8612	1	.3534	.0000	1.2582
DSUP	-.0356	.2098	.0288	1	.8652	.0000	.9650
DMISEDTR	.0637	.6619	.0093	1	.9234	.0000	1.0657
DMISEXPR	-.2051	.5031	.1662	1	.6835	.0000	.8146
DMISJWTR	.1376	.6258	.0483	1	.8260	.0000	1.1475
DMISSEX	-.7916	.5162	2.3519	1	.1251	-.0189	.4531
Constant	1.0879	.2535	18.4133	1	.0000		

Total number of cases: 983 (Unweighted)
Number of selected cases: 983
Number of unselected cases: 0

Number of selected cases: 983
Number rejected because of missing data: 15
Number of cases included in the analysis: 968

Dependent Variable Encoding:

Original Value	Internal Value
.00	0
1.00	1

Dependent Variable.. DWORKSHP

Beginning Block Number 0. Initial Log Likelihood Function

-2 Log Likelihood 980.85418

* Constant is included in the model.

Beginning Block Number 1. Method: Enter

Variable(s) Entered on Step Number

1..	DSEX	Dummy -sex
	DEXPER10	Dummy - 6-10 years expereince in Jewish education?
	DEXPER20	Dummy - 11-20 years experience in Jewish education?
	DEXPER21	Dummy - over 20 years expereince in Jewish education?
	DPRE	Dummy - Pre-school?
	DSUP	Dummy - Supplementary?
	DMISEXPR	Dummy - Missing in experience?
	DMISSEX	Dummy - Missing in sex?

Estimation terminated at iteration number 3 because
Log Likelihood decreased by less than .01 percent.

-2 Log Likelihood	950.776		
Goodness of Fit	962.847		
	Chi-Square	df	Significance
Model Chi-Square	30.079	8	.0002
Improvement	30.079	8	.0002

Classification Table for DWORKSHP

		Predicted .00 (0)	Predicted 1.00 (1)	Percent Correct
Observed .00	0	0	198	.00%
1.00	1	0	770	100.00%
			Overall	79.55%

---------- Variables in the Equation ----------

Variable	B	S.E.	Wald	df	Sig	R	Exp(B)
DSEX	-.8671	.2071	17.5303	1	.0000	-.1258	.4202
DEXPER10	.2544	.2086	1.4877	1	.2226	.0000	1.2897
DEXPER20	.4723	.2340	4.0728	1	.0436	.0460	1.6037
DEXPER21	.3128	.2620	1.4256	1	.2325	.0000	1.3673
DPRE	.1545	.2346	.4336	1	.5102	.0000	1.1670
DSUP	-.1260	.1985	.4030	1	.5256	.0000	.8816
DMISEXPR	-.1758	.4991	.1240	1	.7247	.0000	.8388
DMISSEX	-.8444	.4841	3.0419	1	.0811	-.0326	.4298
Constant	1.3495	.2188	38.0412	1	.0000		

Total number of cases:	289	(Unweighted)
Number of selected cases:	289	
Number of unselected cases:	0	

Number of selected cases:	289
Number rejected because of missing data:	4
Number of cases included in the analysis:	285

Dependent Variable Encoding:

Original Value	Internal Value
.00	0
1.00	1

Dependent Variable.. DWRKSHOP

Beginning Block Number 0. Initial Log Likelihood Function

-2 Log Likelihood 248.61253

* Constant is included in the model.

Beginning Block Number 1. Method: Enter

Variable(s) Entered on Step Number
1.. DPRECERT Dummy - If pre-school, certified?
DCAREER Dummy - Career?
DEDTRAN Dummy - Trained in education? (Same as edmajor!)
DEXPER10 Dummy - 6-10 years expereince in Jewish education?
DEXPER20 Dummy - 11-20 years experience in Jewish education?
DEXPER21 Dummy - over 20 years expereince in Jewish education?
DJEWTRAN Dummy- Trained in Jewish education?
DLEAVE1 Dummy - Leave Jewish education? (don't know as 0)
DMISCARR Dummy - Missing in career?
DMISEDTR Dummy - Missing in trained in education?
DMISEXPR Dummy - Missing in experience?
DMISJWTR Dummy - Missing in trained in Jewish education?
DMISLEV1 Dummy - Missing in future plans?

Estimation terminated at iteration number 7 because
Log Likelihood decreased by less than .01 percent.

-2 Log Likelihood	206.009
Goodness of Fit	249.703

	Chi-Square	df	Significance
Model Chi-Square	42.604	13	.0001
Improvement	42.604	13	.0001

Classification Table for DWRKSHOP

		Predicted .00 0	Predicted 1.00 1	Percent Correct
Observed .00	0	9	36	20.00%
1.00	1	6	234	97.50%
			Overall	85.26%

---------- Variables in the Equation ----------

Variable	B	S.E.	Wald	df	Sig	R	Exp(B)
DPRECERT	1.9032	.4267	19.8890	1	.0000	.2682	6.7071
DCAREER	.6786	.4171	2.6471	1	.1037	.0510	1.9711
DEDTRAN	.1226	.3787	.1048	1	.7462	.0000	1.1304
DEXPER10	.6926	.4347	2.5386	1	.1111	.0465	1.9989
DEXPER20	.8053	.5696	1.9984	1	.1575	.0000	2.2373
DEXPER21	1.9145	1.1097	2.9767	1	.0845	.0627	6.7836
DJEWTRAN	-.6728	.6038	1.2418	1	.2651	.0000	.5103
DLEAVE1	1.2414	.8439	2.1637	1	.1413	.0257	3.4604
DMISCARR	-.8109	.8294	.9560	1	.3282	.0000	.4444
DMISEDTR	7.5746	15.4938	.2390	1	.6249	.0000	1948.152
DMISEXPR	-1.2086	1.0812	1.2495	1	.2636	.0000	.2986
DMISJWTR	.0669	1.2611	.0028	1	.9577	.0000	1.0692
DMISLEV1	.8387	1.0806	.6024	1	.4377	.0000	2.3134
Constant	-.7423	.4957	2.2427	1	.1342		

Total number of cases: 302 (Unweighted)
Number of selected cases: 302
Number of unselected cases: 0

Number of selected cases: 302
Number rejected because of missing data: 4
Number of cases included in the analysis: 298

Dependent Variable Encoding:

Original Value	Internal Value
.00	0
1.00	1

Dependent Variable.. DWRKSHOP

Beginning Block Number 0. Initial Log Likelihood Function

-2 Log Likelihood 310.0404

* Constant is included in the model.

Beginning Block Number 1. Method: Enter

Variable(s) Entered on Step Number

1..	DCAREER	Dummy - Career?
	DEDTRAN	Dummy - Trained in education? (Same as edmajor!)
	DEXPER10	Dummy - 6-10 years expereince in Jewish education?
	DEXPER20	Dummy - 11-20 years experience in Jewish education?
	DEXPER21	Dummy - over 20 years expereince in Jewish education?
	DJEWTRAN	Dummy- Trained in Jewish education?
	DLEAVE1	Dummy - Leave Jewish education? (don't know as 0)
	DMISCARR	Dummy - Missing in career?
	DMISEDTR	Dummy - Missing in trained in education?
	DMISEXPR	Dummy - Missing in experience?
	DMISJWTR	Dummy - Missing in trained in Jewish education?
	DMISLEV1	Dummy - Missing in future plans?
	DATLA	Dummy - Atlanta
	DATLAEDT	Dummy - Atlanta & Education Trained?
	DMISSEX	Dummy - Missing in sex?
	DMILW	Dummy - Milwaukee?
	DMILWEDT	Dummy - Milwaukee & Education Trained?
	DSEX	Dummy -sex

Estimation terminated at iteration number 4 because
Log Likelihood decreased by less than .01 percent.

-2 Log Likelihood	259.639
Goodness of Fit	302.375

	Chi-Square	df	Significance
Model Chi-Square	50.401	18	.0001
Improvement	50.401	18	.0001

Classification Table for DWRKSHOP

Observed		Predicted .00 0	Predicted 1.00 1	Percent Correct
.00	0	16	48	25.00%
1.00	1	9	225	96.15%
			Overall	80.87%

---------- Variables in the Equation ----------

Variable	B	S.E.	Wald	df	Sig	R	Exp(B)
DCAREER	.1330	.4723	.0793	1	.7782	.0000	1.1423
DEDTRAN	1.1491	.5196	4.8917	1	.0270	.0966	3.1554
DEXPER10	.3271	.4874	.4503	1	.5022	.0000	1.3869
DEXPER20	.6485	.5084	1.6271	1	.2021	.0000	1.9128
DEXPER21	-.0681	.5184	.0172	1	.8956	.0000	.9342
DJEWTRAN	.2507	.4016	.3896	1	.5325	.0000	1.2849
DLEAVE1	.2977	.8951	.1106	1	.7394	.0000	1.3468
DMISCARR	-1.7604	.8702	4.0920	1	.0431	-.0821	.1720
DMISEDTR	-.3124	.9448	.1093	1	.7409	.0000	.7317
DMISEXPR	1.5093	1.4000	1.1622	1	.2810	.0000	4.5234
DMISJWTR	.6694	1.1156	.3601	1	.5485	.0000	1.9531
DMISLEV1	-.7001	.6813	1.0560	1	.3041	.0000	.4966
DATLA	-.1564	.5569	.0788	1	.7789	.0000	.8553
DATLAEDT	-.9005	.7826	1.3240	1	.2499	.0000	.4064
DMISSEX	-.1547	1.0374	.0222	1	.8814	.0000	.8566
DMILW	-.9271	.4831	3.6823	1	.0550	-.0737	.3957
DMILWEDT	.9356	.9317	1.0084	1	.3153	.0000	2.5488
DSEX	-1.2083	.3846	9.8716	1	.0017	-.1593	.2987
Constant	1.0935	.5470	3.9970	1	.0456		

Total number of cases: 392 (Unweighted)
Number of selected cases: 392
Number of unselected cases: 0

Number of selected cases: 392
Number rejected because of missing data: 7
Number of cases included in the analysis: 385

Dependent Variable Encoding:

Original Value	Internal Value
.00	0
1.00	1

Dependent Variable.. DWRKSHOP

Beginning Block Number 0. Initial Log Likelihood Function

-2 Log Likelihood 416.3273

* Constant is included in the model.

Beginning Block Number 1. Method: Enter

Variable(s) Entered on Step Number
1.. DCAREER Dummy - Career?
DEDTRAN Dummy - Trained in education? (Same as edmajor!)
DEXPER10 Dummy - 6-10 years expereince in Jewish education?
DEXPER20 Dummy - 11-20 years experience in Jewish education?
DEXPER21 Dummy - over 20 years expereince in Jewish education?
DJEWTRAN Dummy- Trained in Jewish education?
DLEAVE1 Dummy - Leave Jewish education? (don't know as 0)
DMISCARR Dummy - Missing in career?
DMISEDTR Dummy - Missing in trained in education?
DMISEXPR Dummy - Missing in experience?
DMISJWTR Dummy - Missing in trained in Jewish education?
DMISLEV1 Dummy - Missing in future plans?
DMISSEX Dummy - Missing in sex?
DSEX Dummy -sex
DBALT Dummy - Baltimore?

Estimation terminated at iteration number 4 because
Log Likelihood decreased by less than .01 percent.

-2 Log Likelihood	393.936
Goodness of Fit	385.420

	Chi-Square	df	Significance
Model Chi-Square	22.391	15	.0980
Improvement	22.391	15	.0980

Classification Table for DWRKSHOP

		Predicted .00 0	Predicted 1.00 1	Percent Correct
Observed .00	0	1	88	1.12%
1.00	1	2	294	99.32%
			Overall	76.62%

---------- Variables in the Equation ----------

Variable	B	S.E.	Wald	df	Sig	R	Exp(B)
DCAREER	.0642	.2849	.0508	1	.8217	.0000	1.0663
DEDTRAN	.0356	.2717	.0172	1	.8956	.0000	1.0363
DEXPER10	.1043	.3216	.1052	1	.7456	.0000	1.1100
DEXPER20	.3042	.3780	.6477	1	.4209	.0000	1.3555
DEXPER21	.3397	.4702	.5219	1	.4700	.0000	1.4046
DJEWTRAN	-.2353	.3526	.4453	1	.5046	.0000	.7903
DLEAVE1	.1988	.4627	.1846	1	.6675	.0000	1.2199
DMISCARR	.5697	1.1865	.2305	1	.6311	.0000	1.7677
DMISEDTR	1.1943	1.4886	.6437	1	.4224	.0000	3.3012
DMISEXPR	-.6486	.8027	.6528	1	.4191	.0000	.5228
DMISJWTR	-1.0976	1.2685	.7487	1	.3869	.0000	.3337
DMISLEV1	-.7793	.4183	3.4711	1	.0624	-.0594	.4587
DMISSEX	-.0306	.9656	.0010	1	.9747	.0000	.9698
DSEX	-.3216	.3249	.9800	1	.3222	.0000	.7250
DBALT	1.0602	.2948	12.9355	1	.0003	.1621	2.8871
Constant	.8677	.2693	10.3843	1	.0013		

Dependent Variable.. REQUIRED

Beginning Block Number 0. Initial Log Likelihood Function

-2 Log Likelihood 980.85418

* Constant is included in the model.

Beginning Block Number 1. Method: Enter

Variable(s) Entered on Step Number
1.. DBALT Dummy - Baltimore?
DMILW Dummy - Milwaukee?
DSUP Dummy - Supplementary?
DPRE Dummy - Pre-school?

Estimation terminated at iteration number 3 because
Log Likelihood decreased by less than .01 percent.

-2 Log Likelihood	962.809
Goodness of Fit	973.546

	Chi-Square	df	Significance
Model Chi-Square	18.045	4	.0012
Improvement	18.045	4	.0012

Classification Table for REQUIRED

		Predicted .00	1.00	Percent Correct
		0	1	
Observed				
.00	0	0	198	.00%
1.00	1	0	770	100.00%
			Overall	79.55%

---------- Variables in the Equation ----------

Variable	B	S.E.	Wald	df	Sig	R	Exp(B)
DBALT	.3963	.1863	4.5266	1	.0334	.0508	1.4863
DMILW	-.3142	.2133	2.1696	1	.1408	-.0131	.7304
DSUP	-.0416	.1888	.0486	1	.8256	.0000	.9593
DPRE	.3672	.2176	2.8472	1	.0915	.0294	1.4436
Constant	1.1700	.1882	38.6590	1	.0000		

Total number of cases:	983 (Unweighted)
Number of selected cases:	983
Number of unselected cases:	0

Number of selected cases:	983
Number rejected because of missing data:	15
Number of cases included in the analysis:	968

Dependent Variable Encoding:

Original Value	Internal Value
.00	0
1.00	1

From: EUNICE::"74104.3335@compuserve.com" 21-JUN-1995 10:10:28.35
To: Adam Gamoran <gamoran>, Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>, myself <74104.3335@compuserve.com>
CC:
Subj: on the levers paper

Adam & Ellen,

During the conference, I had a talk with Leora about the "levers" paper. I also talked briefly with Susan Shevitz, and with Gail (who mentioned that she had a few conversations with others) on the same topic.

Two (related) points of concern arose from these conversations:

1) There was some misunderstanding as to what the paper was explaining (i.e., what was the dependent variable). Was it the number of workshops they actually attended or the number of workshops required of teachers? We know it was the latter, but it seems that not all picked up on this.

2) What's the point of looking at the number of required workshops? Opinions were expressed that the number of required workshops is either not a useful issue to focus on (i.e., workshops are not the direction in which professional development should head) or at least not the type of issue that the CIJE should be focusing upon (i.e., there are more important issues). This second point of concern is policy-oriented and political, and the basis of much of Leora's response to the paper. (As Barry mentioned to me, it seems that by having you present at the first evening plenum probably made the paper into something bigger than was intended.)

Some of the other comments from Leora were:
- Did the teachers understand the requirements? (Why not just ask the schools?)
- How did you define your terms: "in-service", "workshops", "required"?

After reading over the paper, I have one concern and three suggestions:

The ONE CONCERN:
In the Policy Brief, we stated (incorrectly) that the numbers refer to the average number of workshops (actually) attended. In the abstract of the "levers" paper, you also state it in this manner (i.e., "...teachers reported attending an average of ..."). The correct phrase would (of course) be "...teachers reported being required to attend an average of...". My concern is that the more we focus on the number of required workshops (pointing out that we don't know the actual number attended), the more likely someone will note our mistake in the Policy Brief.

Despite this danger ...
my FIRST suggestion is to explicitly (more so than currently) state that the paper focuses (only) on raising the insitutional standards/norms for professional development, not raising the actual number of workshops attended (though the latter may flow from the former). The key question of the paper is what circumstances lead to (correlate with) more demanding institutionalized norms/standards for teacher professional development. We mention this, but I think it gets lost in the paper. A more thorough discussion of the policy-oriented theory behind the analysis would be helpful.

I think the two paragraphs on page #3 really get at the heart of the matter! They should be expanded. What other characteristics of teachers (i.e., demographics, training, career path, hours of employment) could allow for increased institutional norms/standards? By delineating all of these, we provide

a clear(er) rationale for including all those dummy variables in the regression analysis. Then, the second issue - what community and state based levers could influence institutional norms/standards for professional development - becomes even clearer and more compelling.

This (more explicit) approach turns a vice into a virtue. The fact that we don't know the actual number of workshops attended no longer matters. What is important (from CTE's perspective) is creating stronger and more demanding institutionalized norms/standards. (This may in turn lead to increased numbers of workshops actually attended.)

By focusing explicitly on the norms/standards, we can even answer Leora's concern about whether the teachers really understood the requirements. If they did not understand them (e.g., think there are less than there are), then are they really "requirements"? Are they really effective? From this perspective, asking the teachers instead of the schools about their requirements (Leora's suggestion) is the better way to proceed. (Of course, only asking the schools would not have allowed us to control for teacher characteristics in the facilitation of institutional norms/standards.)

Also, this explicit focus on standards would make it easier for us to acknowledge that workshops (as is) are probably not the way to proceed with professional development. BUT, no matter in which direction one heads, institutional norms/standards will probably be necessary!

My SECOND suggestion:
Why not include those cases in which there are no required workshops? (Either include them as part of the whole group or run a separate analysis comparing "no required" to "one or more required".) If we are exploring what factors may create more demanding institutional norms/standards for professional development, I'm not certain as to why we would leave them out. The fact that there are teachers with no (workshop) requirements seems very important.

My THIRD suggestion:
We should probably mention somewhere in the paper about the amount of non-workshop study being engaged in by teachers (assuming that it is low).

I'm very sorry I had not thought of all this before! Most of it occured to me in conversations with Lenra and Susan. (I tried to explain these points to them, though I probably didn't do a very good job.)

A FINAL note: We never asked by whom are the workshops required? The school? The first school? Other than a school - state, national board?

Despite the not-so-favorable reception of the paper, I believe (even more so now) that the issue it focuses upon is important. We just need to do a better job educating the reader as to why it is important. We've learned that it is not obvious to them.

Bill
P.S. At times like this, I'm glad we don't have an organizational policy of shooting the messenger ... yet.

JESNA

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730 BROADWAY
NEW YORK, NY 10003-9540
Entrance 418 Lafayette Street
(212) 529-2000
FAX: (212) 529-2009

M E M O R A N D U M

TO: Dr. Adam Gamoran

FROM: Jessie Menken, JESNA Intern

DATE: June 22, 1995

SUBJECT: Research Network Newsletter

Hello! I am Jessie Menken, the JESNA intern working with Leora Isaacs to compile the 1995 Research Network Newsletter. I would very much appreciate if you sent a full copy of the paper which you gave at the conference to JESNA, at my attention. I can be reached at extension 1321, if you have any questions. Thank you!

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS: CURRENT STATUS AND LEVERS FOR CHANGE

Adam Gamoran
Ellen Goldring
Bill Robinson
Roberta Louis Goodman
Julie Tammivaara

Council for Initiatives in Jewish Education

A paper prepared for presentation at the Annual Conference of the
Network for Research on Jewish Education
Palo Alto, CA, June 1995

The authors are grateful to Janice Alper, Lauren Azoulai, Chaim Botwinick, and Ruth Cohen for administering the surveys, and to the teachers and administrators who participated in the study.

Table 1. Professional Training of Teachers in Jewish Schools

	Day School	Supplementary School	Pre-School	All Schools
Trained in Education and Jewish Studies	35%	13%	9%	19%
Trained in Education Only	24%	32%	50%	35%
Trained in Jewish Studies Only	25%	11%	3%	12%
Trained in Neither Education Nor Jewish Studies	16%	44%	38%	34%

Table 2. Average Number of Workshops Teachers in Jewish Schools Were Required to Attend

	Average Number of Workshops in the Past Two Years
Day Schools	3.8
Supplementary Schools	4.4
Pre-Schools	6.2
All Schools	4.8

Note: Figures include only those teachers who said they were required to attend workshops, and exclude first-year teachers.

Table 3. Differences among individuals and settings in number of workshops teachers reported they were required to attend.

Independent Variable			
Sex (Male=1)	-.61	-.74	-.86*
	(.39)	(.39)	(.39)
Experience 6-10 years	.48	.45	.16
	(.35)	(.35)	(.35)
Experience 11-20 years	.81*	.67	.26
	(.37)	(.38)	(.39)
Experience 21+ years	1.02*	.69	.34
	(.43)	(.45)	(.45)
Trained in Education		-.02	-.11
		(.29)	(.29)
Trained in Jewish Studies		1.02**	.60
		(.33)	(.34)
Jewish Education is a Career			1.30**
			(.94)
Will Leave Jewish Education			-1.00*
			(.50)
Pre-school	2.36**	2.76**	2.65**
	(.36)	(.39)	(.38)
Supplementary School	.66*	.98**	1.19**
	(.33)	(.35)	(.35)
Constant	3.37**	2.89**	2.54**
	(.37)	(.43)	(.44)
R^2	.09	.10	.13

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=574 teachers. Equations also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 4. Differences between certified and uncertified pre-schools in the number of workshops teachers reported they were required to attend.

Independent Variable	
Experience 6-10 years	-.81
	(.82)
Experience 11-20 years	-.84
	(.94)
Experience 21+ years	-.74
	(1.18)
Trained in Education	.09
	(.67)
Trained in Jewish Studies	.59
	(.95)
Jewish Education is a Career	1.53*
	(.75)
Will Leave Jewish Education	-1.76
	(1.18)
Certified Pre-school	3.34**
	(1.00)
Constant	2.74*
	(1.17)
Adjusted R^2	.08

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=169 pre-school teachers. Equation also includes controls for missing data on experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 5. Differences in the number of workshops day school teachers were required to attend in states with different professional growth requirements for re-licensing.

Independent Variable		
Sex (Male=1)	-1.07*	-1.05*
	(.45)	(.46)
Experience 6-10 years	1.62*	1.61*
	(.64)	(.64)
Experience 11-20 years	1.12	1.11
	(.62)	(.62)
Experience 21+ years	1.61*	1.62*
	(.67)	(.67)
Trained in Education	-.32	.21
	(.42)	(.49)
Trained in Jewish Studies	.23	-.20
	(.49)	(.53)
Jewish Education is a Career	-.25	-.24
	(.57)	(.58)
Will Leave Jewish Education	-.65	-.60
	(.94)	(.95)
180 Hours Required for Re-License	-.08	-.11
	(.54)	(.92)
100 Hours Required for Re-License	-.36	-.03
	(.48)	(.76)
180 Hours X Trained in Education		.03
		(1.14)
100 Hours X Trained in Education		-.51
		.93
Constant	3.26**	3.19**
	(.66)	(.68)
Adjusted R^2	.05	.04

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=176 day school teachers. Equations also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 6. Number of workshops supplementary school teachers were required to attend in a community that offered incentives for attendance, compared to other communities.

Independent Variable	
Sex (Male=1)	-.13
	(.46)
Experience 6-10 years	.58
	(.42)
Experience 11-20 years	1.11*
	(.49)
Experience 21+ years	.84
	(.57)
Trained in Education	-.06
	(.37)
Trained in Jewish Studies	.81
	(.44)
Jewish Education is a Career	1.19**
	(.38)
Will Leave Jewish Education	-.53
	(.57)
Community Incentives for Workshops	2.52**
	(.35)
Constant	2.17**
	(.35)
Adjusted R^2	.30

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=229 supplementary school teachers. Equation also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

APPENDIX

Means and Standard Deviations of Variables

	Mean	Standard Deviation
Number of Workshops	4.75	3.31
Sex (Male=1)	.15	.36
Experience 2-5 years	.27	.44
Experience 6-10 years	.31	.46
Experience 11-20 years	.25	.43
Experience 21+ years	.15	.36
Trained in Education	.54	.50
Trained in Jewish Studies	.32	.47
Jewish Education is a Career	.62	.49
Will Leave Jewish Education	.07	.26
Day School	.31	.46
Supplementary School	.40	.49
Pre-school	.29	.45
Certified Pre-school	.26	.44
Missing Sex	.01	.11
Missing Experience	.02	.15
Missing Trained in Education	.04	.19
Missing Trained in Jewish Studies	.04	.20
Missing Career	.02	.14
Missing Plans to Leave	.05	.22

Note: N = 574 teachers.

APPENDIX

Means and Standard Deviations of Variables

	Mean	Standard Deviation
Number of Workshops	4.75	3.31
Sex (Male=1)	.15	.36
Experience 2-5 years	.27	.44
Experience 6-10 years	.31	.46
Experience 11-20 years	.25	.43
Experience 21+ years	.15	.36
Trained in Education	.54	.50
Trained in Jewish Studies	.32	.47
Jewish Education is a Career	.62	.49
Will Leave Jewish Education	.07	.26
Day School	.31	.46
Supplementary School	.40	.49
Pre-school	.29	.45
Certified Pre-school	.26	.44

Table 6. Number of workshops supplementary school teachers were required to attend in a community that offered incentives for attendance, compared to other communities.

Independent Variable	
Sex (Male=1)	-.13
	(.46)
Experience 6-10 years	.58
	(.42)
Experience 11-20 years	1.11*
	(.49)
Experience 21+ years	.84
	(.57)
Trained in Education	-.06
	(.37)
Trained in Jewish Studies	.81
	(.44)
Jewish Education is a Career	1.19**
	(.38)
Will Leave Jewish Education	-.53
	(.57)
Community Incentives for Workshops	2.52**
	(.35)
Constant	2.17**
	(.35)
Adjusted R^2	.30

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=229 supplementary school teachers. Equation also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 5. Differences in the number of workshops teachers were required to attend among teachers in day school teachers in states with different professional growth requirements for re-licensing.

Independent Variable		
Sex (Male = 1)	-1.07*	-1.05*
	(.45)	(.46)
Experience 6-10 years	1.62*	1.61*
	(.64)	(.64)
Experience 11-20 years	1.12	1.11
	(.62)	(.62)
Experience 21+ years	1.61*	1.62*
	(.67)	(.67)
Trained in Education	-.32	.21
	(.42)	(.49)
Trained in Jewish Studies	.23	-.20
	(.49)	(.53)
Jewish Education is a Career	-.25	-.24
	(.57)	(.58)
Will Leave Jewish Education	-.65	-.60
	(.94)	(.95)
180 Hours Required for Re-License	-.08	-.11
	(.54)	(.92)
100 Hours Required for Re-License	-.36	-.03
	(.48)	(.76)
180 Hours X Trained in Education		.03
		(1.14)
100 Hours X Trained in Education		-.51
		.93
Constant	3.26**	3.19**
	(.66)	(.68)
Adjusted R^2	.05	.04

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N = 176 day school teachers. Equation also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 4. Differences between certified and uncertified pre-schools in the number of workshops teachers reported they were required to attend.

Independent Variable	
Experience 6-10 years	-.81
	(.82)
Experience 11-20 years	-.84
	(.94)
Experience 21+ years	-.74
	(1.18)
Trained in Education	.09
	(.67)
Trained in Jewish Studies	.59
	(.95)
Jewish Education is a Career	1.53*
	(.75)
Will Leave Jewish Education	-1.76
	(1.18)
Certified Pre-school	3.34**
	(1.00)
Constant	2.74*
	(1.17)
Adjusted R^2	.08

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=169 teachers. Equation also includes controls for missing data on experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 3. Differences among individuals and settings in number of workshops teachers reported they were required to attend.

Independent Variable			
Sex (Male=1)	-.61	-.74	-.86*
	(.39)	(.39)	(.39)
Experience 6-10 years	.48	.45	.16
	(.35)	(.35)	(.35)
Experience 11-20 years	.81*	.67	.26
	(.37)	(.38)	(.39)
Experience 21+ years	1.02*	.69	.34
	(.43)	(.45)	(.45)
Trained in Education		-.02	-.11
		(.29)	(.29)
Trained in Jewish Studies		1.02**	.60
		(.33)	(.34)
Jewish Education is a Career			1.30**
			(.94)
Will Leave Jewish Education			-1.00*
			(.50)
Pre-school	2.36**	2.76**	2.65**
	(.36)	(.39)	(.38)
Supplementary School	.66*	.98**	1.19**
	(.33)	(.35)	(.35)
Constant	3.37**	2.89**	2.54**
	(.37)	(.43)	(.44)
R^2	.09	.10	.13

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=574 teachers. Equation also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 2. Average Number of Workshops Teachers in Jewish Schools Were Required to Attend

	Average Number of Workshops in the Past Two Years
Day Schools	3.8
Supplementary Schools	4.4
Pre-Schools	6.2
All Schools	4.8

Note: Figures include only those teachers who said they were required to attend workshops, and exclude first-year teachers.

Table 1. Professional Training of Teachers in Jewish Schools

	Day School	Supplementary School	Pre-School	All Schools
Trained in Education and Jewish Studies	35%	13%	9%	19%
Trained in Education Only	24%	32%	50%	35%
Trained in Jewish Studies Only	25%	11%	3%	12%
Trained in Neither Education Nor Jewish Studies	16%	44%	38%	34%

POSSIBLE LEVERS FOR CHANGE:

- State Certification of Pre-Schools: Certification requires a fixed minimal amount of professional development

- State In-Service Requirements for Re-Licensing: One state required 180 hours of workshops over 5 years, another state required 100 hours

- Federation Incentives for Supplementary Teachers: In one community, stipends were available for teachers and their schools

To: "INTERNET:GAMORAN@ssc.wisc.edu" <GAMORAN>
CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,
myself <74104.3335@compuserve.com>
Subj: revised abstract -- please comment -- I know i need to check with Alan a lso

Adam,

Only one comment.

In the abstract you make the following statement:
"Results indicate that pre-school teachers in state-licensed pre-schools and supplementary
school teachers who were paid for meeting a professional growth standard reported that they were required to attend more in-service workshops, compared to other teachers who were not faced with these standards."

I think the word "standards" (used at the very end) is confusing here: Are standards the dependent or independent variable?

Perhaps, write "compared to other teachers who were not faced with these circumstances" or "... these conditions" or "... these levers for change".

Bill

SSCB$

#41 24-JUL-1995 15:14:19.76 MAIL
From: EUNICE::"73321.1220@compuserve.com"
To: "INTERNET:GAMORAN@ssc.wisc.edu" <GAMORAN>
CC: Debra Abcdef <76322.2406@compuserve.com>,
Gail Dorph <73321.1217@compuserve.com>,
Annette Hochstein <ANNETTE@vms.huji.ac.il>,
Barry Holtz <73321.1221@compuserve.com>,
Nessa Rapoport <74671.3370@compuserve.com>
Subj: I plan to send this in for the "Research Network" newsletter -- let me know if
y

I LIKE THIS ABSTRACT - I THINK WE SHOULD GO OVER IT AGAIN ON TOMORROW'S AGENDA BEFORE FINALISING. I AM INTERESTED IN ALL YOUR COMMENTS.

A

MAIL>

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS: CURRENT STATUS AND LEVERS FOR CHANGE

Adam Gamoran
Ellen Goldring
Bill Robinson
Roberta Louis Goodman
Julie Tammivaara

Council for Initiatives in Jewish Education

This paper was presented at the annual conference of the Network for Research on Jewish Education, Palo Alto, CA, June 1995. The authors are grateful to Janice Alper, Lauren Azoulai, Chaim Botwinick, and Ruth Cohen for administering the surveys, and to the teachers and administrators who participated in the study.

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS: CURRENT STATUS AND LEVERS FOR CHANGE

ABSTRACT

This paper presents a secondary analysis of data from a survey of teachers in the Jewish schools of three communities. Previous findings had shown that only 19% of teachers have professional training in both Jewish content areas and in the field of education, and despite incomplete professional backgrounds, little professional growth was required of teachers. What can be done to enhance and expand professional growth activities for teachers in Jewish schools? Analyses reported in this paper examine three possible "levers" for changing standards for professional growth: state licensing requirements for pre-schools, state requirements for continuing education among professionally-trained teachers, and federation-led standards for training of supplementary teachers. Results indicate that pre-school teachers in state-licensed pre-schools and supplementary school teachers who were paid for meeting a professional growth standard reported that they were required to attend more in-service workshops, compared to other teachers who were not subject to these conditions. In addition, standards for the quantity of in-service were higher among teachers who have stronger Judaic backgrounds and who are committed to a career in Jewish education.

levers paper - from conf call 7/12/95

- note that this is secondary analysis of larger paper

- nature of dep var, & its strengths despite limitations

→ add to abstract also

⇒ send to NY + Jerus before submitting to Leora

- draw from p. 3

Adam,

I ran regression analyses for two of the three full-time measures for Table 3 of the levers paper, as you requested:
1. self-reported full-time (DFT and DMISFT);
2. works in J. educ. 25 hours or more (DFT25 and DMISFT25).

I cannot (yet?) run the third version you requested - works in one school 25 hours per week or more - since I never re-entered the hours for each school for the Milwaukee data. Remember, Nancy had recoded the hours without keeping the original values. We only re-entered for total hours. However, I did run two regressions excluding the Milwaukee teachers (Table 3 as is and Table 3 with dummy variables for 25 hours or more in one school). There were no substantial differences.

The following is how Table 3 would look if the dummy variables for self-reported full-time are included:

Sex (Male =1)	-.70	-.81*	-.91*
	(.39)	(.40)	(.40)
Experience 6-10 years	.48	.45	.17
	(.35)	(.35)	(.35)
Experience 11-20 years	.76*	.64	.24
	(.38)	(.38)	(.39)
Experience 21 -- years	.93*	.63	.31
	(.44)	(.45)	(.45)
Works Full-time (self-report)	.45	.36	.24
	(.34)	(.34)	(.33)
Trained in Education		-.02	-.11
		(.29)	(.29)
Trained in Jewish Studies		.99**	.58
		(.34)	(.34)
Jewish Education is a Career			1.28**
			(.32)
Will Leave Jewish Education			-.99
			(.50)
Pre-school	2.38**	2.76**	2.65**
	(.36)	(.39)	(.38)
Supplementary School	.82*	1.09**	1.26**
	(.35)	(.37)	(.36)
Constant	3.20**	2.78**	2.46**
	(.40)	(.45)	(.46)
R2	.11	.12	.16

*p < .05 **p < .01

The following is how Table 3 would look if the dummy variables for works 25 hours or more in Jewish education are included:

Sex (Male = 1)	-.71	-.85*	-1.00*
	(.39)	(.40)	(.40)
Experience 6-10 years	.47	.43	.12
	(.35)	(.35)	(.35)
Experience 11-20 years	.82*	.68	.24
	(.37)	(.38)	(.39)
Experience 21 + years	1.00*	.65	.28
	(.43)	(.45)	(.45)
Works 25 hours or more	.40	.48	.59
	(.34)	(.34)	(.34)
Trained in Education		-.00	-.09
		(.29)	(.29)
Trained in Jewish Studies		1.03**	.60
		(.33)	(.34)
Jewish Education is a Career			1.34**
			(.32)
Will Leave Jewish Education			-1.07*
			(.50)
Pre-school	2.33**	2.73**	2.62**
	(.36)	(.39)	(.38)
Supplementary School	.81*	1.17**	1.44**
	(.36)	(.38)	(.38)
Constant	3.20**	2.71**	2.32**
	(.40)	(.46)	(.47)
R2	.11	.12	.16

*p < .05 **p < .01

I'm sending you (Adam) the SPSS printouts in the FedEx package containing the draft Atlanta educational leaders report.

Bill

* * * * M U L T I P L E R E G R E S S I O N * * * *

Listwise Deletion of Missing Data

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

Block Number 1. Method: Enter
DSEX DMISSEX DEXPER10 DEXPER20 DEXPER21 DMISEXPR DPRE DSUP
DFT DMISFT

Variable(s) Entered on Step Number
1.. DMISFT
2.. DMISEXPR Dummy - Missing in experience?
3.. DEXPER21 Dummy - over 20 years expereince in Jewi
4.. DSUP Dummy - Supplementary?
5.. DSEX Dummy -sex
6.. DMISSEX Dummy - Missing in sex?
7.. DEXPER20 Dummy - 11-20 years experience in Jewish
8.. DFT
9.. DEXPER10 Dummy - 6-10 years expereince in Jewish
10.. DPRE Dummy - Pre-school?

Multiple R	.32574
R Square	.10611
Adjusted R Square	.09023
Standard Error	3.15476

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	10	665.11271	66.51127
Residual	563	5603.25837	9.95250

F = 6.68287 Signif F = .0000

---------- Variables in the Equation ----------

Variable	B	SE B	Beta	T	Sig T
DSEX	-.704079	.391634	-.076762	-1.798	.0727
DMISSEX	.963890	1.219459	.032014	.790	.4296
DEXPER10	.479573	.353403	.066914	1.357	.1753
DEXPER20	.755626	.376794	.099126	2.005	.0454
DEXPER21	.927184	.436253	.100614	2.125	.0340
DMISEXPR	-.078070	.932125	-.003515	-.084	.9333
DPRE	2.377430	.364473	.327903	6.523	.0000
DSUP	.817241	.350855	.121100	2.329	.0202
DFT	.448814	.335665	.061902	1.337	.1817
DMISFT	.088612	.457897	.008082	.194	.8466
(Constant)	3.201087	.395501		8.094	.0000

↑

Self-reported full-time?

* * * * MULTIPLE REGRESSION * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

---------- Variables not in the Equation ----------

Variable	Beta In	Partial	Min Toler	T	Sig T
DEDTRAN	.007971	.007963	.578837	.189	.8503
DMISEDTR	5.129E-04	.000519	.582995	.012	.9902
DJEWTRAN	.125028	.113348	.549013	2.705	.0070
DMISJWTR	.034740	.035412	.585544	.840	.4012
DCAREER	.208140	.198676	.566212	4.806	.0000
DMISCARR	-.005331	-.005628	.587386	-.133	.8939
DLEAVE1	-.088550	-.091700	.585285	-2.183	.0294
DMISLEV1	.049708	.051831	.586307	1.230	.2191

End Block Number 1 All requested variables entered.

* *

Block Number 2. Method: Enter DEDTRAN DMISEDTR DJEWTRAN DMISJWTR

Variable(s) Entered on Step Number
11.. DMISJWTR Dummy - Missing in trained in Jewish edu
12.. DEDTRAN Dummy - Trained in education? (Same as e
13.. DJEWTRAN Dummy- Trained in Jewish education?
14.. DMISEDTR Dummy - Missing in trained in education?

Multiple R	.34862
R Square	.12154
Adjusted R Square	.09953
Standard Error	3.13858

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	14	761.82970	54.41641
Residual	559	5506.54138	9.85070

F = 5.52412 Signif F = .0000

* * * * M U L T I P L E R E G R E S S I O N * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

---------- Variables in the Equation ----------

Variable	B	SE B	Beta	T	Sig T
DSEX	-.813409	.400198	-.088682	-2.033	.0426
DMISSEX	.975928	1.250721	.032413	.780	.4355
DEXPER10	.454641	.354772	.063436	1.281	.2005
DEXPER20	.636731	.383909	.083529	1.659	.0978
DEXPER21	.628923	.451590	.068248	1.393	.1643
DMISEXPR	.060704	.933340	.002733	.065	.9482
DPRE	2.758936	.387367	.380521	7.122	.0000
DSUP	1.094706	.365862	.162215	2.992	.0029
DFT	.358219	.335806	.049407	1.067	.2865
DMISFT	.068074	.457420	.006209	.149	.8817
DEDTRAN	-.024900	.287708	-.003754	-.087	.9311
DMISEDTR	-.868592	.960694	-.049346	-.904	.3663
DJEWTRAN	.987156	.335058	.138800	2.946	.0034
DMISJWTR	1.369725	.868220	.084597	1.578	.1152
(Constant)	2.777296	.449345		6.181	.0000

---------- Variables not in the Equation ----------

Variable	Beta In	Partial	Min Toler	T	Sig T
DCAREER	.186939	.171492	.527507	4.112	.0000
DMISCARR	-.009981	-.010574	.527405	-.250	.8028
DLEAVE1	-.087184	-.090818	.526373	-2.154	.0317
DMISLEV1	.047405	.049505	.527401	1.171	.2422

End Block Number 2 All requested variables entered.

* * * * M U L T I P L E R E G R E S S I O N * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

Block Number 3. Method: Enter DCAREER DMISCARR DLEAVE1 DMISLEV1

Variable(s) Entered on Step Number
15.. DMISCARR Dummy - Missing in career?
16.. DMISLEV1 Dummy - Missing in future plans?
17.. DLEAVE1 Dummy - Leave Jewish education? (don't k
18.. DCAREER Dummy - Career?

Multiple R	.39435
R Square	.15551
Adjusted R Square	.12812
Standard Error	3.08836

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	18	974.81618	54.15645
Residual	555	5293.55490	9.53794

F = 5.67801 Signif F = .0000

---------- Variables in the Equation ----------

Variable	B	SE B	Beta	T	Sig T
DSEX	-.905983	.396226	-.098775	-2.287	.0226
DMISSEX	1.222087	1.240260	.040589	.985	.3249
DEXPER10	.166017	.354787	.023164	.468	.6400
DEXPER20	.240684	.388170	.031574	.620	.5355
DEXPER21	.306105	.451726	.033217	.678	.4983
DMISEXPR	-.008914	.919787	-4.013E-04	-.010	.9923
DPRE	2.653279	.382991	.365949	6.928	.0000
DSUP	1.264581	.362595	.187388	3.488	.0005
DFT	.241523	.331439	.033312	.729	.4665
DMISFT	.062920	.452205	.005738	.139	.8894
DEDTRAN	-.114503	.285906	-.017264	-.400	.6889
DMISEDTR	-.998287	.946631	-.056715	-1.055	.2921
DJEWTRAN	.578749	.343894	.081375	1.683	.0930
DMISJWTR	.936324	.863848	.057829	1.084	.2789
DCAREER	1.283794	.317015	.188376	4.050	.0001
DMISCARR	.509590	.971056	.021142	.525	.5999
DLEAVE1	-.989928	.503864	-.078859	-1.965	.0500
DMISLEV1	.522643	.594108	.035199	.880	.3794
(Constant)	2.464633	.458658		5.374	.0000

* * * * M U L T I P L E R E G R E S S I O N * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

End Block Number 3 All requested variables entered.

* * * * M U L T I P L E R E G R E S S I O N * * * *

Listwise Deletion of Missing Data

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

Block Number 1. Method: Enter
DSEX DMISSEX DEXPER10 DEXPER20 DEXPER21 DMISEXPR DPRE DSUP
DFT25 DMISFT25

Variable(s) Entered on Step Number
1.. DMISFT25
2.. DEXPER21 Dummy - over 20 years expereince in Jewi
3.. DMISSEX Dummy - Missing in sex?
4.. DSUP Dummy - Supplementary?
5.. DSEX Dummy -sex
6.. DMISEXPR Dummy - Missing in experience?
7.. DEXPER20 Dummy - 11-20 years experience in Jewish
8.. DFT25
9.. DEXPER10 Dummy - 6-10 years expereince in Jewish
10.. DPRE Dummy - Pre-school?

Multiple R	.32764
R Square	.10735
Adjusted R Square	.09149
Standard Error	3.15257

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	10	672.88896	67.28890
Residual	563	5595.48212	9.93869

F = 6.77040 Signif F = .0000

---------- Variables in the Equation ----------

Variable	B	SE B	Beta	T	Sig T
DSEX	-.707376	.393743	-.077122	-1.797	.0729
DMISSEX	.896606	1.217041	.029779	.737	.4616
DEXPER10	.465536	.353607	.064956	1.317	.1885
DEXPER20	.817795	.374310	.107282	2.185	.0293
DEXPER21	.996969	.431273	.108186	2.312	.0212
DMISEXPR	-.002070	.933129	-9.317E-05	-.002	.9982
DPRE	2.329919	.363811	.321350	6.404	.0000
DSUP	.808777	.361306	.119846	2.238	.0256
DFT25	.404556	.343887	.056267	1.176	.2399
DMISFT25	-.461580	.586029	-.032514	-.788	.4312
(Constant)	3.241184	.397485		8.154	.0000

25 hours & or more in Jewish education?

* * * * M U L T I P L E R E G R E S S I O N * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

---------- Variables not in the Equation ----------

Variable	Beta In	Partial	Min Toler	T	Sig T
DEDTRAN	.011413	.011405	.540668	.270	.7870
DMISEDTR	8.906E-04	.000904	.549964	.021	.9829
DJEWTRAN	.131037	.118991	.502852	2.841	.0047
DMISJWTR	.037140	.037898	.551774	.899	.3690
DCAREER	.217123	.207789	.521195	5.036	.0000
DMISCARR	-.005841	-.006175	.553048	-.146	.8837
DLEAVE1	-.094824	-.098363	.548844	-2.343	.0195
DMISLEV1	.047365	.049400	.551671	1.173	.2415

End Block Number 1 All requested variables entered.

* *

Block Number 2. Method: Enter DEDTRAN DMISEDTR DJEWTRAN DMISJWTR

Variable(s) Entered on Step Number
11.. DMISJWTR Dummy - Missing in trained in Jewish edu
12.. DEDTRAN Dummy - Trained in education? (Same as e
13.. DJEWTRAN Dummy- Trained in Jewish education?
14.. DMISEDTR Dummy - Missing in trained in education?

Multiple R	.35269
R Square	.12439
Adjusted R Square	.10246
Standard Error	3.13348

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	14	779.70711	55.69336
Residual	559	5488.66397	9.81872

F = 5.67216 Signif F = .0000

* * * * M U L T I P L E R E G R E S S I O N * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

---------- Variables in the Equation ----------

Variable	B	SE B	Beta	T	Sig T
DSEX	-.851556	.401609	-.092841	-2.120	.0344
DMISSEX	.894038	1.248667	.029694	.716	.4743
DEXPER10	.432181	.354993	.060302	1.217	.2240
DEXPER20	.675229	.382037	.088579	1.767	.0777
DEXPER21	.652840	.449066	.070843	1.454	.1466
DMISEXPR	.082883	.933057	.003732	.089	.9292
DPRE	2.730191	.386543	.376557	7.063	.0000
DSUP	1.172024	.382819	.173672	3.062	.0023
DFT25	.479593	.343498	.066703	1.396	.1632
DMISFT25	-.377426	.586076	-.026586	-.644	.5198
DEDTRAN	-6.20503E-04	.287563	-9.356E-05	-.002	.9983
DMISEDTR	-.880206	.958503	-.050006	-.918	.3589
DJEWTRAN	1.033442	.334103	.145308	3.093	.0021
DMISJWTR	1.438628	.866961	.088853	1.659	.0976
(Constant)	2.713199	.461075		5.885	.0000

---------- Variables not in the Equation ----------

Variable	Beta In	Partial	Min Toler	T	Sig T
DCAREER	.194045	.178568	.477936	4.287	.0000
DMISCARR	-.010644	-.011302	.486603	-.267	.7896
DLEAVE1	-.093256	-.097471	.484157	-2.313	.0211
DMISLEV1	.044960	.046997	.485787	1.111	.2669

End Block Number 2 All requested variables entered.

* * * * M U L T I P L E R E G R E S S I O N * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

Block Number 3. Method: Enter DCAREER DMISCARR DLEAVE1 DMISLEV1

Variable(s) Entered on Step Number
15.. DMISCARR Dummy - Missing in career?
16.. DMISLEV1 Dummy - Missing in future plans?
17.. DLEAVE1 Dummy - Leave Jewish education? (don't k
18.. DCAREER Dummy - Career?

Multiple R	.40166
R Square	.16133
Adjusted R Square	.13413
Standard Error	3.07771

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	18	1011.25931	56.18107
Residual	555	5257.11177	9.47227

F = 5.93111 Signif F = .0000

---------- Variables in the Equation ----------

Variable	B	SE B	Beta	T	Sig T
DSEX	-.995815	.397436	-.108569	-2.506	.0125
DMISSEX	1.159117	1.235809	.038498	.938	.3487
DEXPER10	.124277	.354575	.017340	.350	.7261
DEXPER20	.244740	.386210	.032106	.634	.5265
DEXPER21	.280584	.449581	.030448	.624	.5328
DMISEXPR	-.056678	.918414	-.002552	-.062	.9508
DPRE	2.618151	.381622	.361104	6.861	.0000
DSUP	1.436081	.380974	.212801	3.770	.0002
DFT25	.586504	.338622	.081572	1.732	.0838
DMISFT25	-.417630	.575963	-.029418	-.725	.4687
DEDTRAN	-.094781	.285135	-.014290	-.332	.7397
DMISEDTR	-.994345	.942570	-.056491	-1.055	.2919
DJEWTRAN	.601382	.342698	.084558	1.755	.0798
DMISJWTR	1.000065	.861090	.061766	1.161	.2460
DCAREER	1.335036	.315486	.195895	4.232	.0000
DMISCARR	.533153	.967052	.022119	.551	.5816
DLEAVE1	-1.074718	.501172	-.085614	-2.144	.0324
DMISLEV1	.465596	.592615	.031357	.786	.4324
(Constant)	2.317783	.471167		4.919	.0000

* * * * M U L T I P L E R E G R E S S I O N * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

End Block Number 3 All requested variables entered.

* * * * M U L T I P L E R E G R E S S I O N * * * *

Listwise Deletion of Missing Data

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

Block Number 1. Method: Enter
DSEX DMISSEX DEXPER10 DEXPER20 DEXPER21 DMISEXPR DPRE DSUP

Variable(s) Entered on Step Number
1.. DSUP Dummy - Supplementary?
2.. DSEX Dummy -sex
3.. DMISSEX Dummy - Missing in sex?
4.. DMISEXPR Dummy - Missing in experience?
5.. DEXPER21 Dummy - over 20 years expereince in Jewi
6.. DEXPER10 Dummy - 6-10 years expereince in Jewish
7.. DEXPER20 Dummy - 11-20 years experience in Jewish
8.. DPRE Dummy - Pre-school?

Multiple R	.35011
R Square	.12258
Adjusted R Square	.10758
Standard Error	3.05984

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	8	612.13329	76.51666
Residual	468	4381.71996	9.36265

F = 8.17254 Signif F = .0000

---------- Variables in the Equation ----------

Variable	B	SE B	Beta	T	Sig T
DSEX	-.800373	.411147	-.089057	-1.947	.0522
DMISSEX	3.305081	1.550567	.093146	2.132	.0336
DEXPER10	.898980	.375310	.128045	2.395	.0170
DEXPER20	1.179985	.398749	.159534	2.959	.0032
DEXPER21	1.442888	.470314	.155909	3.068	.0023
DMISEXPR	.757213	1.123559	.030052	.674	.5007
DPRE	2.311070	.384360	.327898	6.013	.0000
DSUP	.922659	.358090	.139214	2.577	.0103
(Constant)	3.059355	.399984		7.649	.0000

= excludes Milwaukee Teachers

(for comparison w/ regression containing DFTIN1)

* * * * M U L T I P L E R E G R E S S I O N * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

---------- Variables not in the Equation ----------

Variable	Beta In	Partial	Min Toler	T	Sig T
DEDTRAN	.033061	.033125	.630399	.716	.4742
DMISEDTR	.017195	.017607	.630099	.381	.7037
DJEWTRAN	.137919	.123877	.527259	2.698	.0072
DMISJWTR	.051944	.053662	.629652	1.161	.2461
DCAREER	.247578	.235988	.602117	5.248	.0000
DMISCARR	-.027125	-.028841	.630217	-.624	.5332
DLEAVE1	-.095466	-.099546	.626351	-2.162	.0311
DMISLEV1	.070089	.073110	.630032	1.584	.1138

End Block Number 1 All requested variables entered.

* *

Block Number 2. Method: Enter DEDTRAN DMISEDTR DJEWTRAN DMISJWTR

Variable(s) Entered on Step Number
9.. DMISJWTR Dummy - Missing in trained in Jewish edu
10.. DEDTRAN Dummy - Trained in education? (Same as e
11.. DJEWTRAN Dummy- Trained in Jewish education?
12.. DMISEDTR Dummy - Missing in trained in education?

Multiple R	.37638
R Square	.14166
Adjusted R Square	.11947
Standard Error	3.03940

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	12	707.45104	58.95425
Residual	464	4286.40221	9.23794

F = 6.38176 Signif F = .0000

* * * * M U L T I P L E R E G R E S S I O N * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

---------- Variables in the Equation ----------

Variable	B	SE B	Beta	T	Sig T
DSEX	-.872045	.421344	-.097032	-2.070	.0390
DMISSEX	2.976995	1.608319	.083900	1.851	.0648
DEXPER10	.882089	.375147	.125639	2.351	.0191
DEXPER20	1.023827	.405903	.138422	2.522	.0120
DEXPER21	1.085592	.485632	.117302	2.235	.0259
DMISEXPR	.818582	1.119643	.032488	.731	.4651
DPRE	2.780787	.417940	.394543	6.654	.0000
DSUP	1.320574	.380083	.199253	3.474	.0006
DEDTRAN	.129837	.307470	.019989	.422	.6730
DMISEDTR	-.378736	1.044706	-.019757	-.363	.7171
DJEWTRAN	1.048600	.361202	.151269	2.903	.0039
DMISJWTR	1.413638	.910694	.083254	1.552	.1213
(Constant)	2.421550	.464539		5.213	.0000

---------- Variables not in the Equation ----------

Variable	Beta In	Partial	Min Toler	T	Sig T
DCAREER	.222761	.203854	.523848	4.481	.0000
DMISCARR	-.032376	-.034648	.525980	-.746	.4561
DLEAVE1	-.093479	-.098357	.523413	-2.127	.0340
DMISLEV1	.073236	.076588	.525634	1.653	.0990

End Block Number 2 All requested variables entered.

* * * * M U L T I P L E R E G R E S S I O N * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

Block Number 3. Method: Enter DCAREER DMISCARR DLEAVE1 DMISLEV1

Variable(s) Entered on Step Number
13.. DMISCARR Dummy - Missing in career?
14.. DLEAVE1 Dummy - Leave Jewish education? (don't k
15.. DMISLEV1 Dummy - Missing in future plans?
16.. DCAREER Dummy - Career?

Multiple R	.43353
R Square	.18795
Adjusted R Square	.15971
Standard Error	2.96914

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	16	938.60184	58.66262
Residual	460	4055.25141	8.81576

F = 6.65429 Signif F = .0000

---------- Variables in the Equation ----------

Variable	B	SE B	Beta	T	Sig T
DSEX	-.989895	.415191	-.110145	-2.384	.0175
DMISSEX	3.165787	1.593589	.089221	1.987	.0476
DEXPER10	.516835	.373695	.073615	1.383	.1673
DEXPER20	.542316	.408921	.073321	1.326	.1854
DEXPER21	.671908	.483458	.072602	1.390	.1653
DMISEXPR	.442640	1.097938	.017567	.403	.6870
DPRE	2.738792	.410559	.388584	6.671	.0000
DSUP	1.593122	.376314	.240376	4.233	.0000
DEDTRAN	.002006	.303758	3.089E-04	.007	.9947
DMISEDTR	-.657678	1.024832	-.034308	-.642	.5214
DJEWTRAN	.620041	.367316	.089446	1.688	.0921
DMISJWTR	.968124	.900341	.057016	1.075	.2828
DCAREER	1.463224	.341075	.216298	4.290	.0000
DMISCARR	-.183906	1.160218	-.006835	-.159	.8741
DLEAVE1	-1.030211	.517538	-.086213	-1.991	.0471
DMISLEV1	.783018	.622359	.054938	1.258	.2090
(Constant)	1.974225	.475068		4.156	.0000

End Block Number 3 All requested variables entered.

*** * * * M U L T I P L E R E G R E S S I O N * * * ***

Listwise Deletion of Missing Data

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

Block Number 1. Method: Enter
DSEX DMISSEX DEXPER10 DEXPER20 DEXPER21 DMISEXPR DPRE DSUP
DFTIN1 DMSFTIN1

Variable(s) Entered on Step Number
1.. DMSFTIN1
2.. DSEX Dummy -sex
3.. DEXPER10 Dummy - 6-10 years expereince in Jewish
4.. DSUP Dummy - Supplementary?
5.. DMISSEX Dummy - Missing in sex?
6.. DMISEXPR Dummy - Missing in experience?
7.. DEXPER21 Dummy - over 20 years expereince in Jewi
8.. DFTIN1
9.. DEXPER20 Dummy - 11-20 years experience in Jewish
10.. DPRE Dummy - Pre-school?

Multiple R	.35362
R Square	.12504
Adjusted R Square	.10627
Standard Error	3.06209

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	10	624.45321	62.44532
Residual	466	4369.40003	9.37639

F = 6.65984 Signif F = .0000

---------- Variables in the Equation ----------

Variable	B	SE B	Beta	T	Sig T
DSEX	-.796883	.428077	-.088669	-1.862	.0633
DMISSEX	3.278712	1.552213	.092403	2.112	.0352
DEXPER10	.897952	.375627	.127899	2.391	.0172
DEXPER20	1.196777	.399321	.161804	2.997	.0029
DEXPER21	1.451335	.471062	.156822	3.081	.0022
DMISEXPR	.811434	1.126805	.032204	.720	.4718
DPRE	2.329836	.386635	.330561	6.026	.0000
DSUP	.921954	.384375	.139108	2.399	.0169
DFTIN1	.006197	.378867	8.422E-04	.016	.9870
DMSFTIN1	-.696029	.621366	-.049709	-1.120	.2632
(Constant)	3.085298	.420764		7.333	.0000

Exclude Milwaukee Teachers (For Comparison)

25 hours or More in One School?

* * * * MULTIPLE REGRESSION * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

---------- Variables not in the Equation ----------

Variable	Beta In	Partial	Min Toler	T	Sig T
DEDTRAN	.032575	.032635	.548442	.704	.4817
DMISEDTR	.017930	.018380	.555220	.396	.6920
DJEWTRAN	.136917	.122665	.496459	2.665	.0080
DMISJWTR	.054823	.056628	.557159	1.223	.2219
DCAREER	.252949	.240265	.519696	5.337	.0000
DMISCARR	-.028583	-.030415	.558104	-.656	.5120
DLEAVE1	-.097814	-.101845	.551997	-2.208	.0278
DMISLEV1	.069696	.072798	.557603	1.574	.1162

End Block Number 1 All requested variables entered.

* *

Block Number 2. Method: Enter DEDTRAN DMISEDTR DJEWTRAN DMISJWTR

Variable(s) Entered on Step Number
11.. DMISJWTR Dummy - Missing in trained in Jewish edu
12.. DEDTRAN Dummy - Trained in education? (Same as e
13.. DJEWTRAN Dummy- Trained in Jewish education?
14.. DMISEDTR Dummy - Missing in trained in education?

Multiple R	.37977
R Square	.14422
Adjusted R Square	.11829
Standard Error	3.04143

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	14	720.22758	51.44483
Residual	462	4273.62566	9.25027

F = 5.56144 Signif F = .0000

* * * * M U L T I P L E R E G R E S S I O N * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

---------- Variables in the Equation ----------

Variable	B	SE B	Beta	T	Sig T
DSEX	-.902935	.437251	-.100469	-2.065	.0395
DMISSEX	2.922098	1.610294	.082353	1.815	.0702
DEXPER10	.880934	.375467	.125475	2.346	.0194
DEXPER20	1.044007	.406639	.141150	2.567	.0106
DEXPER21	1.089365	.487093	.117710	2.236	.0258
DMISEXPR	.858471	1.123009	.034071	.764	.4450
DPRE	2.787129	.418939	.395443	6.653	.0000
DSUP	1.359475	.409614	.205123	3.319	.0010
DFTIN1	.114251	.378239	.015528	.302	.7627
DMSFTIN1	-.650849	.618760	-.046483	-1.052	.2934
DEDTRAN	.129665	.308111	.019963	.421	.6741
DMISEDTR	-.393412	1.045758	-.020522	-.376	.7069
DJEWTRAN	1.046659	.362720	.150989	2.886	.0041
DMISJWTR	1.468932	.912517	.086510	1.610	.1081
(Constant)	2.409476	.489756		4.920	.0000

---------- Variables not in the Equation ----------

Variable	Beta In	Partial	Min Toler	T	Sig T
DCAREER	.228528	.208746	.474030	4.583	.0000
DMISCARR	-.034343	-.036779	.484835	-.790	.4298
DLEAVE1	-.096544	-.101458	.480686	-2.190	.0290
DMISLEV1	.072806	.076239	.484752	1.642	.1013

End Block Number 2 All requested variables entered.

* * * * M U L T I P L E R E G R E S S I O N * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

Block Number 3. Method: Enter DCAREER DMISCARR DLEAVE1 DMISLEV1

Variable(s) Entered on Step Number
15.. DMISCARR Dummy - Missing in career?
16.. DLEAVE1 Dummy - Leave Jewish education? (don't k
17.. DMISLEV1 Dummy - Missing in future plans?
18.. DCAREER Dummy - Career?

Multiple R	.43901
R Square	.19273
Adjusted R Square	.16100
Standard Error	2.96685

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	18	962.45546	53.46975
Residual	458	4031.39779	8.80218

F = 6.07460 Signif F = .0000

---------- Variables in the Equation ----------

Variable	B	SE B	Beta	T	Sig T
DSEX	-1.069410	.430212	-.118992	-2.486	.0133
DMISSEX	3.104733	1.592849	.087500	1.949	.0519
DEXPER10	.502251	.373652	.071538	1.344	.1796
DEXPER20	.550704	.408962	.074455	1.347	.1788
DEXPER21	.651496	.484592	.070396	1.344	.1795
DMISEXPR	.462641	1.099660	.018361	.421	.6742
DPRE	2.739648	.410896	.388706	6.667	.0000
DSUP	1.700810	.406111	.256625	4.188	.0000
DFTIN1	.266906	.370393	.036275	.721	.4715
DMSFTIN1	-.792189	.604580	-.056577	-1.310	.1907
DEDTRAN	.001602	.303898	2.467E-04	.005	.9958
DMISEDTR	-.679824	1.024367	-.035463	-.664	.5072
DJEWTRAN	.614738	.368044	.088681	1.670	.0955
DMISJWTR	1.035733	.900636	.060998	1.150	.2507
DCAREER	1.503407	.341779	.222238	4.399	.0000
DMISCARR	-.237982	1.159794	-.008844	-.205	.8375
DLEAVE1	-1.081293	.518553	-.090488	-2.085	.0376
DMISLEV1	.769060	.621983	.053958	1.236	.2169
(Constant)	1.903898	.498685		3.818	.0002

* * * * M U L T I P L E R E G R E S S I O N * * * *

Equation Number 1 Dependent Variable.. WORKSPNO # IN-SERVICE WORSHOPS

End Block Number 3 All requested variables entered.

Dr. Adam Gamoran
Univ. of WI - Madison
Dept. of Sociology
Social Science Bldg.
1180 Observatory Dr.

RELIGIOUS EDUCATION
University of Judaism
15600 Mulholland Drive
Los Angeles, CA 90077

Dear Dr. Gamoran,

This will acknowledge receipt of your article to be considered for publication in *Religious Education*.

As soon as our reviewers have had me opportunity to read and review it, I will be in touch with you.

Thank you both for submitting it to us and for your anticipated patience in waiting for our reply.

Sincerely,
H. A. Alexander
Editor-in--Chief

From: IN%"GOLDRIEB@ctrvax.Vanderbilt.Edu" 19-FEB-1996 12:09:18.47
To: IN%"gamoran@ssc.wisc.edu"
CC: IN%"74104.3335@compuserve.com"
Subj: papers

Return-path: <GOLDRIEB@ctrvax.Vanderbilt.Edu>
Received: from eunice.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01I1FAMUNY7401QOSL@ssc.wisc.edu> for gamoran@ssc.wisc.edu; Mon,
19 Feb 1996 12:08:46 -0600 (CST)
Received: from ctrvx1.Vanderbilt.Edu by eunice.ssc.wisc.edu; id AA02208;
5.65/4.3; Mon, 19 Feb 1996 12:08:10 -0600
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id <01I1FAGLCLF28XCLEH@ctrvax.Vancerbilt.Edu>; Mon,
19 Feb 1996 11:57:13 -0600 (CST)
Date: Mon, 19 Feb 1996 11:57:13 -0600 (CST)
From: GOLDRIEB@ctrvax.Vanderbilt.Edu
Subject: papers
To: gamoran@ssc.wisc.edu
Cc: 74104.3335@compuserve.com
Message-id: <01I1FAGLCLEO8XCLEH@ctrvax.Vanderbilt.Edu>
X-VMS-To: in%"gamoran@ssc.wisc.edu"
X-VMS-Cc: in%"74104.3335@compuserve.com"
MIME-version: 1.0
Content-transfer-encoding: 7BIT

I read all the papers and here are my comments:

The Leves Paper: Great, very readable and clear
Minor comments, I would add a footnote or definition of federation when it is first used on page 1.
Also on page 1, second paragraph add reference to the sent. Research reserach ...
On pg3. I really do not like on the one hand and other hand. Perhaps chage to It may be that schools with teachers...
and then in the next paragraph, start, In contrast,....

Top of page 8, I would change how much schooling they had to simply post secondary education,

I think there should be a complete descriptive table with the independent variables and percentages, in perhaps one big table. I know we have Appendix A, but I think one table with the headings of the Groups of variables and each one listed would help clarify the framework.

Minor Typo on pg. 11, mean workshop should be 3.34 (not 3.35).

Julie's Paper:

I 'm not sure what to add to your comments. I did not like it at all.
I think it should be organized, as you said, as a "more tradition" research paper. A methods sections needs to be added, and then I think Complex Organizations, Conceptual Themes, Providing for Professional Development, and Identifying Prof. Development Needs, should be findings sections, with complete data from the two communities.
I would omit points on planning on pg. 7.

Then I would use the Educators as Adult Learners as the introduction to the implications and suggestions part, which would come after the findings.

I agree, the Henry stuff seesm out of context.

Also, the purpose of the paper neeos to be clarified. At present the first paragraph provides no clear purpose. It says we begin,,, but then there is no next. I think there needs to be some "questions" or issues poseo that the data will answer. This purpose can emerge from the CIJE study of educators.. and ask, how do Teachers in Jewish Educational Settings perceive their profssional development experiences and opportunities and what are the implications for communal level planning??

Minor points, they speak of Lead Communities on pg 13, with no context for this point. This will be solved if there is a complete methodolgy section, expaling LC's, the research etc.

I agree the Boleman anc Deal stuff shoula be left out too.

So, I know I'm repeating what you said too.

Three community Paper"

I like this too some minor points.
on the 2nd page, I made some editing suggestions, I just fax that page to you.

pg 7, top, I'm not sure of the tense of how are teachers rcruited..sounded better to me than were.

pg 7, bottom should be 37 percent and slighty higer are certified..

pg 9.bottom, I would change the community as a whole, to all teachers (when talking about the figure).

pg 17, Summary, I do not think the statement that Teachers in Orthodox and other day schools settings are similar is really correct, I would repeat the finding from Table 7 that jewish Training in favor of Orthodox Day schools,and pedagogic training in favor of other day schools... I think this is also more poltically correct.

pg 27, use of the word usual not clear, I woulc just take it out.
pg 28, second full paragraph, thirc line, as missing after early AS high school

pg 33, I do not like the word teacher POWER as used in this short context.
how about Teacher Professional Involvelement
pg 35- pt 3 change childhood to pre-collegiate

That's it.

Ellen

RELIGIOUS EDUCATION

The Journal of the Religious Education Association and the
Association of Professors and Researchers in Religious Education

University of Judaism 15600 Mulholland Drive Los Angeles, CA 90077
310-476-9777 FAX: 310-471-1278

June 8, 1996

Professor Adam Gamoran
University of Wisconsin - Madison
Dept. Of Sociology - Social Sciene Bldg.
1180 Observatory Drive
Madison, WI 53706

Dear Adam,

I am pleased to report that your paper, Background and Training of Teachers in Jewish Schools: Current Status and Levers for Change, has been accepted for publication in Religious Education. Enclosed are additional editorial comments which you may want to consider in submitting your final draft.

Enclosed you will find a Religious Education style guide and a copyright release form. It is very important that the final version of your paper conforms to these guidelines. Please return the following to our office by **August 31, 1996**: two dated hard copies and an IBM compatible, high density disk copy of your final submission, the completed copyright release form and brief autobiographical statements for each author. Please be sure that your disk copy reflects all the changes you have made to your paper.

Thank you for thinking of Religious Education. If you have any questions, please feel free to be in contact with us.

Sincerely,

H. A. Alexander
Editor-in-Chief
Religious Education

RELIGIOUS EDUCATION
REVIEWER EVALUATION FORM

H. A. Alexander, Editor-in-Chief
University of Judaism
15600 Mulholland Drive
Los Angeles, CA 90077

TITLE: Background & Training of Teachers in . . . PAPER #: 205

REVIEWER #: A PLEASE RETURN BY: 4-30-96

ARE YOU ABLE TO REVIEW THIS PAPER? (CIRCLE ONE.) YES No
IF NO, PLEASE EXPLAIN REASON BELOW UNDER COMMENTS.

MAY WE SHARE YOUR REVIEW WITH THE AUTHOR? (CIRCLE ONE.) (YES) No
IF NO, MAY WE SUMMARIZE YOUR REVIEW IN A LETTER TO THE AUTHOR? YES No

The numerical ratings below are merely intended as helpful guides in summarizing your evaluation. Use any categories that are helpful and please amplify these ratings in your written comments.

I. RECOMMENDED AUDIENCE	Low				High	
Of scholarly interest	1	2	(3)	4	5	
Of practical interest	1	2	3	4	(5)	
II. GENERAL RATING OF THIS PAPER						
Significance of subject matter	1	2	3	(4)	5	
Originality	1	2	3	4	(5)	nothing like this exists
Informed by relevant literature	1	2	3	(4)	5	
Cogency of argument	1	2	3	4	5	
Clarity and crispness of prose	1	2	3	4	(5)	
Accesible to the non-specialist reader	1	2	3	4	(5)	

III. RECOMMENDATION

Accept (changes and improvements suggested below) ✓

Accept only if changes made (please specify what they are) _____

Reject (please provide reasons for rejection below) _____

Inappropriate for *Religious Education* (please explain why and suggest alternative journals under "Comments" _____

IV. COMMENTS (ATTACH ADDITIONAL SHEETS IF NECESSARY) See attached

Some further thoughts to share with the author. They may suggest some ways to flesh out the argument and develop the discussion and implications.

The author might want to connect the "facts" about Jewish teachers with a different interpretation of what it means to have "professional" Jewish teachers. My own emphasis would be on continuous learning rather than certification, but I'd be interested in how the author would think about this isssue.

P. 3 - Do you mean "quantity" or "quality" of inservice activities?

The comparison between Jewish and secular education is not as clear-cut as the paper argues. Just because public school teachers have professional preparation and a teaching license, it does not automatically follow that they are motivated to continue learning or have high standards for professional expertise and the knowledge that entails. If that were the case, the quality of teaching in public schools would surely be better. So the issue of professional development may turn as much on motivation and commitment on the part of the individual teacher and enabling conditions such as expectations, a culture of learning and professional study, on the part of the institution.

In general, I think that Jewish educators have a chance to "hook" teachers on meaningful learning perhaps even more than secular teachers. The traditional valuing of teachers, the clear recognition that untrained teachers need to know more, the emphasis on learning and knowledge all reinforce the need for teachers to study and learn and know. These are not necessarily the values that surround public school teachers. So here we might think about the unique levers in Jewish education that offer advantages not so readily available in secular education.

Inservice workshops may be part of the professional culture of teaching, but they have not been very effective as a dominant form of continuing education for teachers. Mostly they are good for raising consciousness or awareness. Without followup, one-shot workshops don't have much staying power. So again, the fact that they are a regular feature of the landscape in public education doesn't mean they are an effective tool. Still, I agree that a combination of incentives and requirements (or expectations) can motivate continued learning.

Something you don't get into but that is also important is the nature of the learning opportunities made available to teachers. Given the part-time nature of the work, creating opportunities for teachers to learn in and from teaching has potential for enhancing the quality of teaching/learning. The research on effective professional development highlights such built-in opportunities along with various forms of collaborative work among teacher.

Glad to see attention to the issue of quality of inservice opportunities. Given the limitations in the background of teachers, the content of inservice seems as important as the format and structure.

I think it's important to emphasize that the meaning of "profession" may differ in Jewish education where part-time teachers still see themselves as committed to a career and may take a "professional" stance toward their work.

Certification must be framed in terms that relate to the actual work. Many people feel that teaching credentials rest on minimal standards that do not help elevate the profession of teaching in the public sphere. So rewards are part of it, but the standards themselves must be meaningful. The trend toward performance assessment of teachers and the opportunity to apply for national board certification are efforts to make certification more meaningful.

Communal certification - could be based on number of teachers with credentials or could be based on the presence of a well-developed, institutionalized, responsive plan for the ongoing development of teachers. In other words, we could promote the concept of a "learning school"--a place where both teachers and students are learning. This fits with the professional development school literature.

You might want to reference the literature on effective professional development that TEI participants have been reading (Little; Darling-Hammond; Lieberman).

GUIDELINES FOR CONTRIBUTORS

Religious Education, the journal of the Religious Education Association and the Association of Professors and Researchers in Religious Education, offers a forum for exploring spirituality and religious identity in education as they relate to independent as well as state-sponsored institutions with diverse religious affiliations.

Articles consider education in houses of worship, schools, informal programs, and institutions of higher learning; with adults, youth, children, and families. Topics addressed include educational theory, theology and education; tradition and trends; policy and practice; models and methods; moral, value, and character education; sacred texts; and spiritual, cultural, and social issues in education.

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Manuscripts should be typed and double-spaced on 8½ x 11-inch white paper on one side of each page. A 100-word abstract should accompany each manuscript. Manuscripts and abstracts should be sent to *Religious Education*, c/o H. A. Alexander, Editor-in-Chief, University of Judaism, 15600 Mulholland Drive, Los Angeles, CA 90077. Please submit three copies of each manuscript and abstract. Copies of manuscripts can be returned only to authors who have provided self-addressed, stamped envelopes. Manuscripts that have already been published or are under review for publication elsewhere will not be considered.

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RELIGIOUS EDUCATION

The Journal of the Religious Education Association and the
Association of Professors and Researchers in Religious Education

University of Judaism 15600 Mulholland Drive Los Angeles, CA 90077
310-476-9777 FAX : 310-471-1278

July 28, 1995

Dr. Adam Gamaron
c/o CIJE
P.O. Box 94553
Cleveland, OH 44101

Dear Adam,

It was good seeing you at the recent meeting of the Jewish Education Research Network. I'm pleased that you are thinking about publishing some of the findings of your CIJE research in *Religious Education*. I want to encourage you to do so. Rigorous empirical work on religious education is not easy to come by. I know that our review board would welcome the chance to consider the sort of research which you reported at the conference.

I look forward to hearing from you.

In Friendship,

H.A. Alexander
Editor-in-Chief
Religious Education

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MEMORANDUM

July 27, 1996

To: Bill, Ellen, Roberta, Julie
From: Adam
Re: *Religious Education* article

Attached is the material I received from *Religious Education*. Please complete the permission form and send it to me. Also please send me a brief bio. As an example, here's mine:

Adam Gamoran is Professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison, and a consultant to the Council for Initiatives in Jewish Education. His current research concerns the organizational context of teaching and learning.

Finally, any comments you may have for the final revision of the article are welcome.

From the desk of...

Adam Gamoran
Professor
Department of Sociology
1180 Observatory Drive
Madison, WI 53706

E-mail: gamoran@ssc.wisc.edu
Telephone: (608) 263-4253
Fax: (608) 265-5389

Briefly what's been learned - 1 hr
- 5 things we'd like to highlight

where we go from here
- future agenda - not just this yr
- partic P+E - longer term
- would like our perspectives on common model

clearly a need for some strategic plans
- P+E is a large part of that

broader eval issues
- from all we know, if CITE is successful

- beyond narrower questions are the educators becoming more educated

תלמוד תורה

Talmud Torah of St.Paul

Marjorie Smith Hofman Educational Building

August 27, 1996

Rabbi Hanan Alexander
University of Judaism
15600 Mulholland Drive
Los Angeles, CA 90077

Dear Hanan:

I hope that this letter finds you well. I am sending you my biographical statement for the article that Adam Gamoran sent to you. I am cited as an author -- the fifth. Here it is:

Roberta Louis Goodman is Executive Director of the Talmud Torah of St. Paul and Jewish educational consultant. A former field researcher for the Council for Initiatives in Jewish Education her current research and evaluation work concern Jewish educational personnel, educational change. Jewish educaticnal programs, and parental interest in day schooling.

I have also included a copy of the release form.

L'shanah tovah.

B'Shalom.

Roberta

Roberta Goodman
Executive Director

Enclosure

Gayle Johnson Cohen Preschool • George Kaplan Afternoon Talmud Torah • Annette Newman Day School
768 Hamline Avenue South, St. Paul, Minnesota 55116 • (612) 698-8807 FAX(612) 698-8912
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RELIGIOUS EDUCATION
The Journal of the Religious Education Association and the
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July 2, 1996
DATE

[redacted]
AUTHOR'S SIGNATURE

Please sign and return this paper to:

H. A. ALEXANDER
UNIVERSITY OF JUDAISM
15600 MULHOLLAND DRIVE
LOS ANGELES, CA 90077

PLEASE MARK ENVELOPE: RELIGIOUS EDUCATION

[redacted]

Author biographical statements for "Background and Training of Teachers in Jewish Schools: Current Status and Levers for Change."

Adam Gamoran is Professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison, and a consultant to the Council for Initiatives in Jewish Education. His current research concerns the organizational context of teaching and learning.

Ellen Goldring is Professor of Educational Leadership and Associate Dean at Peabody College, Vanderbilt University. She is a consultant to the Council for Initiatives in Jewish Education. Her current research focuses on the organization, governance, and control of schools, and the organizational context of leadership.

Bill Robinson is the Staff Researcher for the Council for Initiatives in Jewish Education. He is currently completing a Ph.D. in Political Anthropology at Rutgers University on leadership and community.

Julie Tammivaara is a Research Associate at the Cantor-Fitzgerald Center for Research in Diversity Education, University of Pennsylvania. Her writing focuses on educational research, program evaluation, and policy analysis. Previously she served as a Field Researcher for the Council for Initiatives in Jewish Education.

Roberta Louis Goodman is Executive Director of the Talmud Torah of St. Paul, and a Jewish educational consultant. A former Field Researcher for the Council for Initiatives in Jewish Education, her current research and evaluation work concerns Jewish educational personnel, educational change, Jewish educational programs, and parental interest in day schooling.

#1 30-AUG-1996 12:41:17.78 NEWMAIL

Dear Adam, I have faxed the form to you. As for my position, it is:

Research Associate
Cantor-Fitzgerald Center for Research in Diversity Education, University of Pennsylvania, Philadelphia, PA.

Julie

MAIL>

Bill Robinson is the staff researcher for the Council for Initiatives in Jewish Education. He is currently completing a PhD in Political Anthropology at Rutgers University on leadership and community.

BIO

Ellen Goldring is Professor of Educational Leadership and Associate Dean at Peabody College, Vanderbilt University, Nashville, Tennessee. She is a consultant to the Council of Initiatives in Jewish Education. Her current research focuses on the organization, governance and control of schools and the organizational context of leadership.

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS: CURRENT STATUS AND LEVERS FOR CHANGE

Adam Gamoran
Ellen Goldring
Bill Robinson
Roberta Louis Goodman
Julie Tammivaara

Council for Initiatives in Jewish Education

[Final version ~~March~~ August, 1996]

This paper was presented at the annual conference of the Network for Research on Jewish Education, Palo Alto, CA, June 1995. The authors are grateful to Janice Alper, Lauren Azoulai, Chaim Botwinick, and Ruth Cohen for administering the surveys, and to the teachers and administrators who participated in the study. They also appreciate the helpful comments of Gail Dorph, Seymour Fox, Annette Hochstein, Alan Hoffmann, Barry Holtz, Michael Inbar, and Nessa Rapoport on an earlier draft of this paper.

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS: CURRENT STATUS AND LEVERS FOR CHANGE

ABSTRACT

This paper presents a secondary analysis of data from a survey of teachers in the Jewish schools of three communities. Previous findings had shown that only 19% of teachers have professional training in both Jewish content areas and in the field of education, and despite incomplete professional backgrounds, little professional growth was required of teachers. What can be done to enhance and expand professional growth activities for teachers in Jewish schools? Analyses reported in this paper examine three possible "levers" for changing standards for professional growth: state licensing requirements for pre-schools, state requirements for continuing education among professionally-trained teachers, and community incentives for training of supplementary school teachers. Results indicate that pre-school teachers in state-licensed pre-schools and supplementary school teachers who were paid for meeting a professional growth standard reported that they were required to attend more in-service workshops, compared to other teachers who were not subject to these conditions. In addition, standards for the quantity of in-service were higher among teachers who have stronger Judaic backgrounds and who are committed to a career in Jewish education.

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS: CURRENT STATUS AND LEVERS FOR CHANGE

"A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and pre-schools." --- CIJE Policy Brief

In the world of secular education, professional development for teachers is increasingly recognized as an important element of educational reform (Sedlak, 1995). In fact, adequate opportunity for professional growth was recently added to the list of national goals for U.S. schools (Borman et al., in press). What is the status of professional growth for teachers in religious education? In this paper, we explore this question for the case of teachers in Jewish schools, including day schools, supplementary schools (afternoon and/or weekend), and pre-schools.

Recent research at the Council for Initiatives in Jewish Education (CIJE) shows that only a small proportion of teachers in Jewish schools in three communities are formally prepared in both Jewish studies and in the field of education (Gamoran et al., 1994). Here, we present selected findings from the CIJE research. In addition, we provide new findings by exploring mechanisms that may raise standards for the quantity of in-service teacher training in Jewish schools. These levers include state licensing requirements for pre-schools, state requirements for continuing education among professionally-trained teachers, and community incentives for in-service training of supplementary teachers.

Background

In 1991 the Commission on Jewish Education in North America released *A Time to Act*, a report on the status and prospects of Jewish education. The report concluded that

building the profession of Jewish education (along with mobilizing community support for education) is essential for the improvement of teaching and learning in Jewish schools. This conclusion rested on the best available assessment of the field at that time: "well-trained and dedicated educators are needed for every area of Jewish education....to motivate and engage children and their parents [and] to create the necessary educational materials and methods" (1991, p.49). In response, the Commission created the CIJE, whose mandate includes establishing three Lead Communities in North America, and working with these communities to serve as demonstration sites for improving Jewish education.

What is the current state of the profession of Jewish education in these communities? What mechanisms are available to improve it, and how will we know whether improvement in the profession training of teachers fosters better teaching and learning? These questions cannot be addressed fully -- in particular, no data are available on the links between training, teaching, and learning -- but this paper begins to address the issues by examining the current professional backgrounds of teachers in Jewish schools as well as considering potential levers for increasing teacher's professional development activities.

Professional Preparation and Development in Jewish Education

Modern conceptions of teaching emphasize formal, specialized preparation (e.g., Sedlak, 1987). This preparation typically involves training in both pedagogy and subject matter, as well as in the links between the two (Shulman, 1987). Moreover, teachers are expected to maintain their subject matter and pedagogical skills through continuous professional development. As Aron (1990, p. 6) explained, teachers need "to keep pace with new developments in their field. The knowledge base of teaching has grown and

changed....Therefore, it would be imperative for veteran teachers to have mastery of this new body of information, skills, and techniques." In Jewish education, where many teachers lack formal preparation for their work, professional development is not a matter of keeping pace, but of getting up to speed.

In public education, the profession of teaching is regulated by certification at the state level. Although exceptions are made, generally states require formal preparation in the field of education, including study of content knowledge and pedagogy, for teacher licensing. In addition, many states require a set amount of professional development over a fixed period of time for the renewal of one's teaching license. In Jewish schools, because of a shortage of certified teachers, it is often not possible to hire only teachers who are formally prepared in their fields. Hence, the question of professional development becomes especially salient.

What circumstances lead to higher standards for the quantity of in-service activities among teachers? On the one hand, schools with teachers who are more professionally oriented may be able to place greater demands for professional growth of teachers. A staff that is trained for Jewish education, holding degrees in education and in Jewish content areas, and viewing Jewish education as a career, may create the kind of community that allows professional norms to flourish, including more extensive professional development.

On the other hand, even without a highly professional staff, there may be conditions that can increase the amount of professional development activity. In this paper we examine three possible mechanisms, or levers for change, which may lead to more in-service workshops. The particular mechanisms we explore were not chosen on theoretical grounds; rather, they are the mechanisms we encountered in a study of three Jewish communities. We

found that communities and schools varied in their policies and in the conditions associated with policies about staff development. This type of "natural experiment" can yield important information about the prospects for increasing the demands for professional growth activities in Jewish education. In the secular arena, in-service workshops are already part of the professional culture of teaching (Sedlak, 1995). In the world of Jewish education, a combination of incentives and requirements may lead to higher standards for the quantity of professional development.

The possible levers we encountered were as follows:

(1) **State certification for pre-schools**. Most of the pre-schools in our study are licensed or certified by the state, and certification requires a set amount of staff development for teachers. For example, in one state teachers had to take 18 hours of in-service per year for a school to maintain its certification. Other states had different requirements but all demanded some level of in-service among teachers to maintain certification. Consequently, one may expect to find higher rates of in-service training among pre-school teachers compared to other teachers, and we reported this pattern in our earlier work (Gamoran et al., 1994). Here we test this interpretation by comparing in-service training in the pre-schools that are not certified to those that are. We expect to find higher rates of in-service required in state-certified pre-schools.

(2) **State in-service requirements for re-licensing**. The communities we studied are located in three different states. One state requires that licensed K-12 teachers engage in 180 hours of workshop training over a five-year period in order to be re-licensed. Another state requires 100 hours of in-service over the same period. The third state

has no such mandate. Are Judaica teachers in Jewish schools responsive to these mandates? Even if teachers on average are not affected by these requirements, one may expect that teachers who are professionally trained would keep up with licensing requirements.

(3) **Federation incentives for supplementary teachers.** In one community, the Jewish federation (communal institution for fundraising and program support) provides an extra incentive to encourage in-service attendance among supplementary school teachers. Teachers who attend at least 4 workshops in a year (3 for those who teach only on Sundays) receive a special stipend. In addition, supplementary schools in which at least three-quarters of the teachers meet the in-service standards receive funds from the federation. Thus, the incentive program encourages not just individual but school-wide professional growth. If these incentives are effective, we would expect to find that supplementary school teachers reported more required workshops in this community than in the other two.

Data and Methods

Data from this paper are drawn from two data sources: A survey of teachers, and intensive interviews with a sample of teachers and other educators. The surveys and interviews were conducted in the three CIJE Lead Communities: Atlanta, Baltimore, and Milwaukee, in 1992 and 1993. All Judaica teachers in day schools, supplementary schools, and pre-schools were asked to respond to the survey, and a response rate of 82% (983/1192 teachers in total) was obtained. Formal in-depth interviews were carried out with 125 educators, including teachers and education directors of day schools, supplementary schools,

and pre-schools, as well as central agency staff and Jewish educators in higher education. The survey and interviews covered a wide variety of issues, such as teachers' background and training, earnings and benefits, and careers of Jewish educators. Only matters of background and formal training are addressed in this paper.

Statistical Methods

For the most part, we combine data from all three communities for our survey analyses. Despite some differences between communities, on the whole the results were far more similar than they were different. Also, our results are largely consistent with surveys carried out in other communities, where comparable data are available (Gamoran et al; 1996a). Moreover, in this paper we will explicitly examine some of the more salient differences across communities. Finally, whereas the data will mainly be aggregated across communities, we will generally break down the data by setting: day school, supplementary school, and pre-school.

We present both descriptive and analytic results. The descriptive results are cross-tabulations of background and training variables by setting. The analytic results derive from ordinary least squares (OLS) regressions aimed at sorting out predictors of the extent of required in-service training.

The analyses rely primarily on survey responses. Information from interviews helped us frame our analytic questions -- in particular, they allowed us to discern the levers for change examined in the regressions -- and they helped us understand the survey findings more thoroughly.

Variables

Most variables indicate aspects of teachers' backgrounds and experiences. These were drawn from surveys. Others provide information about the settings in which teachers work. These came from survey administration records.

Workshop attendance. The dependent variable for this study derives from teachers' responses to the questions, "Were you required to attend in-service workshops during the past two years? If so, how many?" Only teachers who were required to attend at least one workshop are included in the analyses, and first year teachers are excluded because of the two-year time frame implied by the question. This resulted in an effective sample size of 726 teachers. About 15% of teachers who were required to attend workshops failed to indicate how many, and these are treated as missing and excluded from the analyses, resulting in a sample of 574 teachers, or 85% of the eligible cases. On average, teachers in our sample said they were required to attend 4.75 workshops over a two-year period. (Means and standard deviations of all variables are listed in the appendix.)

Ideally one would like to know how many workshops teachers actually attended, whether required or not, in addition to how many were required. Unfortunately this was not asked in the Lead Community surveys. Future versions of the survey will include an additional question that addresses this distinction (Gamoran et al., 1996b).

Background variables. We employed several measures to take account of differences among teachers in their professional backgrounds. Teachers indicated their years of experience in Jewish education. To allow for possible non-linear effects, we divided experience into four categories: 5 years or less, 6-10 years, 11-20 years, and 21 years or more. An additional category indicates persons with missing data on experience. (We used

this strategy of dummy categories for missing data for all independent variables in the regression analyses.)

Teachers also responded to questions about how much schooling they had, what their majors were, and whether they were certified in Jewish education. For this study, we defined "training in education" as a university or teachers' institute degree in education. We defined "training in Jewish studies" as a college or seminary degree in Jewish studies, or as certification in Jewish education.

We used two measures to indicate teachers' professional orientation. First, we asked whether teachers think of their work in Jewish education as a career. Second, we asked teachers about their plans for the future, and from this item we constructed a single indicator for teachers who said they plan to leave Jewish education in the near future. Presumably it would be possible to demand more in-service work from teachers who are oriented to Jewish education as a career, and are not planning on leaving the field.

Finally, teachers reported their sex, and this is indicated by a dummy variable with 1 = male and 0 = female.

Context and policy variables. Dummy variables are used to distinguish among teachers in day schools, supplementary schools, and pre-schools. Teachers who taught in more than one setting (about 20% of all respondents) are counted in the setting in which they taught the most hours.

For pre-school teachers only, we created an indicator to distinguish among schools that are certified by the state and those that are not (certified = 1, not certified = 0). For supplementary school teachers only, we created an indicator for the one community with an

incentives program for in-service workshops (incentives program = 1, others = 0). For all teachers, we created indicators of the amount of in-service required for re-licensing: 180 hours and 100 hours are compared to the reference category of no in-service requirement.

Results

First we present descriptive information on teachers' professional backgrounds in education and Judaica. Then we examine possible mechanisms for raising levels of required in-service training in Jewish education.

Descriptive Results

What sort of professional training in Jewish education characterizes teachers in the three communities? Overall, Table 1 shows that only 19% of teachers in Jewish schools are formally trained in both education and in Jewish studies. Thirty-five percent were trained in education but not Jewish studies, and another 12% were trained in Jewish studies but not education. This leaves a significant minority -- 34% -- with no formal preparation in either field. Table 1 further shows, not surprisingly, that day school teachers more often have training in Jewish studies than teachers in other schools, and that day school and pre-school teachers more often have professional backgrounds in education than teachers in supplementary schools (combine rows 1 and 2 in Table 1). However, the greater proportion of teachers trained in education in day and pre-schools reflects one- and two-year degrees from teacher training programs as well as university degrees in education. If non-university programs were excluded, day school and pre-school teachers would have formal backgrounds in education similar to that of supplementary teachers.

Further analysis shows that the dearth of formal training is not compensated by extensive in-service education. Table 2 shows that (excluding first-year teachers) day school teachers were required to attend an average of 3.8 workshops during the two-year period, supplementary teachers averaged 4.4, and pre-school teachers were required on average to attend just 6.2 workshops over a two-year period.

Clearly, the infrequency of in-service training is not adequate to make up for deficiencies, nor even to maintain an adequate level of professional growth among teachers who are already professionally trained. What can be done to raise standards for the quantity of in-service training?

Analytic Results

Table 3 explores background differences in required workshop attendance. The first column shows a trend for experience that is roughly linear, with teachers who are more experienced reporting more workshops. In addition, one can see in the first column that controlling for sex and experience, pre-school teachers still reported 2.36 more workshops than day school teachers (the reference category), and supplementary teachers reported .66 more workshops on average. Thus, the pattern that emerged in Table 2 is maintained in multivariate analyses.

The second column presents results for the same model with the additional effects of pre-service training. Teachers with formal preparation in education did not report more in-service workshops, but teachers who are trained in Jewish studies reported that they were required to attend 1.02 workshops more than teachers without such training. The third column of Table 3 shows that teachers who think of Jewish education as their career reported

more workshops and teachers who plan to leave the field reported fewer workshops than other teachers. Note also that the initial effects of experience appear to diminish in the second and third columns of Table 3. This pattern suggests that more experienced teachers reported more workshops because they tend to be better trained in Jewish studies and more oriented to a career in Jewish education, two conditions that are obviously connected to longevity in the profession and apparently related to in-service standards as well.

Does the higher rate of reported workshops among pre-school teachers reflect state licensing requirements, as the interviews led us to conclude? To further probe this interpretation, we present in Table 4 the results of a regression that is restricted to pre-school teachers, and which includes an indicator of state-certified pre-schools. As Table 4 shows, teachers in certified schools reported 3.35 more workshops, a substantial difference considering that the average for pre-school teachers was 6.2 (see Table 2). As in the full-sample analysis, career-oriented pre-school teachers reported more workshops, and those planning to leave reported fewer, although the latter coefficient is not statistically significant due to the smaller number of cases when the sample is restricted to pre-school teachers. (Sex is excluded from the pre-school analysis because all but one of the pre-school teachers are female.)

Do state requirements for re-licensing of trained teachers encourage higher levels of required workshops? Table 5 indicates the answer is no. This analysis, restricted to day school teachers, shows that teachers in states requiring 180 hours or 100 hours of workshop training for re-licensing did not report more workshops than teachers in the state without a fixed workshop requirement. The second column of Table 5 shows that even day school

teachers who are formally trained in the field of education did not report more workshops when they worked in states that required many hours of workshops for re-licensing. These results may indicate that day school Judaica teachers do not see themselves as bound by the norms of the general teaching force in the state.

Finally, did the federation-sponsored incentives program encourage higher rates of required workshops? The regression reported in Table 6, restricted to supplementary teachers, shows that teachers who encountered the incentives program reported an average of 2.52 more workshops than supplementary schools in the other two communities, where such federation programs are not in place.

In additional analyses (not shown), we relaxed sample restrictions that excluded first-year teachers and those who said no workshops were required, and conducted a logistic regression analysis to distinguish between those who said no workshops were required versus those who said at least one was required. (The logistic procedure is required for a dichotomous outcome, as explained by Agresti, 1990.) These analyses produced the same pattern of results about levers for change as did our OLS regression on the quantity of workshops required: teachers in certified pre-schools were more likely to report that workshops were required, as were supplementary teachers with special in-service incentives, but state licensing requirements for K-12 teachers were unrelated to whether any workshops were required or not.

Discussion

This study shows that teachers in three Jewish communities have relatively little formal preparation for their work in Jewish schools. Moreover, they are not typically held

to high standards for professional development. However, it appears there are policies that may raise the quantity of in-service. Teachers who are trained in Jewish studies and who are oriented towards a career in Jewish education reported more required workshops. This finding suggests that standards for professional development could be raised by recruiting teachers who are committed to the profession. Better recruitment is an appropriate goal, but it remains a major challenge in light of the relatively small number of opportunities to obtain formal preparation for teaching in Jewish education (Davidson, 1990).

Teachers in certified pre-schools reported substantially more required workshops than teachers in other pre-schools. Could this type of policy be implemented in supplementary schools, and in the Judaica divisions of day schools? Where would certification standards come from? One answer is from the community level -- the federation or central agency might certify schools whose teachers engage in specified levels of professional growth. For this certification to be meaningful, however, it must be accompanied by some sort of rewards. Parents of pre-school children take certification into account when choosing a school, but this logic does not hold when one is choosing a supplementary school. However, it may be possible to raise parents' expectations so that they seek out supplementary schools and day schools with higher standards for professional growth. In addition, other incentives such as financial support might induce school to seek communal certification.

Although certification of pre-schools made a difference, re-licensing requirements for K-12 teachers did not. In one sense these results may reflect the particular question we asked on the survey, which concerned required workshops instead of any workshops teachers may have attended. Teachers who are meeting individual re-licensing standards may not

have thought of the workshops they attended as required. Another interpretation of the results is that rewards and sanctions aimed at individuals are ineffective, but incentives for schools have more impact, as in the case of pre-schools.

Finally, supplementary teachers reported more workshops in the community that had an incentives program. This finding suggests that incentives for both individuals and schools affect teachers' professional growth in a positive way. Hence, we conclude that incentives for individuals can be effective if the incentives are meaningful (for example a cash stipend as in this case).

This paper addresses only the quantity of in-service education. The question of quality is at least as important, if not more so. It is essential to consider recent ideas about creating more effective opportunities for professional growth (e.g., Sparks, 1995), at the same time as one thinks about raising the amount of in-service to which teachers are held.

The CIJE's ultimate hypothesis is that building Jewish education as a profession is critical for improving teaching and learning in Jewish education. This paper does not answer that question, but it addresses two crucial concerns along the way: What is the state of the profession? What can be done to improve it? By exploring three potential avenues for reform, we are furthering the broader endeavor. The results of this study suggest two mechanisms -- community incentives and certification of schools -- that can increase the professional growth activities of teachers in Jewish schools.

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From: <ljturner@facstaff.wisc.edu>
Date: Wed, 11 Dec 1996 11:34:31 -0600
X-Sender: ljturner@facstaff.wisc.edu
To: gamoran@ssc.wisc.edu
Subject: return call from Univ. of Jedism-Los Angeles

Adam,

Returned telephone message, regarding a call you made earlier today. Dr. Alexander is on a sabbatical leave for the year. If you have a question regarding the religious education journal please call the managering journal, attn: Tacy at 407-944-1175 and any other questions call: Marina at 310-476-9777 ext. 256.

Lois

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS: CURRENT STATUS AND LEVERS FOR CHANGE

Adam Gamoran
Ellen Goldring
Bill Robinson
Roberta Louis Goodman
Julie Tammivaara
Council for Initiatives in Jewish Education

Abstract

This paper presents a secondary analysis of data from a survey of teachers in the Jewish schools of three communities Previous findings had shown that only 19% of teachers have professional training in both Jewish content areas and in the field of education, and despite incomplete professional backgrounds, little professional growth was required of teachers What can be done to enhance and expand professional growth activities for teachers in Jewish schools? Analyses reported in this paper examine three possible "levers" for changing standards for professional growth state licensing requirements for pre-schools, state requirements for continuing education among professionally-trained teachers, and community incentives for training of supplementary school teachers Results indicate that pre-school teachers in state-licensed pre-schools and supplementary school teachers who were paid for meeting a professional growth standard reported that they were required to attend more in-service workshops, compared to other teachers who were not subject to these conditions In addition, standards for the quantity of in-service were higher among teachers who have stronger Judaic backgrounds and who are committed to a career in Jewish education

INTRODUCTION

A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and preschools (Gamoran et al 1994)

In the world of secular education, professional development for teachers is increasingly recognized as an important element of educational reform (Sedlak 1987). In fact, adequate opportunity for professional growth was recently added to the list of national goals for U.S. schools (Borman et al. 1996). What is the status of professional growth for teachers in religious education? In this paper, we explore this question for the case of teachers in Jewish schools, including day schools, supplementary schools (afternoon and/or weekend), and pre-schools.

Recent research at the Council for Initiatives in Jewish Education (CIJE) shows that only a small proportion of teachers in Jewish schools in three communities are formally prepared in both Jewish studies and in the field of education (Gamoran et al. 1994). Here, we present selected findings from the CIJE research. In addition, we provide new findings by exploring mechanisms that may raise standards for the quantity of in-service teacher training in Jewish schools. These levers include state licensing requirements for preschools, state requirements for continuing education among professionally-trained teachers, and community incentives for in-service training of supplementary teachers.

BACKGROUND

In 1990 the Commission on Jewish Education in North America released *A Time to Act*, a report on the status and prospects of Jewish education. The report concluded that building the profession of Jewish education (along with mobilizing community support for education) is essential for the improvement of teaching and learning in Jewish schools. This conclusion rested on the best available assessment of the field at that time: "well-trained and dedicated educators are needed for every area of Jewish education. . . . to motivate and engage children and their parents [and] to create the necessary educational materials and methods" (49). In response, the Commission created the CIJE, whose mandate includes establishing three Lead Communities in North America, and working with these communities to serve as demonstration sites for improving Jewish education.

What is the current state of the profession of Jewish education in these communities? What mechanisms are available to improve it, and how will we know whether improvement in the profession training of teachers fosters better teaching and learning? These questions

cannot be addressed fully—in particular, no data are available on the links between training, teaching, and learning—but this paper begins to address the issues by examining the current professional backgrounds of teachers in Jewish schools as well as considering potential levers for increasing teacher's professional development activities.

PROFESSIONAL PREPARATION AND DEVELOPMENT IN JEWISH EDUCATION

Modern conceptions of teaching emphasize formal, specialized preparation (for example, Sedlak 1987). This preparation typically involves training in both pedagogy and subject matter, as well as in the links between the two (Shulman 1987). Moreover, teachers are expected to maintain their subject matter and pedagogical skills through continuous professional development. As Aron (1990, 6) explained, teachers need "to keep pace with new developments in their field. The knowledge base of teaching has grown and changed. . . . Therefore, it would be imperative for veteran teachers to have mastery of this new body of information, skills, and techniques." In Jewish education, where many teachers lack formal preparation for their work, professional development is not a matter of keeping pace, hut of getting up to speed.

In public education, the profession of teaching is regulated by certification at the state level. Although exceptions are made, generally states require formal preparation in the field of education, including study of content knowledge and pedagogy, for teacher licensing. In addition, many states require a set amount of professional development over a fixed period of time for the renewal of one's teaching license. In Jewish schools, because of a shortage of certified teachers, it is often not possible to hire only teachers who are formally prepared in their fields. Hence, the question of professional development becomes especially salient.

What circumstances lead to higher standards for the quantity of in-service activities among teachers? On the one hand, schools with teachers who are more professionally oriented may be able to place greater demands for professional growth of teachers. A staff that is trained for Jewish education, holding degrees in education and in Jewish content areas, and viewing Jewish education as a career, may create the kind of community that allows professional norms to flourish, including more extensive professional development.

On the other hand, even without a highly professional staff,

there may be conditions that can increase the amount of professional development activity. In this paper we examine three possible mechanisms, or levers for change, which may lead to more in-service workshops. The particular mechanisms we explore were not chosen on theoretical grounds; rather, they are the mechanisms we encountered in a study of three Jewish communities.

We found that communities and schools varied in their policies and in the conditions associated with policies about staff development. This type of "natural experiment" can yield important information about the prospects for increasing the demands for professional growth activities in Jewish education. In the secular arena, in-service workshops are already part of the professional culture of teaching (Sedlak 1987). In the world of Jewish education, a combination of incentives and requirements may lead to higher standards for the quantity of professional development.

The possible levers we encountered were as follows:

(1) *State certification for pre-schools.* Most of the pre-schools in our study are licensed or certified by the state, and certification requires a set amount of staff development for teachers. For example, in one state teachers had to take 18 hours of in-service per year for a school to maintain its certification. Other states had different requirements, but all demanded some level of in-service among teachers to maintain certification. Consequently, one may expect to find higher rates of in-service training among pre-school teachers compared to other teachers, and we reported this pattern in our earlier work (Gamoran et al. 1994). Here we test this interpretation by comparing in-service training in the pre-schools that are not certified to those that are. We expect to find higher rates of in-service required in state-certified pre-schools.

(2) *State in-service requirements for re-licensing.* The communities we studied are located in three different states. One state requires that licensed K-12 teachers engage in 180 hours of workshop training over a five-year period in order to be re-licensed. Another state requires 100 hours of in-service over the same period. The third state has no such mandate. Are Judaica teachers in Jewish schools responsive to these mandates? Even if teachers on average are not affected by these requirements, one may expect that teachers who are professionally trained would keep up with licensing requirements.

(3) *Federation incentives for supplementary teachers.* In one community, the Jewish federation (communal institution for

fundraising and program support) provides an extra incentive to encourage in-service attendance among supplementary school teachers. Teachers who attend at least 4 workshops in a year (3 for those who teach only on Sundays) receive a special stipend. In addition, supplementary schools in which at least three-quarters of the teachers meet the in-service standards receive funds from the federation. Thus, the incentive program encourages not just individual but school-wide professional growth. If these incentives are effective, we would expect to find that supplementary school teachers reported more required workshops in this community than in the other two.

DATA AND METHODS

Data from this paper are drawn from two data sources: A survey of teachers, and intensive interviews with a sample of teachers and other educators. The surveys and interviews were conducted in the three CIJE Lead Communities: Atlanta, Baltimore, and Milwaukee, in 1992 and 1993. All Judaica teachers in day schools, supplementary schools, and pre-schools were asked to respond to the survey, and a response rate of 82% (983/1192 teachers in total) was obtained. Formal in-depth interviews were carried out with 125 educators, including teachers and education directors of day schools, supplementary schools, and pre-schools, as well as central agency staff and Jewish educators in higher education. The survey and interviews covered a wide variety of issues, such as teachers' background and training, earnings and benefits, and careers of Jewish educators. Only matters of background and formal training are addressed in this paper.

Statistical Methods

For the most part, we combine data from all three communities for our survey analyses. Despite some differences between communities, on the whole the results were far more similar than they were different. Also, our results are largely consistent with surveys carried out in other communities, where comparable data are available (Gamoran et al. 1996a). Moreover, in this paper we will explicitly examine some of the more salient differences across communities. Finally, whereas the data will mainly be aggregated across communities, we will generally break down the data by setting: day school, supplementary school, and pre-school.

We present both descriptive and analytic results. The descriptive results are cross-tabulations of background and training variables by setting. The analytic results derive from ordinary least squares (OLS) regressions aimed at sorting out predictors of the extent of required in-service training.

The analyses rely primarily on survey responses. Information from interviews helped us frame our analytic questions—in particular, they allowed us to discern the levers for change examined in the regressions—and they helped us understand the survey findings more thoroughly.

Variables

Most variables indicate aspects of teachers' backgrounds and experiences. These were drawn from surveys. Others provide information about the settings in which teachers work. These came from survey administration records.

Workshop attendance. The dependent variable for this study derives from teachers' responses to the questions, "Were you required to attend in-service workshops during the past two years? If so, how many?" Only teachers who were required to attend at least one worksbop are included in the analyses, and first year teachers are excluded because of the two-year time frame implied by the question. This resulted in an effective sample size of 726 teachers. About 15% of teachers who were required to attend workshops failed to indicate how many, and these are treated as missing and excluded from the analyses, resulting in a sample of 574 teachers, or 85% of the eligible cases. On average, teachers in our sample said they were required to attend 4.75 workshops over a two-year period. (Means and standard deviations of all variables are listed in the appendix.)

Ideally one would like to know how many workshops teachers actually attended, whether required or not, in addition to how many were required. Unfortunately this was not asked in the Lead Community surveys. Future versions of the survey will include an additional question that addresses this distinction (Gamoran et al. 1996b).

Background variables. We employed several measures to take account of differences among teacbers in their professional backgrounds. Teachers indicated their years of experience in Jewish education. To allow for possible non-linear effects, we divided experience into four categories: 5 years or less, 6-10 years, 11-20 years,

and 21 years or more. An additional category indicates persons with missing data on experience. (We used this strategy of dummy categories for missing data for all independent variables in the regression analyses.)

Teachers also responded to questions about how much schooling they had, what their majors were, and whether they were certified in Jewish education. For this study, we defined "training in education" as a university or teachers' institute degree in education. We defined "training in Jewisb studies" as a college or seminary degree in Jewish studies, or as certification in Jewish education.

We used two measures to indicate teachers' professional orientation. First, we asked whether teachers think of their work in Jewish education as a career. Second, we asked teachers about their plans for the future, and from this item we constructed a single indicator for teachers who said they plan to leave Jewish education in the near future. Presumably it would be possible to demand more in-service work from teachers who are oriented to Jewish education as a career, and are not planning on leaving the field.

Finally, teachers reported their sex, and this is indicated by a dummy variable with 1 = male and 0 = female.

Context and policy variables. Dummy variables are used to distinguish among teachers in day schools, supplementary schools, and pre-schools. Teachers who taught in more than one setting (about 20% of all respondents) are counted in the setting in which they taught the most hours.

For pre-school teachers only, we created an indicator to distinguish among schools that are certified by the state and those that are not (certified = 1, not certified = 0). For supplementary school teachers only, we created an indicator for the one community with an incentives program for in-service workshops (incentives program = 1, others = 0). For all teachers, we created indicators of the amount of in-service required for re-licensing: 180 hours and 100 hours are compared to the reference category of no in-service requirement.

RESULTS

First we present descriptive information on teachers' professional backgrounds in education and Judaica. Then we examine possible mechanisms for raising levels of required in-service training in Jewish education.

Descriptive Results

What sort of professional training in Jewish education characterizes teachers in the three communities? Overall, Table 1 shows that only 19% of teachers in Jewish schools are formally trained in both education and in Jewish studies. Thirty-five percent were trained in education but not Jewish studies, and another 12% were trained in Jewish studies but not education. This leaves a significant minority—34%—with no formal preparation in either field.

Table 1 further shows, not surprisingly, that day school teachers more often have training in Jewish studies than teachers in other schools, and that day school and pre-school teachers more often have professional backgrounds in education than teachers in supplementary schools (combine rows 1 and 2 in Table 1). However, the greater proportion of teachers trained in education in day and pre-schools reflects one- and two-year degrees from teacher training programs as well as university degrees in education. If non-university programs were excluded, day school and pre-school teachers would have formal backgrounds in education similar to that of supplementary teachers.

Further analysis shows that the dearth of formal training is not compensated by extensive in-service education. Table 2 shows that (excluding first-year teachers) day school teachers were required to attend an average of 3.8 workshops during the two-year period, supplementary teachers averaged 4.4, and pre-school teachers were required on average to attend just 6.2 workshops over a two-year period.

TABLE 1.
Professional Training of Teachers in Jewish Schools

	Day School	Supplementary School	Pre-School	All Schools
Trained in Education and Jewish Studies	35%	13%	9%	19%
Trained in Education Only	24%	32%	50%	35%
Trained in Jewish Studies Only	25%	11%	3%	12%
Trained in Neither Education Nor Jewish Studies	16%	44%	38%	34%

TABLE 2.
Average Number of Workshops Teachers in Jewish Schools Were Required to Attend

	Average Number of Workshops in the Past Two Years
Day Schools	3.8
Supplementary Schools	4.4
Pre-Schools	6.2
All Schools	4.8

Note. Figures include only those teachers who said they were required to attend workshops, and exclude first-year teachers.

Clearly, the infrequency of in-service training is not adequate to make up for deficiencies, nor even to maintain an adequate level of professional growth among teachers who are already professionally trained. What can be done to raise standards for the quantity of in-service training?

Analytic Results

Table 3 explores background differences in required workshop attendance. The first column shows a trend for experience that is roughly linear, with teachers who are more experienced reporting more workshops. In addition, one can see in the first column that controlling for sex and experience, pre-school teachers still reported 2.36 more workshops than day school teachers (the reference category), and supplementary teachers reported .66 more workshops on average. Thus, the pattern that emerged in Table 2 is maintained in multivariate analyses.

The second column presents results for the same model with the additional effects of pre-service training. Teachers with formal preparation in education did not report more in-service workshops, but teachers who are trained in Jewish studies reported that they were required to attend 1.02 workshops more than teachers without such training. The third column of Table 3 shows that teachers who think of Jewish education as their career reported more workshops and teachers who plan to leave the field reported fewer workshops

TABLE 3
Differences among individuals and settings in number of workshops teachers reported they were required to attend

Independent Variable			
Sex (Male=1)	−.61	−.74	−.86*
	(.39)	(.39)	(.39)
Experience 6-10 years	.48	.45	.16
	(.35)	(.35)	(.35)
Experience 11-20 years	.81*	.67	.26
	(.37)	(.38)	(.39)
Experience 21+ years	1.02*	.69	.34
	(.43)	(.45)	(.45)
Trained in Education		−.02	−.11
		(.29)	(.29)
Trained in Jewish Studies		1.02**	.60
		(.33)	(.34)
Jewish Education is a Career			1.30**
			(.94)
Will Leave Jewish Education			−1.00*
			(.50)
Pre-school	2.36**	2.76**	2.65**
	(.36)	(.39)	(.38)
Supplementary School	.66*	.98**	1.19**
	(.33)	(.35)	(.35)
Constant	3.37**	2.89**	2.54**
	(.37)	(.43)	(.44)
R^2	.09	.10	.13

*p < .05 **p < .01

Notes Metric regression coefficients with standard errors in parentheses N=574 teachers Equation also includes controls for missing data on sex experience training in education training in Jewish studies career and plan to leave Jewish education

than other teachers. Note also that the initial effects of experience appear to diminish in the second and third columns of Table 3. This pattern suggests that more experienced teachers reported more workshops because they tend to be better trained in Jewish studies and more oriented to a career in Jewish education, two conditions

that are obviously connected to longevity in the profession and apparently related to in-service standards as well

Does the higher rate of reported workshops among pre-school teachers reflect state licensing requirements, as the interviews led us to conclude? To further probe this interpretation, we present in Table 4 the results of a regression that is restricted to pre-school teachers, and which includes an indicator of state-certified pre-schools. As Table 4 shows, teachers in certified schools reported 3 35 more workshops, a substantial difference considering that the average for pre-school teachers was 6.2 (see Table 2) As in the full-

TABLE 4
Differences between certified and uncertified pre-schools in the number of workshops teachers reported they were required to attend

Independent Variable	
Experience 6-10 years	−.81 (.82)
Experience 11-20 years	−.84 (.94)
Experience 21+ years	−.74 (1.18)
Trained in Education	.09 (.67)
Trained in Jewish Studies	.59 (.95)
Jewish Education is a Career	1.53* (.75)
Will Leave Jewish Education	−1.76 (1.18)
Certified Pre-school	3.34** (1.00)
Constant	2.74* (1.17)
Adjusted R^2	.08

*p < .05 **p < .01

Notes Metric regression coefficients with standard errors in parentheses N=169 teachers Equation also includes controls for missing data on experience training in education training in Jewish studies career and plan to leave Jewish education

sample analysis, career-oriented pre-school teachers reported more workshops, and those planning to leave reported fewer, although the latter coefficient is not statistically significant due to the smaller number of cases when the sample is restricted to pre-school teachers. (Sex is excluded from the pre-school analysis because all but one of the pre-school teachers are female.)

Do state requirements for re-licensing of trained teachers encourage higher levels of required workshops? Table 5 indicates the answer is no. This analysis, restricted to day school teachers, shows that teachers in states requiring 180 hours or 100 hours of workshop training for re-licensing did not report more workshops than teachers in the state without a fixed workshop requirement. The second column of Table 5 shows that even day school teachers who are formally trained in the field of education did not report more workshops when they worked in states that required many hours of workshops for re-licensing. These results may indicate that day school Judaica teachers do not see themselves as bound by the norms of the general teaching force in the state.

Finally, did the federation-sponsored incentives program encourage higher rates of required workshops? The regression reported in Table 6, restricted to supplementary teachers, shows that teachers who encountered the incentives program reported an average of 2.52 more workshops than supplementary schools in the other two communities, where such federation programs are not in place.

In additional analyses (not shown), we relaxed sample restrictions that excluded first-year teachers and those who said no workshops were required, and conducted a logistic regression analysis to distinguish between those who said no workshops were required versus those who said at least one was required. (The logistic procedure is required for a dichotomous outcome, as explained by Agresti 1990.) These analyses produced the same pattern of results about levers for change as did our OLS regression on the quantity of workshops required: teachers in certified pre-schools were more likely to report that workshops were required, as were supplementary teachers with special in-service incentives, but state licensing requirements for K-12 teachers were unrelated to whether any workshops were required or not.

DISCUSSION

This study shows that teachers in three Jewish communities have relatively little formal preparation for their work in Jewish

TABLE 5
Differences in the number of workshops day school teachers were required to attend in states with different professional growth requirements for relicensing

Independent Variable		
Sex (Male=1)	−1 07*	−1 05*
	(45)	(46)
Experience 6-10 years	1 62*	1 61*
	(64)	(64)
Experience 11-20 years	1 12	1 11
	(62)	(62)
Experience 21+ years	1 61*	1 62*
	(67)	(67)
Trained in Education	− 32	21
	(42)	(49)
Trained in Jewish Studies	23	− 20
	(49)	(53)
Jewish Education is a Career	− 25	− 24
	(57)	(58)
Will Leave Jewish Education	− 65	− 60
	(94)	(95)
180 Hours Required for Re-License	− 08	− 11
	(54)	(92)
100 Hours Required for Re-License	− 36	− 03
	(48)	(76)
180 Hours X Trained in Education		03
		(1 14)
100 Hours X Trained in Education		− 51
		93
Constant	3 26**	3 19**
	(66)	(68)
Adjusted R^2	05	04

*p < 05 **p < 01

Notes Metric regression coefficients with standard errors in parentheses N=176 day school teachers Equation also includes controls for missing data on sex experience training in education training in Jewish studies career and plan to leave Jewish education

TABLE 6
Number of workshops supplementary school teachers were required to attend in a community that offered incentives for attendance, compared to other communities

Independent Variable	
Sex (Male=1)	−13 (46)
Experience 6-10 years	58 (42)
Experience 11-20 years	1 11* (49)
Experience 21+ years	84 (57)
Trained in Education	−06 (37)
Trained in Jewish Studies	81 (44)
Jewish Education is a Career	1 19** (38)
Will Leave Jewish Education	−53 (57)
Community Incentives for Workshops	2 52** (35)
Constant	2 17** (35)
Adjusted R^2	30

*p < 05 **p < 01

Notes Metric regression coefficients with standard errors in parentheses N=229 supplementary school teachers Equation also includes controls for missing data on sex experience training in education training in Jewish studies career and plan to leave Jewish education

schools. Moreover, they are not typically held to high standards for professional development. However, it appears there are policies that may raise the quantity of in-service. Teachers who are trained in Jewish studies and who are oriented towards a career in Jewish education reported more required workshops This finding suggests that standards for professional development could be raised by recruiting teachers who are committed to the profession Better re-

cruitment is an appropriate goal, but it remains a major challenge in light of the relatively small number of opportunities to obtain formal preparation for teaching in Jewish education (Davidson 1990).

Teachers in certified pre-schools reported substantially more required workshops than teachers in other pre-schools. Could this type of policy be implemented in supplementary schools, and in the Judaica divisions of day schools? Where would certification standards come from? One answer is from the community level—the federation or central agency might certify schools whose teachers engage in specified levels of professional growth. For this certification to be meaningful, however, it must be accompanied by some sort of rewards. Parents of pre-school children take certification into account when choosing a school, but this logic does not hold when one is choosing a supplementary school. However, it may be possible to raise parents' expectations so that they seek out supplementary schools and day schools with higher standards for professional growth. In addition, other incentives such as financial support might induce schools to seek communal certification.

Although certification of pre-schools made a difference, re-licensing requirements for K-12 teachers did not. In one sense these results may reflect the particular question we asked on the survey, which concerned required workshops instead of any workshops teachers may have attended. Teachers who are meeting individual re-licensing standards may not have thought of the workshops they attended as required. Another interpretation of the results is that rewards and sanctions aimed at individuals are ineffective, but incentives for schools have more impact, as in the case of pre-schools.

Finally, supplementary teachers reported more workshops in the community that had an incentives program. This finding suggests that incentives for both individuals and schools affect teachers' professional growth in a positive way. Hence, we conclude that incentives for individuals can be effective, if the incentives are meaningful (for example, a cash stipend, as in this case).

This paper addresses only the quantity of in-service education. The question of quality is at least as important, if not more so. Although one-day workshops are common in secular education, their effectiveness as a tool for professional development has been questioned. It is essential to consider recent ideas about creating more effective opportunities for professional growth (for example, Sparks 1995), at the same time as one thinks about raising the amount of in-service to which teachers are held.

The CIJE's ultimate hypothesis is that building Jewish education as a profession is critical for improving teaching and learning in Jewish education. This paper does not answer that question, but it addresses two crucial concerns along the way: What is the state of the profession? What can be done to improve it? By exploring three potential avenues for reform, we are furthering the broader endeavor. The results of this study suggest two mechanisms—community incentives and certification of schools—that can increase the professional growth activities of teachers in Jewish schools.

Adam Gamoran is Professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison, and a Consultant to the Council for Initiatives in Jewish Education

Ellen Goldring is Professor of Educational Leadership and Associate Dean at Peabody College, Vanderbuilt University in Nashville, Tennessee, and is a Consultant to the Council for Initiatives in Jewish Education

Bill Robinson is the Staff Researcher for the Council for Initiatives in Jewish Education and a Doctoral Student in Political Anthropology at Rutgers University in New Brunswick, New Jersey

Roberta Louis Goodman is Executive Director of the Talmud Torah of St Paul, Minnesota, a Jewish Educational Consultant, and a Former Field Researcher for the Council for Initiatives in Jewish Education

Juhe Tammivaara is a Research Associate at the Cantor-Fitzgerald Center for Research in Diversity Education at the University of Pennsylvania in Philadelphia, Pennsylvania, and previously served as a Field Researcher for the Council for Initiatives in Jewish Education

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APPENDIX

Means and Standard Deviations of Variables

	Mean	*Standard Deviation*
Number of Workshops	4 75	3 31
Sex (Male=1)	15	36
Experience 2-5 years	27	44
Experience 6-10 years	31	46
Experience 11-20 years	25	43
Experience 21+ years	15	36
Trained in Education	54	50
Trained in Jewish Studies	32	47
Jewish Education is a Career	62	49
Will Leave Jewish Education	07	26
Day School	31	46
Supplementary School	40	49
Pre-school	29	45
Accredited Pre-school	26	44
Missing Sex	01	11
Missing Experience	02	15
Missing Trained in Education	04	19
Missing Trained in Jewish Studies	04	20
Missing Career	02	14
Missing Plans to Leave	05	22

Note N = 574 teachers

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

News Release

Education Information Services ▪ 125 South Webster Street ▪ P.O. Box 7841 ▪ Madison, WI 53707-7841 ▪ (608) 266-3559

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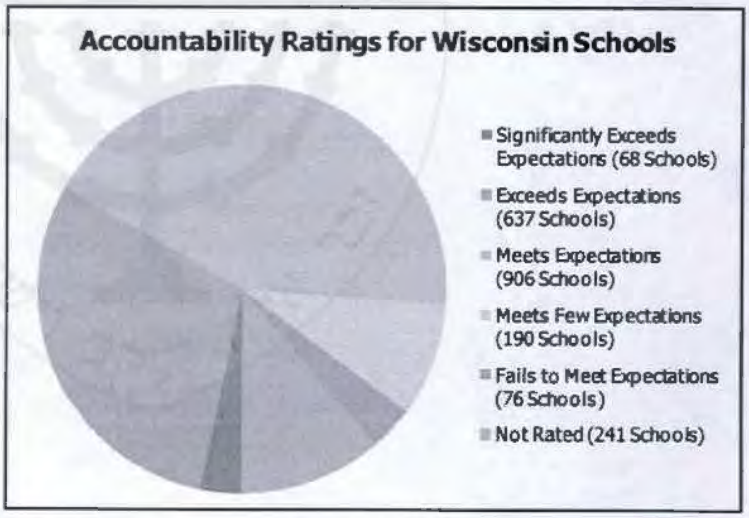
Preliminary school report cards issued

MADISON — The majority of the state's schools meet or exceed expectations according to preliminary report cards made public today that provide balanced, descriptive information about school performance using multiple measures of student achievement.

"The 2011-12 preliminary school report cards are a starting point for using multiple measures to evaluate our schools," said State Superintendent Tony Evers. "The report cards will change over time as we add data to improve our accountability system, including more options for high school students to demonstrate college and career readiness. Already, I have called for the ACT suite, including the WorkKeys career readiness assessment, to be adopted for high school so we have growth measures and more robust data to use in future years. In addition, we will continue to gather feedback to ensure school report cards are understandable and useful in improving student achievement."



School report cards provide an accountability score on a scale of zero to 100. Score ranges place schools in one of five rating categories, from significantly exceeds expectations to fails to meet expectations. In this pilot year, 85.8 percent of rated schools meet or exceed expectations. Priority area scores are weighted in a formula that also takes into account student engagement indicators. Those indicators are test participation, absenteeism, and dropout rates. The four priority areas are

- **student achievement** in reading and mathematics on statewide assessments using college and career-ready proficiency levels;

(more)

- **student growth** in reading and mathematics, measured by year-to-year improvements in achievement;
- **closing gaps** for reading and mathematics achievement and graduation, based on the performance of specific student groups (English-language learners, low-income students, students with disabilities, and students from racial or ethnic groups and their peers); and
- **on-track and postsecondary readiness**, which uses graduation or attendance rates, third-grade reading achievement, eighth-grade mathematics achievement, and ACT participation and performance as predictors of college and career readiness.

"These preliminary report cards provide valuable information for parents and educators as a foundation for helping all of our schools improve and I encourage looking beyond the score or rating," Evers said. "Whereas, the majority of schools meet or exceed expectations, detailed report cards provide data that will help them get even better."

Wisconsin issued 2011-12 preliminary report cards for 2,118 public schools, including 21 independent charter schools. Sixty-eight schools received an accountability index rating of significantly exceeds expectations. For the other rating categories, 637 schools exceed expectations, 906 schools meet expectations, 190 schools meet few expectations, and 76 schools fail to meet expectations. About 11 percent of schools (241) were not rated because they are new schools or alternative schools that are too small or lack sufficient assessment data to receive an overall accountability rating.

The annual school report cards were based on the work of the District and School Accountability Design Team and federal requirements. They were developed to be both informative and useful. For schools that meet few or fail to meet expectations, funding will be sought to develop a statewide system of support to provide resources for implementing reforms that help all students to graduate college and career ready. If funded, future plans also will include resources to disseminate best practices in schools exceeding expectations. When implemented, the statewide Student Information System (SIS) will provide more data on career and technical education coursework and certifications to expand career readiness measures.

Quick Facts

- Report cards for 2,118 public schools
- Multiple measures used for accountability
- Results from Wisconsin Student Assessment System (WSAS) reported on new college and career-ready proficiency levels
- New assessments begin in 2014-15
  - For grades 3-8 from Smarter Balanced Assessment Consortium
  - For high school from ACT (EXPLORE, PLAN, ACT, and WorkKeys)

The overall accountability score is not a percent correct. The four priority area scores are combined to determine an accountability rating. Scores in the four priority areas can be compared against the state average for similarly configured schools. Schools have a review period during which possible data-related issues may be presented to the Department of Public Instruction to adjust accountability scores or ratings.

(more)

"We worked with parents, educators, and members of the business community as well as the District and School Accountability Design Team to develop Wisconsin's new school report cards so they would be fair, reliable, and understandable," Evers said. "The report cards reflect a better, more comprehensive way of measuring schools' effectiveness at helping our students graduate ready for college and career."

In addition to seeking legislative approval for the ACT suite of assessments for high school, legislation also will be sought to bring all publicly funded schools — private schools in the Milwaukee and Racine school choice programs — into the accountability and report card systems. Assessment results for the Milwaukee Parental Choice Program and the Parental Private School Choice Program in Racine, computed on new college and career-ready proficiency levels, are available online at http://dpi.wi.gov/oea/mpcp/results.html.

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NOTE: To view school report cards, visit the department's Accountability Reform website http://dpi.wi.gov/oea/acct/accountability.html. Click on the box for 2011-12 School Report Cards. The Accountability Reform website also has additional information about Wisconsin's new accountability system. This news release is available electronically at http://dpi.wi.gov/eis/pdf/dpinr2012_117.pdf.