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Study of Professional Lives of Educators in Cleveland and
Evaluation of COJC programs. Proposals, correspondence, and
notes, 1995.

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The Jewish Education Center of Cleveland

2030 South Taylor Road · Cleveland Heights, Ohio 44118
Phone (216) 371-0446 · Fax (216) 371-2523

February 7, 1995
7 Adar I, 5755

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Director of Educational Services

Mark D. Gurvis
Managing Director

The JECC is a
beneficiary agency of the
Jewish Community Federation
of Cleveland

To: Alan Hoffman

From: Mark Gurvis *MG*

Re: Cleveland's Evaluation Efforts

Thanks for agreeing to take up with your CIJE Steering Committee the question of how we in Cleveland can relate our evaluation and research efforts to CIJE and build upon your resources and expertise. This memorandum will outline the direction we expect to pursue over the next 18-24 months and identify possible areas of collaboration.

Following are the areas of evaluation which we would like to undertake:

1) Educator Survey - as a comparison between us and other communities which have not developed the range of programs and interventions we have thus far; as a guide to current planning around personnel issues; and as a benchmark against which future efforts can be measured.

2) Qualitative Program Evaluations - a qualitative look at the extent to which the four major areas/ programs of the Commission on Jewish Continuity activity have met their goals. These include the Cleveland Fellows, In-Service Education package, Project Curriculum Renewal, and Retreat Institute. Since there has been program modifications in each area, we want to look back as best we can, as well as establish current baselines and ongoing measurement procedures to facilitate further evaluation efforts.

3) Overall Community Assessment - a look at the extent to which the community has met the overall goals set by the Commission on Jewish Continuity; how we look at the impact of the sum of the parts.

At this point, based on our own thinking and our

discussions with you, we are moving forward to explore with Roberta Goodman and Julie Taamivaara their taking on, as a team, leadership of the evaluation efforts in Cleveland. They will be coming to Cleveland February 19-20 to meet with us to work this out.

As we have discussed, CIJE assistance would be very helpful in a number of areas:

- 1) Supervision for Roberta and Julie - Adam has reviewed with me their strengths and weaknesses. We think we and our leadership would be more comfortable looking to this team for leadership if we knew that there was some form of supervision of their work from the CIJE MEF team. I don't think this requires on-site presence from Adam and Ellen. However, Roberta and Julie ought to be able to turn to them on some regular basis to test methodological and analytical approaches. Roberta and Julie are aware that we are exploring this as part of the relationship.
- 2) Updating the Educator Survey - Adam shared with me this week his timetable for generating the new and improved Educator Survey. We will want to have that available as soon as possible so that we can determine whether we can use it as is, or with modifications.
- 3) Identification of Other Researchers - We don't expect Roberta and Julie to handle all the research work themselves; they may not have the time, expertise, or resources to do it all. Therefore, we will want to identify along the way other researchers who may be able to handle specific pieces of the overall efforts. CIJE's recommendations would be very welcome. We have identified a local research group from the Cleveland Child Guidance Center which may play some role, but we would be glad to look at other resources also.

I look forward to hearing from you after your meetings on Thursday to see how we can proceed.



The Jewish Education Center of Cleveland

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February 20, 1995
20 Adar I, 5755

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To: Alan Hoffmann

From: Mark Gurvis *MG*

Re: Follow-up on Cleveland Evaluation Efforts

Based on my recent conversations with Adam and Gail, as well as Roberta and Julie's recent visit with us, I want to suggest the following relationship vis-a-vis Cleveland's evaluation efforts:

1) Consulting role for Adam Gamoran - We would like to have Adam serve as a consultant to our evaluation efforts. In this role Adam would be available to Roberta and Julie to test methodological and analytical approaches and would preview milestone documents within the process (proposal drafts, project reports, etc...).

2) Coordination of Educator Survey - we plan to look to the updated CIJE survey as well as the instrument Julie and Roberta have created for Seattle, and work from both of these to tailor ours. We will make every effort to keep the overall framework of our study such that comparisons between ours and the other CIJE studies can be made.

I understand from Gail that your staff is meeting on March 6 and that the question of Cleveland's work will be on your agenda. We are expecting a draft proposal from Roberta and Julie around March 8-9, and are scheduling a follow-up visit for them on March 21-23. Since our Cleveland leadership will not want to proceed down this path further without the CIJE connection assured, I hope we can talk after the March 6 meeting.

Please feel free to call me to discuss this.

cc: Chuck Ratner
Rob Toren

Roberta's plan - to disguise names
- CITE, LC project

expl to Alan
- get h.s insights



JT + RLG - Cleve propos

aims - portrait of edocs in Cleve
- determ extent pgs meeting goals

- Cleve Fellows

DS Sal Eubank

Retreat Inst. +

Proj, Curric Ren

core of a strong propos
- will set the ^{to be done} as well as poss,
under circ
- circ is, post-hoc

- effts - on those assoc

- on cultures of insts

- linkage b tw pgs

communal goals

- build profess

- enable all to partic in informal led

- transform chld-centered to fam-centered

addit surveys & interviews to be devel for informal
—— major issue!

—— evaluat w/o deadline - needs to be ^{addressed} ~~confronted~~
talked through

— comts on Table 1

- to brief to set ~~the~~ ^{firm} sense, I ^{just} ~~don't~~ ^{know} ~~aim~~ ^{of} ~~progr~~
- basic approach reasonable

— what are some possible, imaginable findings?

- specit, w/r/t goals

Tellows

for all

- g's are descriptive ^{in top 5 categories} — you know this
- learners, instt community — impt
- should be good at ^{they're} this

R.I — @ same impt, in focus w/ learners

- context of ongoing currc

DSS — how say "more" — "ch" —

- archival records should address turnover rates, poss combine w/ interviews to figure ch in chars of fis
- who left who came following DSS

Currc

- under implem — how's exper diff from other actv
- inter ss??

- why not study currc developers
- then see if what they've designed or had in mind is being implem?

good plan to add g's about the 4 pgs

sample of families - a major add it

- to do seriously, will involve substantial effort + time

Timeline - too short!

- need time to devel survey forms for informal educators - what are the g's?

- how many educators are to be interviewed?

~~prob to May~~ - ~~es 66 in Balt~~ - ~~no informal!~~
30-60 in CCs

- a time schedule to interview all in May + June

except. MATI, where did
interview
Balt took 6 months!

- how about study formal educators this yr, informal next yr?

- writing draft of rpt

- ok if mainly survey

- if lots from interviews, insert it!

- I like a year of prog eval w/
study of personnel - a real strength

Jewish Education Center of Cleveland



2030 S. Taylor Road
Cleveland Heights, OH 44118
216-371-0446
Fax: 216-371-2523

FAX TRANSMISSION COVER SHEET

Date: March 15, 1995
To: Adam Gamoren
Fax: 608-265-5389
Re: Evaluation & Survey Proposal
Sender: Rob Toren

**YOU SHOULD RECEIVE 9 PAGE(S), INCLUDING THIS COVER SHEET. IF
YOU DO NOT RECEIVE ALL THE PAGES, PLEASE CALL 216-371-0446.**

Mark Gurvis has asked that I forward to you a copy of the Roberta Goodman-Julie Tammivaara proposal. They are coming to Cleveland next week and will present this proposal to our lay oversight committee (Evaluation and Research Subcommittee) on Thursday, March 23. It would be most helpful to us if you could read the proposal and provide comments for our deliberations. You can direct your comments and correspondences to me. Roberta and Julie have also provided us with a copy of the personnel survey they developed for the Seattle Jewish community. I am not faxing that to you at this point, but I certainly would be willing to do so if you think it would be helpful for your evaluation of their proposal. Overnight mail would be better than faxing, given the length (19 pages).

Mark's schedule right now is somewhat unpredictable due to some post-partum complications with his wife, seemingly and hopefully minor at this point but nonetheless demanding. For your information, I am Director of Educational Planning and share with Mark major responsibility for overseeing our evaluation and research efforts.

**Plan to Document and Evaluate Programs and Personnel for the
Jewish Education Center of Cleveland**

Cleveland, Ohio

Julie Tammivaara and Roberta Goodman

The study we are proposing has two aims: to render a portrait of Jewish educators in Cleveland and to determine the extent to which certain individual programs are meeting communal goals. With regard to the first aim, we propose to survey the entire Jewish educational community, that is, all teachers, specialists, and administrators in formal and informal Jewish educational settings. We will engage certain of these educators in focused conversations designed to obtain both a deeper understanding of the issues addressed by the survey and to provide us with contextual information that will assist us in accurately interpreting the survey data. The resulting portrait should be useful to the JECC both in locating their educators with respect to educators in other Jewish communities and in providing a beginning point against which future portraits may be compared.

The second aim entails examining the effects of four communal programs designed to enhance certain segments of Cleveland's Jewish educational community. Specifically, these programs include: the Cleveland Fellows Program, the Day School Salary Enhancement Program, the Retreat Institute, and Project Curriculum Renewal. In examining the effect of these programs, we will focus not only on the effects of those most closely associated with the programs but also on how these programs and their participants have influenced the local cultures of the affected institutions. The introduction of change, whether through material or personal means, in one part of an institution always has implications and ramifications for the whole system. We will focus, therefore, on points of linkage between the chosen communal programs and the institutions and parts of institutions that are affected by the programs.

In examining the effects of the four programs, we will attend closely to the extent to which they support the JECC's three communal goals: [1] to build the profession of Jewish education, [2] to enable all in the Jewish community to participate in informal Jewish education, and [3] to transform child-centered educational efforts to a family-centered focus.

The remainder of this proposal will address the relationship of the evaluation team to Cleveland, the areas of inquiry, method, budget, and timeline of activities. We understand that this proposal is intended to provide the authors and the readers with a point of departure for conversations that will occur later this month.

Relationship

There are many ways an evaluation team and members of a community can structure their professional relationship. It is our understanding that the JECC is interested in developing

of profile of its educators, determining the effects of four communal programs designed to further their three goals, and getting information about their Jewish educational structures that will be useful in making decisions about the educational community. In designing our approach to this study, then, we are taking these desires into account.

We propose a relationship that allows us to work collaboratively with representatives of the JECC so that key decisions the content and procedure of the evaluation can be jointly owned by the participants. Such a relationship will require periodic conversations both in person and by electronic means. We are building this element into the timeline and the budget. We want to make sure that two key evaluation questions remain in the forefront of the investigation and that the material we are collecting and the manner in which we prepare it harmonize with the community's needs.

The two questions central to the community in this effort--and, thus, to certain evaluation decisions--are: [1] what difference will this study make? and [2] what will you do when you have answers to the questions you are asking? By keeping these questions before [the community and the team] and maintaining a relationship that is jointly construed, the results of this study will be successful.

A third partner in this endeavor is our consultant, Dr. Adam Gamoran, a person both familiar with Jewish educational communities through his work as a Jewish educator and as a member of the CIJE and as an accomplished scholar and researcher. Our own training as researchers and evaluators permits us to be both close to the data and yet able to maintain a relatively dispassionate distance; the inclusion of Dr. Gamoran provides an additional lens through which the data and its interpretation can be viewed.

Areas of Inquiry

Surveys and interview protocols for the formal [preschool, day school, and religious school] teachers and principals are enclosed. These will be modified to suit the needs of the JECC. Additional surveys and interview protocols for informal educators will be developed.

In Table I, we have developed areas of inquiry relevant to the four communal programs we will be studying.

Table I

Area	Cleveland Fellows	Retreat Institute	Day School Salary	Curriculum
Goals	<ol style="list-style-type: none"> 1. Program goals? 2. Positions? 3. Local or nat ? 	<ol style="list-style-type: none"> 1. Program goals? 2. How synagogues & JCC involved? 	<ol style="list-style-type: none"> 1. Program goals? 2. Why established? 	<ol style="list-style-type: none"> 1. Program goals? 2. How synagogues involved?
Recruitment	<ol style="list-style-type: none"> 1. Who recruited? 2. Local/national? 3. What incentives matter? 	<ol style="list-style-type: none"> 1. How participants chosen? 2. Who is liaison? 3. New retreats or improving exist ? 	<ol style="list-style-type: none"> 1. Who eligible? 2. Which teachers? 3. How new teachers recruited? 4. Local or nation.? 	<ol style="list-style-type: none"> 1. How schools identified? 2. Who approached?
Faculty/ personnel	<ol style="list-style-type: none"> 1. Who? 2. Expertise? 3. Time devoted? 	<ol style="list-style-type: none"> 1. Who? 2. How selected? 3. Expertise? 	Not applicable	<ol style="list-style-type: none"> 1. Who? 2. How recruited? 3. Expertise?
Curriculum: development	<ol style="list-style-type: none"> 1. How/who designed program? 2. Core curr.? 3. Tracks? 4. Specializations? 	<ol style="list-style-type: none"> 1. Model used? 2. Who had input? 	Not applicable	<ol style="list-style-type: none"> 1. How grades/ topics determined? 2. Process? 3. Roles of participants? 4. Curricular approach? 5. Timeframe?
Curriculum: implement.	<ol style="list-style-type: none"> 1. External experiences? 2. Challenges? 	<ol style="list-style-type: none"> 1. Variation by denomination or type of setting? 2. Who facilitates? 3. Time commitment? 	Not applicable	<ol style="list-style-type: none"> 1. How teachers prepared? 2. How easy to use in classroom? 3. Deviation? 4. Student response? 5. How student experience different from other activity?
Learners	<ol style="list-style-type: none"> 1. Personal and prof. impact? 2. Feel prepared? 3. Missing pieces? 4. Career desires? 5. Create roles? 	<ol style="list-style-type: none"> 1. Retreat connected to ongoing curr.? 2. How prepared? 3. How debriefed? 4. Who participated? 5. Why? 	<ol style="list-style-type: none"> 1. Diff. reasons for turnover? 2. More pride? 3. More involved? 4. Career plans changed? 	<ol style="list-style-type: none"> 1. How prepared? 2. Effect on engagement? 3. Understand curr. theory?
Impact: institution	<ol style="list-style-type: none"> 1. Effect on receiving inst.? 2. Who supervised? 3. How supervisor prepared? 	<ol style="list-style-type: none"> 1. Retreat exper. affect focus of program? 2. How received by non-participants? 	<ol style="list-style-type: none"> 1. Effect on others? 2. How culture changed? 3. How financed? 	<ol style="list-style-type: none"> 1. Diff. curr. dev. and revision process? 2. Connect. to goals?

Table I: continued

Impact: community	1. Structural changes? 2. New positions? 3. More family oriented? 4. Valued?	1. Lead to others wanting retreats? 2. Family impact?	1. Non-participants want increase? 2. Communal commitment okay?	1. School's status raised? 2. Interest by non-participants?
Evolution	1. What changes? 2. What reasons?	1. What changes? 2. What reasons?	1. What changes? 2. What reasons?	1. How has PCR changed over time?
Financial Support	1. Who paying? 2. Enough? 3. Unanticipated expenses?	1. Who paying? 2. Enough? 3. Unanticipated expenses?	1. Who paying? 2. Enough? 3. Unanticipated expenses?	1. Who paying? 2. Enough? 3. Unanticipated expenses?
Cost	1. What is cost?	1. What is cost?	1. What is cost?	1. What is cost?
Retention/ Turnover	1. Faculty retention? 2. Student retention?	Not applicable	1. Increased commitment to Jewish education?	1. Increased commitment to Jewish education?
Evaluation	1. Process of reflecting/revising? 2. Focus?	1. Process of reflecting/revising? 2. Focus?	1. Process of reflecting/revising? 2. Focus?	1. Process of reflecting/revising? 2. Focus?

The table above is organized as a sketch to provide an overview. More specific and comprehensive questions will be developed.

Method

In this section, we will discuss data collection strategies, participants, and methodological issues germane to this effort.

Data Collection Strategies

The study will rely mainly on three data collection strategies: surveys, interviews, and archival information. Our work with Baltimore and Milwaukee as field researchers for the CIJE and our work with Seattle as independent evaluation consultants has enabled us to develop a strategy for developing useful survey instruments for Jewish educational communities. There are certain aspects in the professional and personal lives of educators that are key in rendering a portrait, wherever they may reside. These aspects--demographic characteristics, background and training, recruitment into the profession, continuing professional development, opportunities available within the context of an institution or program, and professional autonomy--are included in our survey and provide points of comparison with educators in other Jewish communities who have participated in earlier surveys. It is our experience that individual communities benefit as well by adding items to a survey that are of particular interest to them. In the case of Cleveland, we expect that sections dealing with educators' experiences with the four communal programs

under scrutiny here will be added, as well as other issues Cleveland may find pertinent to their needs. We are prepared to tailor our survey in a manner that will both provide Cleveland with data that will enable them to make comparisons and to answer questions specific to their situation.

While surveys have the advantage of tapping the perceptions of all [or a statistically significant sample] of a determined population, evaluators are limited in their ability to interpret results if they do not have a working understanding of the particular culture of the people involved. For this reason, we recommend that a sample of educators representing both formal and informal teachers and administrators and members the JECC agree to extended interviews designed to provide us with a meaningful framework with which the survey data may be interpreted. We expect to rely primarily on individual interviews, but can see the advantage of group interviews with persons belonging to a single category, for example, day school teachers, camp counselors, and focus interviews with persons belonging to different categories, for example, a group composed of a Cleveland Fellow, a school principal, a teacher, and a professor at the College.

Finally, we will need access to certain archival data, that is, records, previous studies, reports--in sum, written or otherwise permanently recorded information. These are often helpful in developing a context for analysis as well as contributing to it.

Participants

We propose the following definition as a basis for identifying Jewish educators in Cleveland: all teachers, specialists, and administrators who directly or indirectly affect the progress of Jewish learners in Cleveland. This definition includes lay people, who by their gift of time and money support Jewish education in Cleveland. Learners will be defined as persons who participate in and benefit from the offerings of Jewish educators.

Beyond the usual participants in a study such as this, we would like to include a sample of families who are active in Cleveland's Jewish educational community. Since education of families is a communal goal, we deem it important to understand the experiences of families and determine what paths they have taken in their involvement in Jewish education.

Methodological Issues

Many Jewish educators in Cleveland belong to more than one constituency as defined by the framework of this study. For example, a teacher may be employed by a religious school, but also work with a Cleveland Fellow and participate in retreats offered by the Retreat Institute. To avoid unduly involving such individuals in surveys and interviews, we will develop mechanisms to gather data on multiple aspects in a parsimonious manner. For our own use, we have developed a list and a table that can help us organize participants and programs:

Participating programs and institutions:

Formal education:

- Preschools
- Religious Schools [16]
- Day Schools [7]
- Secondary Educational Institutions [1]
- Higher Educational Institutions [3]

Informal education:

- JCC
- Youth organizations
- Adult education

Educational Support Agencies:

- JECC

Participating groups [categories]:

- Rabbis [35+]
- Teachers [including professors, youth group advisors, camp counselors, etc.]
- Administrators [including principals, family education directors, etc.]
- Communal professionals
- Families [6-10]

Program/ Evaluation	Personnel	Cleveland Fellows	Retreat Institute	Day School Salary	Curriculum Project
Formal					
Preschools	x				
Religious Schools	x	x	x		x
Day Schools	x			x	
Higher Education	x				
Informal					
JCC					
Early Childhood	x				
Youth	x		x		
Adult	x				
Family education	x				
Camps	x				
Synagogue					
Youth Groups	x		x		
Adult Education	x				
Family education	x	x			
Communal adult education	x				
Communal family education	x				
Supporting					
JECC	x	x			

Timeline for Professional Lives of Jewish Educators Study

Month	Activity
February 1995	Preliminary discussions with key JECC personnel and lay leaders
March 1995	Meet with directors of programs [Cleveland Fellows, Retreat Institute, Project Curriculum Renewal, Day School Salary Enhancement]
	Meet with JECC personnel to delineate and refine focus of study
April 1995	Meet with educational directors regarding personnel study
	Discuss administration and scheduling personnel survey with educational directors
10	Submit first drafts of all surveys to JECC
25	Receive feedback on surveys from JECC and selected leaders
28	Submit final draft of surveys
May 1995	Conduct interviews with formal, informal, and support educators
	Administer surveys to all educators
	Submit detailed plan for study of individual programs, including timeline
June 1995	Continue interviews with educators
	Continue survey administration
	Begin transcription of taped interviews
July 1995	Continue transcription of taped interviews
	Enter survey data
August 1995	Generate frequencies from survey data
15	Provide JECC with frequencies from survey
	Review frequencies with JECC staff; determine cross-tabulations
September 1995	Generate cross tabulations
28	Provide JECC with cross tabulations
November 1995	Write first draft of final report on personnel
22	Submit first draft of personnel study to JECC
December 1995	JECC and selected leaders provide feedback on final report on personnel
January 1996	Submit final draft of report on personnel

#22 24-MAR-1995 14:06:44.45
From: EUNICE::73443.3152@compuserve.com
To: "Gamoran, Adam" <gamoran>
CC:
Subj: cleveland

MAIL

Dear Adam,

Roberta and I had a very intense and fruitful visit to Cleveland. We met with all relevant JECC [BJE] people--Sylvia Abrams, Mark Gurvis, Rob Toren, Nachama somebody--Lifsa and David Ariel of Cleveland College, Leslie somebody and Rob Spiva of the JCC, Irv Leonard, chair of the evaluation sub-committee and Sallie Wertheim, new president of federation both separately and with lay leaders, etc., etc. All are really interested in getting to the level of the targets of their programs, i.e., the learners.

Cleveland has fairly detailed records on a number of things including educational background and professional development activities of teachers as well as what settings [and how many] each work in, and so on. Each of the programs also has been very well documented and evaluated by the programs themselves. These evaluations seem to be well thought out and candid.

With this new information, we proposed something different from the proposal I sent you. We suggested a personnel study that perhaps did not include much of the information they already have and did include additional things related to the programs they are interested in looking at. Lifsa and Sylvia are well placed to contribute to the personnel study and are very interested in it. I think this piece is relatively straightforward.

For the other, related, piece, we suggested a study that begins not on the outside [the programs] but on the inside [the learners]. We suggested identifying "good" classrooms of teachers who have participated at a greater or lesser extent in programs, observing those classrooms, and then intensively interviewing both learners and teachers about how they were making sense of things. For the learners, how do they make sense of being Jewish a la Roberta's faith development stuff. For the teachers, how do they make sense of their professional development and other learning from programs? That is, how do they integrate programmatic learning into their ongoing teaching lives? We know that the programs are more or less meeting their programmatic goals, but we do not know what happens when it is operationalized in the learning setting.

This approach would not allow a lay leader to conclude exactly how much bang was being gotten for each buck for each program, but we made some inroads into persuading them that this was not the important question, not to mention virtually undoable given the interrelatedness of the programs they are interested in. I think we could tease out how sense is being made in the learning setting and discover contradictory uses, if such exist. With a detailed picture of at least a handful of classes or settings we could speak to some shifts or fine tuning that might be in order.

We chose to sell it to both the JECC and the lay leaders as "groundbreaking" in that it was evaluation that would tie the programs to the learners or vice versa. This worked with Mark and Rob, but made the lay leaders nervous. While they do want to get to the inside, they are wary of anything new. I meant "groundbreaking" to refer not to the methodology but to the idea that we were proposing to do a more multi-layered evaluation than is usual. They think the methodology, however, they define that needs affirmation from a trusted member of the circle, i.e., someone from the CIJE.

What I have given you is just a sketch and that is because this was just thought up while I was waiting for Roberta at the airport on Tuesday morning. Mark and Rob like the idea and Chuck Ratner is especially open to this idea. We suggested that many program evaluations do not go to the learner in a meaningful way because the funders do not really want [subconsciously] to know what is going on. In other words, it is a risk. Chuck stated very explicitly that the lay leaders should be open to finding that their money was spent for nought, even if it meant slowing the momentum of Jewish education temporarily. I do not expect that this will be the result, but his support is important.

We walked into a fairly hostile environment all the way round [except for Mark and Rob] and I think we succeeded in opening most if not all of our contacts that we could pull this off. The politics are, of course, very complicated. There are both very strong supporters and detractors of the CIJE in the group so we had to walk a very fine line.

I will be spending the best part of this next week putting all this into a proposal format and will send it to you as soon as it is finished. Rob wants to talk to you soon, as well. Give me a call for more info, if you want it.

Julie

MAIL>

From: EUNICE::"73443.3152@compuserve.com" 4-APR-1995 15:54:10.54
To: "Gamoran, Adam" <gamoran>
CC:
Subj: Cleveland proposal

A PROPOSAL TO CONDUCT STUDY ON THE PROFESSIONAL LIVES OF JEWISH
EDUCATORS
AND EVALUATE FIVE COJC PROGRAMS IN CLEVELAND, OHIO

Roberta Goodman and Julie Tammivaara
April 1995

Two purposes guide this proposal: [1] to present a plan to produce an interpretive profile of the professional lives of Jewish educators in Cleveland; and, [2] to suggest a way to determine the type and estimate the degree of impact of five communally-sponsored educational enhancement programs on their intended beneficiaries. These purposes are related but will be discussed separately in this proposal. The first part of the proposal discusses the surveys and interviews that will contribute to the portrait of the professional lives of educators; the second part deals with the evaluation of the COJC programs.

I

The Professional Lives of Educators: a profile and interpretation

This piece of the study is designed to document the professional lives of Jewish educators in formal [preschool, religious school, day school, and higher education] settings and some informal [family education, retreat] settings to determine educators' current qualifications, patterns of recruitment into the field, attitudes, involvement in professional development activities, perceptions of their workplaces--including material remuneration and non-material rewards, patterns of professional interaction, job satisfaction and role relationships. The portrait drawn from these data will yield information helpful in establishing current patterns against which future portraits may be compared, as well as information useful in comparing Cleveland's Jewish educators with Jewish educators in other communities. In addition, the resulting portrait will be helpful in determining communal planning priorities and informing policy decisions.

Results of the CIJE-conducted surveys in the three lead communities have resulted important policy decisions. Local leaders in Milwaukee decided to invest in their school faculties when they discovered through the survey that the teachers were a stable work force and committed to staying in Milwaukee. In Baltimore, the survey revealed that preschool teachers were less well prepared in the area of Jewish studies than in pedagogy, and this finding led, in part, to a decision by a local philanthropic fund to sponsor a teachers institute for preschool staffs. These are but two policy decisions that could have arisen from the analysis of the surveys and interviews focusing on the professional lives of Jewish educators in the lead communities. With its own study complete, Cleveland's leadership can similarly use the data to inform policy.

Method

We propose an approach consisting of a survey of the entire relevant population of Jewish educators in Cleveland and intensive interviews with a representative sample of formal and informal educators and communal support personnel.

The survey will provide Cleveland with a numerical profile of all educators. Specifically, it will provide information relating to:

Demographic characteristics including gender, age, community or country of origin, how long they have taught in present community, how long they have participated in Jewish education, their denominational preference, and type of affiliation, where appropriate.

Current job status, including number of positions, type of positions, hours, salary, and level and type of benefits;

How respondents were recruited to their current position[s];

Level of preparation, including formal and informal studies in education and Jewish knowledge;

Professional development, including number and type of experiences, perceived quality, and continuing educational needs;

Level of satisfaction with regard to aspects of their roles as Jewish educators and educational leaders; and

Level of commitment to working in Jewish education, including preferences regarding full-time positions and long-term goals.

The project administrators will work closely with Cleveland's JECC to determine specific additional areas that should be covered and to provide a rationale for each. In particular, we will work with the professional staff of the JECC to include items relevant to the COJC-sponsored professional enhancement programs. The resulting surveys [teacher, principal, informal educator] will be a revision of existing surveys and will yield information allowing comparison of Cleveland's Jewish educators with those in the CIJE's three lead communities.

The intensive interviews will provide contextual detail needed to understand individual biographies captured in the surveys and to validly interpret the survey data. The interviews will focus on detailed accounts of individuals' entry into Jewish education, experiences that promoted their maturity as professionals, the level and pattern of collegial relations, the extent and type of professional autonomy they enjoy, rewards experienced as Jewish educators, challenges of organizational configurations, connections between personal and professional Jewish identification, and issues concerning professional development.

The project administrators have developed interview protocols for both formal and

informal educational directors and instructors. As with the survey, they will consult with relevant personnel in Cleveland to establish an appropriate final version.

Products

The results of this study will provide Cleveland with a comprehensive data base and instruments appropriate for examining future cohorts of educators. Two written documents will result from these studies. The first will be an in-depth presentation, including analyses and interpretations of data from the surveys and interviews; the second will be a shorter document highlighting major findings. Both will be written in a manner that will enable readers to develop policy implications. The project administrators will be available to orally present their findings to interested parties.

II

An Evaluation of COJC-Sponsored Programs to Enhance Jewish Education in Cleveland

As Jewish philanthropists increase their commitment to Jewish education, they are increasingly concerned about the effectiveness of the programs for which their money is being given. Numerous lay leaders including Mr. Mort Mandel in Cleveland, Mr. David Hirschorn in Baltimore, and Mr. Daniel Bader in Milwaukee have affirmed the importance not only of supporting the enhancement of the Jewish educational profession but of evaluating these efforts. In Baltimore, Dr. Tammivaara, in collaboration with Dr. Leora Isaacs, conducted an evaluation of the first year of a Machon L'Morim program for congregational and day school educators sponsored by the Children of Harvey and Lyn Meyerhoff Philanthropic Fund. This evaluation resulted in a re-conceptualization of the undertaking. The program funders and staff took the results of the evaluation study seriously and re-configured the program's second generation accordingly. This trend--to include serious evaluation as a component in a program's development, preferably at the outset--is gaining momentum across the continent.

What can we learn from program evaluations? A program is more than a set of goals and a staff devoted to reaching them. Any program takes place in a particular context, that is, with funders who are more or less inclined to be directly involved in the programs they are funding, staff who are more or less qualified to carry out the mandates of the program, participants who are more or less prepared to hear and do what is being promoted in the program, settings that are more or less receptive to changes that are being advocated by a program, and a community that is more or less supportive of everyone's efforts on behalf of programs. Teaching and learning entail translation; that is, program staff interpret ideas as they involve themselves with learners and learners connect what they experience in a program with their own individual and institutional identities. It is sometimes surprising how ideas are adapted and transformed as they make their way from a conceptualization in a program proposal to the intended beneficiaries of the program. In addition to these features, how various constituencies relate together [or not] is critical to a program's success. For example, a program may have as a goal the transformation of an educational institution. To reach this goal, it involves some of the

school's teachers in an intensive and long-term engagement with a set of ideas. If the program does not explicitly address issues of bringing about institutional change with the teachers, involve the power brokers of the school in the process, and attend to relationships of participating teachers with those who are not directly participating in the program, then the program can fall short of its goals. The most effective way to determine how a program is doing and how it relates to collateral programs experienced by individuals and groups is to design an evaluation effort that not only draws on self-assessments of those directly involved, but builds in a process whereby the effort as a whole can be delineated and judged. Only by taking such a "bird's eye" view can all the pieces be identified and seen in relation one to the other.

Many educational program evaluations adopt a "top-down" approach designed to evaluate programs from the perspective of the program designers and implementors. As valuable as these evaluations are, they do not inquire into how adult beneficiaries of programs make sense of what they have learned in their ongoing educational settings and how they integrate their learning with their day-to-day work as educators. Neither do these evaluations tap into the ways in which educators' students or pupils are making sense of the new ways their teachers are behaving professionally. We propose here an "inside-out" approach that is designed to take into account the full spectrum of five COJC-sponsored programs. If conventional evaluation designs can be depicted as pyramidal, the design we propose here consists of a series of concentric circles, with pupils in the center. Our study will draw on the points of view of program designers and managers, support personnel, participants, participants' colleagues, and students. By exploring the whole range of constituencies a program is intended to affect and how they are related, a more accurate assessment can be made and information critical to re-shaping and re-thinking programs can be derived.

Where We Are Now

While Cleveland's JECC has not established a "baseline," per se, they do have a set of fine self studies by programmers in the five areas of interest: the Cleveland Fellows Program, Project Curriculum Renewal, Communal Day School Teacher Salary Enhancement Program, the Retreat Institute, and Jewish Educator Services Program. In addition to these studies, the JECC has excellent longitudinal data on teacher placements, length of service, professional development activities in the Cleveland area, teacher turnover, and so forth. We have talked with program developers and staff and are convinced they are a committed and reflective group of educational leaders, who are interested in succeeding in their efforts to enhance the profession of Jewish education. In this document, we propose to build on the data base Cleveland has developed and extend it to provide the leadership with a comprehensive picture of how these programs are doing, how they relate to one another, and how they are being realized by teachers and their adult and child students. Such a picture can reveal for the community leadership areas of redundancy, gaps, and unintended translations as well as areas of strength and success. This study will provide the JECC with an opportunity to reflect on the enterprise as a whole and plan for the future with assurance.

Method

In collecting the information we will need to produce this evaluation, we will rely on three strategies: interviewing, observing, and assessing archival information. Interviewing consists of talking face-to-face or over the telephone with people. These conversations will all be recorded and transcribed. Observation entails being present in a setting to delineate who does what with whom where. Archival information refers to written or otherwise permanently inscribed material that forms part of a record of people's lives.

The five programs we have been asked to evaluate are not parallel in their structures or audiences. For most of the programs, learners are adults who in turn work with children. This is the case for the in-service program, the Retreat Institute, Project Curriculum Renewal, and, in most cases, the Cleveland Fellows Program. The Communal Day School Salary Enhancement Project has no learners, per se, but we have reason to believe that the implementation of this program has produced some important and interesting changes in the target faculty. Despite the differences among the programs, certain steps in developing an evaluation of them can be generalized. These are:

1. Determining program goals and criteria for success at a level of specificity that will allow us to frame our field questions. We will need to interview program directors to discover their explicit initial and current goals for their programs. Furthermore, we need to get specific information regarding what constitutes success for them at the classroom or institutional level. Most of the program goals articulated in the self-studies are fairly general and many do not deal explicitly with what impact the program would expect to have on its beneficiaries beyond a general sense of improvement. At this point, directors have a good sense of what seems to work and not work from their perspective and most have made adjustments as the programs have unfolded. We would elicit from them what their specific aims are and what they speculate the effects should be in schools and classrooms.

2. Identifying settings where programs have been implemented and settings that have not benefited from COJC-sponsored programs. We understand that there are some settings that have enthusiastically embraced one or more of the five programs and others that have ignored them. To begin to establish differences the program might have made, we need to know who is participating and who is not. Since self-selection is a factor, we would inquire as well into why some are open to these programs while others are not. The findings of this effort would have implications for participation of schools or settings in the future.

3. Establishing our role as evaluators in the community. Since the kind of evaluation we intend to conduct is fairly invasive, we need the support and cooperation of those who will be participating in this effort. We have met many of the people central to running the respective programs, but we have not yet established a relationship with them nor have we done so with key people in the settings we will be examining. The success of a comprehensive evaluation effort depends on establishing good rapport with those we will be asking to share their time and lives with us.

4. Clarifying lay and professional JECC personnel goals for the programs they sponsor. Lay leaders and the JECC will be using the evaluation to assess the first cycle of the programs and plan for the second funding cycle. We want to ensure, therefore, that the information we intend to produce suits the needs of the sponsors and supporters of the programs.
5. Identifying key informants for each program. The categories of persons we will want to interview and/or observe will vary with the program. For each program we want to both identify the kinds of people we will wish to contact as well as specific people. Depending upon the program, we will make selections randomly or by recommendation. For example, if the unit of analysis is a school, we may include the educational director and a randomly selected set of teachers and pupils. If the unit of analysis is the educational system, we may select institutions based on information from program personnel and/or communal support personnel. In looking at multiple programs designed to influence many of the same people, we need to carefully develop the list of people we will want to talk with. We do not want to unduly impose upon a few people who have partaken of several programs.
6. Developing appropriate interview and observation protocols. Since we want to capture the full range of people influenced by the COJC programs, and these programs serve different constituencies, interview and observation strategies will differ. It is important to carefully assess what we want to know from whom and how to best acquire information.
7. Scheduling tasks and site visits. This evaluation effort is extensive and complex. It will require the project administrators to carefully orchestrate the tasks of information gathering, instrument and protocol development, site visit schedules, time to analyze, and time to write.

Having laid the appropriate groundwork--talking with program directors to determine goals, identifying settings, establishing our role in the community, clarifying the needs of the JECC, identifying key informants, developing appropriate instrumentation, and scheduling our tasks and visits--we can begin formal data collection for this phase of the study. There are four constituencies possible for a given program: the program director and staff, the participants in the program, the people with whom the participants work in their professional capacities, e.g., students, and the institutions in which they work, including supervisors, colleagues, committees, and the like. In the following paragraphs, we will discuss in a general way how we would approach these constituencies using the three strategies noted above: interviewing, observing, and analyzing archival data. While these are discussed sequentially, they will often occur simultaneously during the project.

Observation. While the final determination of our observation focus of classrooms [and other settings, if needed] will be guided by conversations we have with program directors and their staff and the JECC, there are certain aspects of an ongoing setting that can always be captured in an observation. These include: structure and leadership, spatial relations, classification and quantification of verbal content, work flow and work

stations, and status [Whyte, William F. 1984, Learning from the Field].

1. Structure and leadership. Most human behavior is not random, but structured. To understand a setting, we need to discover the framework for the structure that exemplifies it. This is no small matter as many of the aspects of the educator enhancement programs allude to matters of structure. Structural analyses focus on who is doing what where. When pupils come together with a teacher, how are they grouped, what do they do, and where are they doing it? Does the teacher use a variety of groupings to achieve her aims, for example, large group, small groups, pairs? Does he or she always control the sequence of events and interactions or are they determined at least sometimes collaboratively? Does the teacher conduct classes only within the four walls of a classroom or are other spaces in and around the building used? What influences are brought to bear to change how individuals are organized?

2. Spatial relations. In ethnographic parlance, the charting of spatial relations is called mapping. While structure refers to a more formal, socially-defined framework, mapping spatial relations attempts to get at how members of a group organize themselves within a framework. Do certain pupils interact only with one another, leaving certain pupils out? How does the teacher deal with this phenomenon, if at all? Who remains seated most of the time? Who are prone to wander? How does the teacher characterize informal groupings and how are they characterized by the pupils themselves?

3. Classification and quantification of verbal content. It is possible to characterize the verbal content of a classroom [for example] by developing a simple coding scheme. Such a scheme could indicate how much of the talk is formal content related, either Judaically or otherwise, how much is social, how much is related to discipline issues, and the like. For purposes of this study, we may be interested in each of these, but particularly how the teacher handles discussions of any type with respect to a Jewishly anchored context. We would also be interested in whether or how the teacher helps students make sense of the content by connecting their individual biographies with Jewish principles and whether and how the teacher interweaves outside the classroom experiences, such as retreats or shabbatonim, with what happens inside the classroom.

4. Work flow, work stations, and status. For this aspect, we would be focusing on teachers before and after class. Do teachers rush to the synagogue just in time to meet their classes, or do they come early to interact with their colleagues and stay late to do the same? Where do they go when interrupted by a special event? Do they hang around idly or do they use this release time constructively? What accommodations has the institution made to encourage teachers' professional interaction? What happens during teacher meetings, if indeed, they are held periodically?

As noted above, the three data collection strategies will not be conducted sequentially, but sometimes concurrently and recurrently. Observation can inform interviews and interviews can inform observations. While we will not be able to follow specific classrooms throughout an annual cycle, we will want to observe selected classrooms and schools several times during site visits.

Interviews. Our interviews with educators for this phase of the project will focus on two areas: what they are trying to accomplish in their classrooms and how they have translated what they have learned in the COJC-sponsored programs and integrated this learning into their day-to-day work as Jewish educators. For those teachers who have not participated in one or more of these programs, of course, this latter focus will not be made. With them, we will attempt to ascertain what they bring to bear to make professional decisions.

In addition to the educators, we are proposing to interview pupils to determine how they understand Jewish education in the context of their lives. More specifically, we are interested in:

1. What attending a Jewish school or other educational activity means to them;
2. Why they are participating in Jewish education;
3. What connections they are making between the content of their Jewish educational experiences and their lives;
4. What connections they are making between the experience of Jewish education and their lives;
5. How they value and understand their teachers;
6. To what extent do they feel ownership of the curriculum and experiences of Jewish education;
7. How they define their Jewish educational peers, that is, the strength of community they have with them; and,
8. What aspects of their personhood is tapped in the Jewish educational setting that is different from what they experience in secular settings.

What we learn from teachers and pupils will be tied back to the goals and expectations of program designers and implementors.

Archival information. Most institutions and programs inscribe in writing or record by audio or visual means things that are important to them. As a part of our data collection process, we will gather these materials and use them to inform our observations, interviews, and, ultimately our analysis.

Design

We envision this project as consisting of four phases: preparation, design, data collection, and analysis and interpretation. In the preparatory phase [Spring, 1995], we will interview program designers and implementors, Jewish educational support personnel, and selected lay leaders involved in the programs to determine their ideas about the goals of the five programs and what they would consider success. In addition, we will familiarize ourselves more carefully with the range of data Cleveland has already collected and analyzed regarding Jewish educational personnel. Next, we will fill out our growing library of materials on these programs and carefully review them. Finally, we will determine, with the assistance of the JECC, the extent to which various schools have participated in the programs so we can determine a sample for the study.

During the second phase [Summer, 1995] we will develop the surveys and interview protocols relevant to the goals of the study. As noted earlier, there are some extant instruments and interview protocols relevant to this study. These will be adapted to the needs of Cleveland. Other instrumentation will be developed anew, particularly interview protocols for teachers and pupils.

The third phase of the study entails intensive data collection. We will be spending much of the Fall of 1995 in Cleveland interviewing and observing teachers, educational directors, and pupils. In addition, the survey of all formal and some informal Jewish educational personnel will be administered.

The fourth phase will occur in the Winter of 1996. During this time we will analyze the data and write the reports for the community. This design will allow us to produce the evaluation in time for the second four-year funding cycle. Finally, in the Spring of 1996, we will be available to orally present our findings to relevant audiences.

Sample

At this point, we propose to include the following categories and numbers of persons in the study:

1. 50 educational directors and teachers for the professional lives study;
2. Five JECC lay leaders;
3. Two JECC staff;
4. All program directors and staff;
5. The educational directors or heads [6] of four religious schools and two day schools;
6. Two grade five teachers [12] at each school*;
7. Four to eight grade five pupils [24-48] at each school*;*;
8. 10 sets of parents who have been more and less involved in family education programs.

From: EUNICE:"PStoren@aol.com" 2-MAY-1995 14:24:55.61
To: gamoran
CC:
Subj: grant proposal

Adam:

Here is the study. Underlining, bolding, italics, etc. disappear. Below obviously does not include budget, time-line and vitae of Julie and Roberta. Thank you again for your willingness to read this.

The Study

The Jewish Education Center of Cleveland proposes to undertake a study with two primary purposes:

- 1) to produce an interpretive profile of the professional lives of Jewish educators in Cleveland and
- 2) to determine the type and estimate the degree of impact of five communally sponsored educational interventions on their intended beneficiaries, most often teachers and students, through an inside-out qualitative approach.

The study will involve four different methods:

- 1) a quantitative survey of approximately 800 educators;
- 2) interviews with approximately 50 educators, focusing on their respective goals in their classrooms and how they have translated what they have learned in various teaching development opportunities;
- 3) observation of educational settings to examine how teachers are translating in-service and other development opportunities into their work; and
- 4) archival analysis of the data base of the central agency which contains longitudinal data on the teaching profession, and of extensive documentation related to the programmatic interventions.

Policy Implications of the Study

The evaluation study is intended to develop policy recommendations, addressed broadly to the process and to the individual program directors and their constituencies. This comprehensive interrelated quantitative and qualitative study will form the basis of a new strategic personnel action plan for the Jewish educational community of Cleveland and will create a base-line against which future efforts can be measured. The study will also provide program-specific policy recommendations. The Cleveland Jewish community's investment in Jewish education personnel development and programmatic interventions exceeds most other North American Jewish communities. Many look to Cleveland as a lead community in educational planning in general and personnel development in particular. The study, therefore, will be a significant contribution to the field of Jewish education.

Background

In December, 1988, the Cleveland's Joint Federation/Congregational Plenum Commission on Jewish Continuity issued a report, culminating four years of intensive planning. Its recommendations comprised the most comprehensive attempt by a North American Jewish community to confront the challenges of Jewish continuity through a comprehensive educational interventions. The process represented a significant partnership between the central Jewish Federation, communal education agencies, and independent synagogues and day schools.

The Report recommended three broadly defined priorities:

- 1) Personnel encompassing the recruitment, training and retention of staff needed to maintain Jewish continuity activities, including enabling the community to respond to emerging program areas;
- 2) Parent and Family Education increasing parents' ability to serve as Jewish role models and as partners with schools in the Jewish education of their children; and

3) beyond the classroom education integrating a variety of informal education programs and environments into the educational experience of each child.

A variety of strategies, initiatives and programs were put in place to actualize these three priorities:

1) Cleveland Fellows An intensive two year program masters program in Jewish education to place full-time educators in various educational settings. The curriculum included extensive mentoring and supervision, training as family educators, internships in non-formal education, and acquiring supervisory skills. Prior to 1988, there were four full-time educational professionals among 18 supplementary (congregational) schools. Presently, there are eight full-time educational directors and eight full-time Cleveland Fellows in the same settings.

2) Retreat Institute Expertise in non-formal education was developed at the Jewish Community Center to work with schools, youth groups, and others to develop beyond the classroom experiences, mostly Sabbath retreats. The non-formal educational experiences were to be integrated with the formal curriculum of the partner schools. The Retreat Institute's program development process engages educators from partner institutions in intensive non-formal curriculum and staff development.

3) Project Curriculum Renewal Many of the community's schools operated with out-dated or ineffective curriculum. A staff was assembled at the central educational agency to work intensively with schools in curriculum renewal. Intensive staff development has been an integral part of the curriculum renewal process.

4) In-Service Education Because pre-service education, by and large, does not exist for most Jewish teachers, the importance of in-service education was seen as paramount. The central agency for Jewish education and the Cleveland College of Jewish Studies developed a comprehensive strategy for in-service education for teachers. This strategy has included a range of options, encompassing one-day workshops, 4-session mini-courses, semester-length courses, Professional Growth Plans (PGP) for educators, mentoring and coaching opportunities, and incentives for continued study.

5) Day School Salaries Salaries for day school teachers were perceived as dangerously low, inhibiting the schools' ability to attract and retain high quality faculty. Accordingly, the community implemented a four-year plan to address critical salary gaps. The two prongs of the proposed study are interrelated as the major priorities of personnel, family education and beyond the classroom education intersect and overlap in nearly all of the five strategies enumerated above and directly relate to teacher development. Additional program strategies being implemented concurrently have not been included in the study in order to limit the scope of the research efforts, and because their connection to personnel issues is limited.

Role of Investigators and Collaborators

This study requires researchers who have: 1) experience and training in both qualitative and quantitative evaluation methods; 2) experience and training in the particulars of Jewish education; and 3) ability to work in complex environments. They must work most closely with the Planning Department of the JECC.

Three different, independent communal agencies participate in the implementation of the five interventions, working with 25 different, schools, independent of each other and of the communal agencies. A diversity of concerns and questions permeates the evaluation, requiring a trusting collaboration between researchers, program and agency directors, and communal lay leadership. Accordingly, built into this study is substantial time to define protocols and criteria.

From: GAMQ::GAMORAN 4-MAY-1995 13:54:16.86
To: ROBTOR
CC: GAMORAN
Subj: Re: proposal

Rob,

I'm glad to hear about the special grants program, because I think the study is too narrow for the regular program. It seems highly appropriate for the special program, but even so, if you can say a little bit more about how the study might be valuable outside of Cleveland, that would probably make it more attractive. In addition to asserting that others look to Cleveland as a leader, how about explaining the increasing prominence of "Jewish continuity" as a community goal and the widespread belief that (a) education is the key to continuity and (b) professional development of educators is the key to improving education. You might cite "A Time to Act" in this regard, and call it a sort of "A Nation at Risk" for Jewish education.

As I think about what I've just written, this is probably appropriate for the full proposal but too much for the preliminary proposal. Probably what the preliminary proposal needs is just one added sentence in the "Policy Implications" section stating that many communities are trying to improve the quality of their educators.

The first four programs listed are clearly linked to professional development. The fifth program, day school salaries, is not. This program should be explicitly connected to the topic, or it should be deleted from the proposal. Since the foundations are not being asked to fund the whole study, it makes sense to leave part of it out, anyway. I assume that in the budget you will explain what the federation will contribute along with the amount you are requesting from the foundations, so the full cost of the study will be clear. Foundations like it when they only have to pay for part of a project -- it makes their \$5 go farther. And, it seems appropriate to share the cost since part of the benefit will come directly to Cleveland.

Adam

From: EUNICE::"73443.3152@compuserve.com" 19-JUN-1995 23:10:17.77
To: Adam Gamoran <gamoran>
Subj: Cleveland proposal

A PROPOSAL TO CONDUCT A STUDY ON THE PROFESSIONAL LIVES OF JEWISH
EDUCATORS AND EVALUATE FIVE COJC PROGRAMS IN CLEVELAND, OHIO

Roberta Goodman and Julie Tammivaara
June 1995

I. Overview

The Jewish Education Center of Cleveland [JECC] proposes to undertake a descriptive, analytical study of the Jewish educational personnel in Cleveland and five COJC-sponsored programs. The two main purposes are:

1. To produce an interpretive profile of the professional lives of Jewish educators in Cleveland, and
2. To describe and analyze the impact of five communally sponsored educational interventions on their intended beneficiaries using both qualitative and quantitative research methods.

Several research strategies will be employed to gather information to answer the following questions:

1. Who is involved in Jewish education in Cleveland? More specifically, how were they recruited, what qualifications do they bring to their work, how are they continuing to develop professionally, what role do they play in designing educational experiences, what sources of satisfaction do they receive from their work, and what role do they see for themselves in the future?
2. What is happening in Jewish education in Cleveland? The five COJC programs of interest here have varied histories. One [JESP] has been in existence for over 10 years, while another [the Cleveland Fellows Program] began as recently as four years ago. All have experienced changes in staff. As programs have grown, goals also have changed. What is the nature of each program at present? What factors contributed to changes? How do programs define their current goals? How do they measure success? What do they see for themselves in the future? What clients do they serve in what ways?
3. How well are things going? The five programs have developed goals, recruited clients, and delivered services. To what extent are the goals of each program being met? To what extent do the programs complement or conflict with one another? How are these programs perceived by the educational community? How do the five programs relate to one another? How do they fit together in the larger context of Cleveland's Jewish community?

4. Are the COJC programs worth continuing and enhancing? Lay leaders are increasingly interested in knowing how the money they donate is being used and in participating in certain decisions regarding the programs they support. To make informed decisions, lay leaders need information regarding the efficacy of programs. To what extent do the goals and activities of these programs support the priorities of the community? How well are the programs meeting these goals? What remedies can be brought to bear to help programs better meet their own and the community's goals?

The study will consist of several parts, including:

1. a quantitative survey of approximately 800 educators;
2. interviews with approximately 30 educators, focusing on their classroom goals and how they have translated into practice what they have learned in various teaching development opportunities. Interviews with similar number of educational professionals, students, and families will focus on program goals, processes, relationships, and effects;
3. observation of educational settings to examine how teachers are translating in-service and other development opportunities into their work; and
4. archival analysis of the data base of the JECC containing longitudinal information on local educators and of the extensive documentation related to the programmatic interventions.

Details of the methodology will be spelled out below.

The goals of this proposed study are four-fold: [1] to produce a profile of congregational, day and preschool educators; [2] to produce a record of what each of the five COJC programs are accomplishing; [3] to assess the quality and coherence of the COJC programs in order that [4] decisions about the programs can be made. These goals will be reported in two major documents.

Six phases comprise the study: planning, instrument development, data collection, data analysis, report writing, and oral presentations to the community. These six phases will occur over an eighteen-month period from February, 1995 until August, 1996. Throughout the project, we will work closely with appropriate personnel in Cleveland to ensure that the work we do is completely responsive to the community's needs.

The request from the JECC is for \$76,000, plus expenses.

II. Background

In December, 1988, Cleveland's Joint Federation/Congregational Plenum Commission on Jewish Continuity issued a report culminating four years of intensive planning. Its recommendations were a result of the most ambitious attempt by a North American Jewish community to confront the challenges of Jewish continuity through a comprehensive educational

plan. The process represented a significant partnership between the Federation, communal education agencies, and independent synagogues and day schools.

The report recommended three broadly defined priorities:

1. Personnel--encompassing the recruitment, training and retention of staff needed to maintain Jewish continuity activities to enable the community to respond to emerging program areas;
 2. Parent and Family Education--increasing parents' ability to serve as Jewish role models and partners with schools in the Jewish education of their children; and
 3. !!Beyond the Classroom¶ Education--integrating a variety of informal education programs and environments into the educational experience of each child.
- Many initiatives and programs were introduced into the system to reflect these priorities. Five of these are of interest to this study. They are:

1. Cleveland Fellows. An intensive two-year masters program in Jewish education was established to place full-time educators in a variety of educational settings. The curriculum included extensive mentoring and supervision, training as family educators, internships in informal education, and development of supervisory skills.
2. Retreat Institute. Expertise in informal education was developed at the JCC to work with schools, youth groups, and others to develop !!beyond the classroom¶ experiences. The informal educational experiences were to be integrated with the formal curriculum of the partner schools. The Retreat Institute's program development process engages educators from partner institutions in intensive informal curriculum and staff development.
3. Project Curriculum Renewal. Many schools operated with out-dated or ineffective curricula. A staff was assembled at the central educational agency to work intensively with schools in curriculum renewal. Staff development has been an integral part of this program's process.
4. In-Service Education. Because most Jewish educators enter the field ill-prepared, in-service education was seen as paramount. The JECC and the Cleveland College of Jewish Studies developed a comprehensive strategy for in-service education for teachers and principals. A range of options is available including one-day workshops, mini-courses consisting of four sessions, semester-length courses, individual professional development plans, and mentoring and coaching opportunities. Incentives for continued study were established to encourage educators' participation in in-service education.
5. Day School Salaries. Day school salaries were dangerously low, inhibiting the schools' ability to attract and retain high quality faculty. Accordingly, the community implemented a four-year plan to address critical salary gaps. Linked to salary increases were mandatory continuing education requirements for all faculty. Salaries were refigured to reflect appropriate incentives for continuing education and advanced degrees.

The personnel profile and the evaluation of the five programs are interrelated, as the priorities of personnel, family education, and beyond the classroom education are addressed by most of the programs.

III. Method

A. Participants

All Judaica teachers and principals or heads of preschools, religious schools, and day schools will be invited to complete the Professional Lives of Jewish Educators Survey. A sample of teachers and principals will be invited to be interviewed regarding their professional lives as Jewish educators. Information from the survey and the interviews will be incorporated in the profile.

Assessment of the five programs [Cleveland Fellows, JESP, Project Curriculum Renewal, the Retreat Institute, and the Community Day School Enhancement Project] will involve all directors and staff of these programs. Due to the size of the JESP program, a sample of instructors and coaches will be interviewed. For each program, a sample of clients will also be interviewed. More specifically, the following will be involved:

1. Cleveland Fellows. Lifsa Schachter, Jeffrey Schein, Daniel Pekarsky, David Ariel all available Cleveland Fellows, and at least ten families with whom the Cleveland Fellows have worked will be interviewed. In addition, congregational or program staff with whom the Cleveland Fellows have worked will be interviewed.
2. JESP. Sylvia Abrams and Lifsa Schachter, a sample of instructors, and a sample of 10 participants, including coaches and coachees will be interviewed.
3. Project Curriculum Renewal. Nachama Moskowitz and a sample of teachers and principals who have been involved in the various PCR projects will be interviewed.
4. Retreat Institute. Leslie Brenner, Rob Spira, and a sample of contact persons and retreat participants, including families, will be interviewed.
5. Community Day School Salary Enhancement Project. Sylvia Abrams and Mark Gurvis, all school heads, and a sample of teachers at each participating day school will be interviewed.

B. Strategies

Four distinct but complementary data collection strategies will be employed. They include the survey, interviews, observation, and analysis of written documents. These strategies will allow the evaluation team to achieve both breadth and depth; to be able to speak to both general trends and particular instances. The purpose and usefulness of each of these strategies will be briefly discussed below.

1. Surveys. If one is interested in describing the status quo of a large population, the survey

is an appropriate technique. In the present study, we are interested in discovering what attracts individuals to the profession [recruitment]; what kinds of activities help them grow professionally; how they feel they are perceived and supported by those around them; what proportion hold formal Jewish studies and pedagogical degrees; how they perceive the work they do, the extent to which they interact with colleagues, supervisors, parents, and others; how powerful they feel they are in their schools and the community; and the extent to which and how valuable is their participation in COJC programs. Information on these facets are most readily obtained on a large population through a survey. With this descriptive information in hand, education professionals can gain a sense of who their current Jewish educational personnel are. In the future, the survey can be repeated and comparisons made as one measure of progress.

2. Interviews. As useful as surveys are in gathering information on a large group people, they are often difficult to interpret as each respondent makes sense of items in his or her own way. People in educational communities often share meanings creating patterns in responses, but outsiders, that is, people not intimately involved as active educators, cannot accurately interpret these patterns without a narrative frame. Interviews with a carefully selected sample of the larger population enable researchers to flesh out the skeleton of survey information. For example, in the CIJE study of Jewish educators in three communities, we discovered that preschool teachers in one community had significantly more formal pedagogical training than their peers in congregational or day schools. At the same time, they worked longer hours and earned less per hour than their peers. Through our interviews we were able to determine that state requirements for licensing day care and preschool employees were high in this community relative to standards in other states. We were able to conclude that state standards had a positive effect on teacher preparation, at least in terms of formal training.

Interviews are also an effective means of getting at insiders' understandings of issues. It is not surprising that agency professionals and program directors dance to different music than practitioners. Through interviews with both, we can construct these alternative understandings and judge the extent to which they are complementary. Face-to-face conversations have other advantages. No human group speaks with a single voice. Within a profession, even within a school, there will be multiple constructions of professional realities. Interviews enable us to access these different interpretations and determine whether they are normal and healthy or, perhaps, functionally divisive.

The families served by the Cleveland Fellows, the Retreat Institute, and the schools also construct perspectives about Jewish educational opportunities. Interviews with these clients of the COJC programs will help us understand how they make sense of these efforts to help them live more intensively Jewish lives. We will explore with them their beliefs, practices and commitments. What is their perception of their children's Jewish education, what has been particularly meaningful for the children and for themselves? What is missing in their Jewish lives, both generally and educationally. For example, do they see a good fit between their participation in these programs and their ongoing, everyday lives? If they have a good experience, are there communal supports for extending their growth as Jews? What specific Retreat Institute experiences have touched their lives? How have the Cleveland Fellows helped them live more Jewishly?

3. Observation. Surveys can help us describe a population and interviews can help reveal how people think about their work and their lives, but to understand the quality of actually lived human experiences, one must observe them as they are happening. Whether one is educating within the four walls of a classroom or outside it, teachers participate to create an environment for learning. Through observation, we can discover in a holistic manner the quality of educational experiences and ultimately shed light on what Jewish educators need to know to teach effectively.

We do not presume that there is only one path to good teaching or one model for a good school. In effective schools, however, we expect that faculty and staff exhibit a caring attitude toward one another, their pupils, and visitors to the school. Children are fruitfully engaged in learning. We will attempt to assess the extent to which programmatic interventions manifest themselves in the schools.

We mentioned earlier that little is known about the connection between the preparation and continuing education of teachers, whether inside or outside the classroom. Our observations will enable us to not only assess this connection, but be able to suggest directions for teacher recruitment and preparation grounded in actual experience.

4. Analysis of documents. The fourth strategy we propose entails the analysis of written or otherwise recorded documents related to the educational settings and the COJC programs. This analysis is helpful in at least two ways. First, it gives us entree into the important history of programs. Second, documents tell us how program personnel see themselves in relation to the communities they are serving. While it might be argued that history is not of immediate interest, we believe that educational programs are dynamic and changing and, at best, changes are grounded in important needs of clientele. To what extent, for example, are changes the product of personal ambitions as opposed to the general and specific needs of Cleveland's Jewish community?

The documents we will analyze include the self studies produced by program directors and staff, as well as JECC reports and school and program descriptions of their services.

Our proposed use of multiple strategies, while expensive both in time and money, is crucial to answer the questions we understand are being asked. These strategies each have possibilities and limitations. By bringing each to bear on the important issues of concern to this study, we will be able to produce a potent and accurate account of Jewish education in Cleveland.

As the study proceeds, working hypotheses will be developed and explored as necessary. We will interview or observe on a particular topic until a point of satiation has occurred; that is, we are not discovering anything new. For this reason, precise numbers regarding participants cannot be established at this time. Within any group, we will ensure that a balance of participants are included, whether it be denomination, school or setting type, length of service, or gender. Hypotheses will be affirmed to the extent that data from multiple sources obtained through multiple strategies converge. Decisions as to when this point is reached will rest with the evaluators in cooperation with representatives of the JECC, but their decisions will be fully documented.

C. Relationship with the JECC

Throughout the evaluation project, from planning through oral presentation of results, the team will work closely with Mark Gurvis and Rob Toren to ensure the goals of the team and the goals of the JECC are compatible. All instruments will be submitted to them and they, in turn will seek advice from appropriate community representatives and consultants for approval.

IV. Implications

As noted earlier, this study will produce reports that contain descriptions, analytic accounts, and policy recommendations for Cleveland's Jewish educational community. The implications of this evaluation study are several. To our knowledge, this will be the first study of a Jewish educational community that fully takes into account the multiple perspectives of various stakeholders including lay leaders, agency professionals, program directors, educational directors, teachers, youth and their families. It will also be the first study of a large Jewish educational community that assesses not only its parts but how and to what extent the parts fit together into a whole. In these respects, Cleveland can lay claim to leadership in the area of Jewish educational evaluation. Second, the data from the survey portion of the study will enable Cleveland's educational community to compare itself with other leading Jewish communities. Third, the results of the study can be used to engage community members in important policy conversations about school and programmatic strengths, areas that need improvement, and next steps in a manner that will be useful for long-range planning. Cleveland will have both an overall picture of its Jewish education system and explicit and accurate information on specific programs. On the basis of these, policy makers can determine whether discovered gaps should be filled, redundancies eliminated, and so on. With this comprehensive view, decision-makers can determine more clearly the place of family education in the general scheme as well as determine whether educational programs are adequately connected to the flow of congregational life.

The results of this study can also be used to enhance Cleveland's public relations. It can be used as the basis for mobilizing support for Jewish education and broaden the base of participation in Jewish education. Articles in Jewish journals and oral presentations at the GA and the Network for Research in Jewish Education based on the study can serve to enhance Cleveland's status and be used as a basis for recruiting educational personnel. Finally, the results can be used as a baseline to monitor progress in the future and ensure better coordination of communally-funded programs.

V. Budget and Timeline

Phase
Tasks
Cost

great look!
lots of nt good / (love survey draft #1)

#3 hard to code - why not fixed-req?

#7 does a "post.in" have an orientation?
- I think a school does, but not a post.

#12 give an example

#14 I like! elab of our #21
- contrast re w/ "careers" &

#17 all pos ts
#18 only 1st posit

→ #21 3 req categories - almost all will answer somewhat satisf

→ #23 career - Ick!

#34 concern re # of courses, recollect at that level of going in

after #30 need to ask how many actually
→ attended, whether required or not
- instead of #3

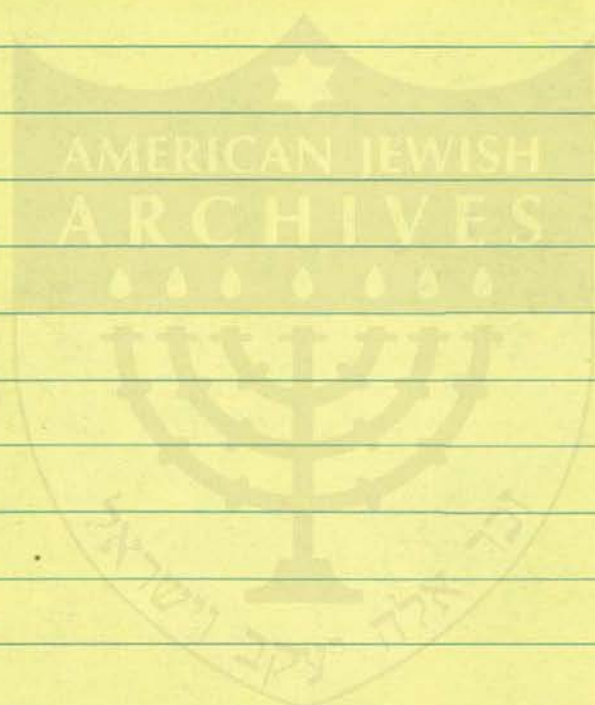
#42 program - reading

#44 conversion

#52 Other [spec.]:

#62 Under Bach should be BA BS
p. 20 bottom - should be "want" in a French for sub, or ed

→ #1-3 restrict to sub 27 confis



From: EUNICE: "PSToren@aol.com" 18-JUL-1995 07:53:49.58
To: gamoran
CC:
Subj: Re: RE: latest Tammivaara pro...

Dear Adam,

Thanks for your response. Yes, it was very important for our purposes to have a clearer, simpler and more accessible proposal for our lay leadership.

And, thankfully, we were successful in gaining a stronger level of support from them.

There is a separate expense budget approved. It's pretty much what we had agreed to previously. It totals \$22K, and is divided into travelling expenses, printing costs, etc.

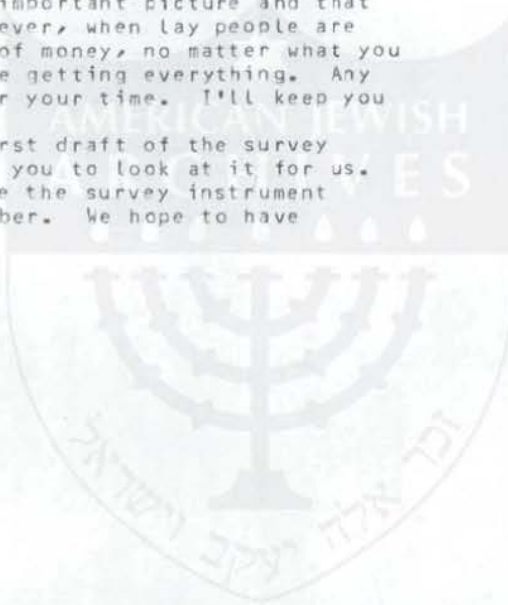
The concern I have is more generic to the evaluation enterprise, especially the qualitative kind: at the end of the day, we can't talk interview or observe everyone. If some people don't like the results, they can and probably will point fingers: "you only talked to X number of people" or

"Look at the people you talked to...No wonder you got that!" We have tried to indicate that this evaluation will give us an important picture and that nothing will give us the definitive picture. However, when lay people are spending what they think is an exorbitant amount of money, no matter what you or I have said, they want to believe that they are getting everything. Any advice here would be welcome. Thank you again for your time. I'll keep you posted.

Julie and Roberta will be submitting to us the first draft of the survey instrument at the beginning of August. I'll want you to look at it for us.

We have given ourselves all of August to complete the survey instrument preparation, so that we are ready to go by September. We hope to have completed the survey process by mid-November.

Rob



From: EAGLE::GAMORAN 18-JUL-1995 11:26:31.36
To: ROBTOP
CC: GAMORAN
Subj: latest proposal

There is no simple answer to the problem of definitive research. Qualitative research is indeed subject to the limitations you described, but quantitative research has its own set of limitations, such as lack of depth. I think the balance of quantitative and qualitative analysis in the proposal is appropriate.

Arriving at a more definitive conclusion would be difficult, but not impossible if one began the analysis at the same time the project(s) began. It's too late for that, but even if that had been done it would have been a real challenge to create a controlled experiment in the context you're working in.

In my opinion the approach you're taking is reasonable, but it's essential to understand and appreciate the limitations.

I will be happy to review the survey instruments in August. I have read the Seattle survey and provided many comments to Julie and Roberta, which I'm sure they'll take into account as they prepare for Cleveland. I hope they will follow the revised CIJE survey as closely as is appropriate for Cleveland.



From: SSCB:GAMORAN 27-JUL-1995 10:24:35.54
To: JULIE
CC: GAMORAN
Subj: survey questionnaire

Julie,

I received the following message from Rob Toren, and sent the response below:

From: EUNICE:"RSToren@aol.com" 27-JUL-1995 10:06:32.53
To: gamoran
CC:
Subj: survey draft

Dear Adam,

We are due to receive the first draft of the survey next week, August 1. At that point, we intend to have several professionals here in Cleveland review it, mostly school directors as well as some of our lead senior educators. We will then work with Roberta and Julie to revise, based on those reactions.

Do you want to review the initial draft or the revised draft or both? In any case, we want to complete the revision process by the beginning of September in order to be "in the field" throughout September, October and the first half of November. We have to pretty much write off nearly a whole month because of the Jewish holidays.

Rob

From AG to RST:

I would like to review the first draft.

One thing I hope you'll take into account in revising the survey is the benefit of using questions that have been used elsewhere previously. In the case of the educator survey, to the extent you use the questions that were employed in Baltimore, Milwaukee, and Atlanta, you will be able to make comparisons to those cities. In addition, we know a lot about the properties of those questions, and that is a big help to interpretation.

In light of the advantages of comparability, I urge you to resist changing the key questions unless there are very strong reasons for doing so (e.g., the question doesn't make sense in your context).

It would be helpful to have at hand our "Manual for the CIJE Study of Educators," which includes the educator survey questionnaire. Do you have it? If not I will have it sent to you. Please see especially the list of anchor items, which I hope you will use.

From: EUNICE: "PSforena@aol.com" 27-JUL-1995 19:44:23.49
To: gamoran
CC:
Subj: Re: survey draft

Dear Adam,

Comparability is very important to our leadership. Cleveland has invested significantly in teacher education, especially since the Continuity Commission process began in 1986. We would hope that Cleveland would be somewhat ahead of the other communities in the level of professionalization of Jewish teaching. Hence, the importance for us of comparability. If we're not, then I would hope that we would come away with some specific policy recommendations.

I do want to make clear what I meant by revising the survey. I was speaking of the Roberta and Julie's first draft. I really don't know precisely how it will relate to the CIJE survey. I am only anticipating that there will be some revisions of their draft. Roberta and Julie know the importance of comparability and they seem to be quite responsive. Their experience with CIJE was one of the factors in hiring them as our evaluators. On the other hand, we want to make sure that we get as rich a picture as possible. There is some concern among our professional leadership that the CIJE study missed some important nuances. Comparability is one value but it is not the only one. However, at this point, I see no reason why we won't or can't include those anchor items listed in the CIJE manual. Julie and Roberta also have that CIJE manual and will incorporate those items. It is our hope that your reading of the survey instrument will call our attention to any items missing or mis-stated.

Yes, I do have the CIJE Manual, though with the word, "draft," written on it, if I remember correctly.

Thank you again for your responsiveness. You should be receiving a copy of the survey next week.

Rob



From: EUNICE::"RSToren@aol.com" 27-JUL-1995 10:06:32.53
To: gamoran
CC:
Subj: survey draft

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Yes, I do have the CIJE Manual, though with the word, "draft," written on it, if I remember correctly.

Thank you again for your responsiveness. You should be receiving a copy of the survey next week.
Rob

From: Adam Gamoran
To: Rob Toren
CC: Julie Tammivaara
Date: 8/14/95

Rob,

I've had a chance to review the draft Cleveland survey, and I have a number of comments.

Overall I think it is well done. In terms of presentation, it is excellent. The questions are laid out clearly, in a way that is easy on the eyes. There is lots of white space. The directions are clear. These details are far from trivial -- they are essential for success.

Substantively, the questions are well-formulated and the properties of most are known from prior research, which is an important consideration in survey research. On the whole, I think the instrument will provide the information you are seeking, but I am concerned about a few items:

1. Most important, I think question #23 is misguided. Instead of asking "Would you describe yourself as having a career in Jewish education?" this question forces the respondent to choose among career, job, and volunteer activity as a description of his/her work in Jewish education. There are two problems with this change. First, I think the forced choice between job and career is inappropriate. Most of us think of our work as both. Second, we have found the original item to be extremely useful in understanding the way teachers think of their work. The high proportion

of teachers who answered "yes" was a surprising but valuable finding, since it signalled teachers' commitment to their work. Moreover, we found that teachers who responded "yes" reported substantially more in-service workshops than teachers who said "no" to the careers question, even among teachers with similar pre-service training. I think the original career perception question provides a useful yardstick for measuring the degree of commitment and the potential for professionalism in a school or community, and I'd be disappointed if we could not see how Cleveland compares to Atlanta, Baltimore, and Milwaukee on this measuring rod.

2. I'm not sure why it is useful to refer to "positions" rather than schools in questions 1-8, 10-13, and 18-20. This may be confusing in some spots. In question 3, for example, I'm concerned that respondents may list their different jobs within a school in different lines, even though as I understand it, they would generally be supposed to list various roles within a school (e.g. Sunday teacher, Hebrew teacher) in a single line. Similarly, in question 4, if a teacher changed from teaching third grade to fourth grade, would that be a new position? Usually, contracts are renewed each year. If I've been teaching in a school for five years, but this is my first year teaching fourth grade, how many years would I write for the first position in question 4? If the correct response is "1" rather than "5", is that really the information you are seeking in question 4? Also, in question 7, does a position have an "orientation"? I think an orientation corresponds to a school, not a position.

I don't see what is gained by referring to positions instead of schools, so I recommend going back to schools as in the CIJE survey.

Perhaps you are trying to distinguish between teaching and administrative roles within a school. If so, that could be addressed with a separate question: "If you are an administrator, how many years have you worked as an administrator in each school?"

3. Question 21 (work satisfaction) has three response categories (very satisfied, somewhat satisfied, not satisfied). Under this structure, respondents tend to gravitate towards the middle category, and I don't think you will get much out of the question. (I.e., almost everyone will answer "somewhat satisfied.") I recommend restoring the four categories of the CIJE survey (very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied). This will distinguish better between satisfaction and dissatisfaction. (I have no objection to the addition of a "not applicable" category.)

4. After question 30 (number of required workshops attended), another question is needed: "How many workshops or mini-courses, college courses at CCJS, or coaching sessions did you actually attend, whether required or not? Please answer each item. If none, please write "0"." We failed to ask this in the original CIJE teacher survey, and it was a major omission. It is included in the new CIJE survey (CIJE question 30).

5. Those are my most salient concerns. I'd also like to bring to your attention a number of more minor points.

a. In question 12, it might be helpful to give an example, e.g. "For example, if you teach fourth grade, do you know what fifth graders are expected to know or be prepared to do? Etc."

b. Question 17 (salary) asks for total earnings from all jobs as a Jewish educator. Wouldn't it be more helpful to know about earnings from each school (or position, if it's necessary to focus on positions)? Only if earnings were tied to schools (or positions) would you be able to match earnings to the different schools (or positions) and time

allocations in question 3. For example if a respondent teaches in a day school and a supplementary school, wouldn't you want to know earnings from each? (We have found that asking about the first two schools covers virtually everything; it's not necessary to go out to the fourth school in this context).

c. Question 18 (benefits) asks only about the first position. I recommend adding another question to describe benefits from the second school (or position).

d. On question 34 (listing of workshops), I'm concerned about the level of specificity required. Can teachers remember the topics of all their workshops over the past two years? A similar question was used in Seattle, so Julie and Roberta will know whether it worked or not.

e. On question 42 (Hebrew facility), I don't object to distinguishing between reading for pronunciation and reading for understanding (although we do not do so in the CIJE survey), but part c needs to be clear that it refers to "reading for pronunciation" not just pronunciation.

f. On question 44, some teachers have objected to a question about conversion, so in the current version of our survey we simply ask respondents whether or not they are Jewish (see CIJE question 39).

g. Questions 52, part g, and 53, part h, after "Other" should add [specify] to be consistent with other items (e.g. question 51).

h. A minor change from the CIJE survey is that question 52 asks about Jewish schooling "during the high school years" instead of "after age 13". This change leaves a gap between question 51 (pre-bar mitzvah) and question 52 (post-bar mitzvah). What about eighth grade? You may want to consider going back to "after you were 13 (and before college)" for question 52, as in CIJE survey question 46.

i. Question 62, under Bachelors degrees, should read BA, BS instead of BA, AS.

j. Question 66 (plans for the future) contains somewhat different response categories than the CIJE survey. I don't think this is a major issue since the most important information -- whether the respondent plans to leave the field -- is still present. But you might take a look at the responses in the CIJE item (question 62) and make sure you're getting whatever else you need. I noticed that the Cleveland item does not include a category for planning to move to an education position in a non-Jewish setting.

j. On p.20, in the boxed instructions at the bottom, I assume this should read "If you work in a Jewish day school" (i.e., "work" instead of "teach"), since I think administrators are supposed to answer this too.

k. CIJE anchor item 38 (adequacy of opportunities for professional growth) has been omitted. It has been replaced by a variety of other questions, including 43 (adequacy of support for curriculum) and 32-33 (helpfulness of workshops and colleagues). However, I don't see an item covering perceived adequacy of opportunities for degrees and certification. You may want to consider adding a question on that, if it's something you'd like to know.

I hope these comments are helpful. Let me know if there's anything I can clarify. I look forward to seeing the next version.

Adam

From: EUNICE::"RSToren@aol.com" 27-JUL-1995 10:06:32.53
To: gamoran
CC:
Subj: survey draft

Dear Adam,

We are due to receive the first draft of the survey next week, August 1. At that point, we intend to have several professionals here in Cleveland review it, mostly school directors as well as some of our lead senior educators. We will then work with Roberta and Julie to revise, based on those reactions.

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In light of the advantages of comparability, I urge you to resist changing the key questions unless there are very strong reasons for doing so (e.g., the question doesn't make sense in your context).

It would be helpful to have at hand our "Manual for the CIJE Study of Educators," which includes the educator survey questionnaire. Do you have it? If not I will have it sent to you. Please see especially the list of anchor items, which I hope you will use.

Just remembered I was supposed to write the following note:

Alan,

As I mentioned in our last conference call, I've had a lot of contact with Cleveland lately. I've reviewed and commented on two versions of Julie and Roberta's proposal. The latest version has two components:

(1) Survey and interviews with formal and informal educators. This is basically our module, or a version of it. I've pointed out that simply using the same questionnaire for informal educators may be problematic; it is not clear what the important questions are for informal educators, or what the target population of informal educators is.

(2) Qualitative evaluation of the five COJC programs (Cleveland Fellows, Retreat Institute, Project Curriculum Renewal, Jewish Educator Services Program, Day School Salary Enhancement). The evaluations will indicate the extent to which these programs are perceived to be meeting their goals. The study includes interviews with program directors, teachers, students, parents, and community leaders, as well as program observations.

In general I think the proposal is solid. In addition to questions about informal educators, I've commented that the proposed observations don't have a good focus yet, but this will come out of the work that is to precede it. Also, I've tried to explain what the qualitative evaluation can and cannot do. I said:

[The proposed study] is a good vehicle for showing in what ways the programs are meeting their specific objectives, and where the programs are falling short. I think that's what is needed here. This approach will not document whether fifth graders are learning more than they used to, because we don't know how much the fifth graders were learning before the programs started. But it will show the connections between what the teachers are experiencing in the various professional training and services programs, and what students encounter in their classrooms and informal settings.

Adam

To: EUNICE::"RSToren@aol.com" (July 14, 1995)
Subj: RE: latest Tammivaara proposal

What I assume is the latest proposal arrived via e-mail on June 19. By that time I was out of town so I couldn't respond right away. I thought it looked fine -- it was consistent with earlier versions but simplified and more accessible, and I assume that was its purpose. What it does not do is explain precisely how one would judge whether the goals of the projects are being met. As I've mentioned before, it is important that your lay leaders (particularly the funders) understand the nature of the evidence and the methods with which it will be assessed, so there will be no false expectations.

I was surprised to see the budget listed as salaries plus undetermined expenses. Won't you need pre-approval for expenses? I hope J&R will have a budget, and that they won't need separate pre-approval each time they need to buy a pencil.

Adam

Here are my comments on the next-to-final draft of the Cleveland surveys. They pertain to the teacher and administrator forms:

1) You may have noticed that the rows on item 21 (satisfaction) are not properly aligned. Since there is plenty of space on the page, I suggest adding extra space between rows when you correct the alignment.

2) Question 23 states, "Do you view your work in Jewish education as a career?" This is subtly different than the CIJE question, "Would you describe yourself as having a career in Jewish education?" Is there a substantive reason for this change? If so, I'd be interested in hearing about it. If not, I recommend using the CIJE version since it's been used before.

3) Question 34a will provide what I previously saw as missing information on the number of workshops educators actually attended (as opposed to what was required). However, it is much harder to code and I worry about respondents failing to list some workshops if they can't remember the topics. If this question worked well in Seattle, then it should be ok. If not, I'd use the simpler, more direct question, "In total, how many workshops did you actually attend during the last two years, whether required or not? (If none, write 0)"

(Note: In the Lead Communities, we failed to ask this question, and that was a major weakness. It is in our revised survey.)

4) Question 41 (Hebrew proficiency), part c, says "Pronouncing or decoding words." Surely this is supposed to be "reading for pronunciation" (as opposed to understanding in part b. You don't just want to know whether respondents can pronounce Hebrew words.

5) I'll mention again that in the Lead Communities, some respondents were offended by the distinction between born Jews and converts in question 43, so in our revised survey we only ask respondents whether they are Jewish.

6) Question 52 asks "In which Jewish activities did you participate during your college years?" and question 53 asks about experiences "after college". I'm concerned about "college years" since not everyone goes to college at age 18. Is this supposed to be the same time period for everyone, or is it literally the time respondents were in college, regardless of age? Also, it may be confusing for someone who did not attend college, but did attend a yeshiva or a retreat, etc. What were the college years? Age 18-22? Do I check only "never attended college" or do I also check "retreat" etc., since I went on retreats at that age?

Also, in question 53, "Intensive Israel experience" is vague. How about "Lived in Israel for three months or more"

7) I have no objection to question 68 (commitment) in that it doesn't harm anything else in the survey. However, I think it is a poor question. First, options a and b are highly compatible, and it may be difficult to choose among them. (a asks about long-term, with an implied contrast to short-term, and b asks about part-time and full-time.) Second, in option c, the issue of short-term/long-term is mixed in with income levels. What if it is short-term work, but the main source of income? Or long-term work, but a supplement to income? Whichever of these is dominant will capture the response, but the responses lend themselves to misinterpretation.

8) Finally, here's one that just pertains to the administrator form: Do the response categories for income go high enough on question 18? In the CIJE survey, we've raised the top category to \$80,000 or more. In some cities, administrator salaries get pretty high. I don't know what the situation is in Cleveland.

Rob,

I've had a chance to review the draft Cleveland survey, and I have a number of comments.

Overall I think it is well done. In terms of presentation, it is excellent. The questions are laid out clearly, in a way that is easy on the eyes. There is lots of white space. The directions are clear. These details are far from trivial -- they are essential for success.

Substantively, the questions are well-formulated and the properties of most are known from prior research, which is an important consideration in survey research. On the whole, I think the instrument will provide the information you are seeking, but I am concerned about a few items:

1. Most important, I think question #23 is misguided. Instead of asking "Would you describe yourself as having a career in Jewish education?" this question forces the respondent to choose among career, job, and volunteer activity as a description of his/her work in Jewish education. There are two problems with this change. First, I think the forced choice between job and career is inappropriate. Most of us think of our work as both. Second, we have found the original item to be extremely useful in understanding the way teachers think of their work. The high proportion of teachers who answered "yes" was a surprising but valuable finding, since it signalled teachers' commitment to their work. Moreover, we found that teachers who responded "yes" reported substantially more in-service workshops than teachers who said "no" to the careers question, even among teachers with similar pre-service training. I think the original career perception question provides a useful yardstick for measuring the degree of commitment and the potential for professionalism in a school or community, and I'd be disappointed if we could not see how Cleveland compares to Atlanta, Baltimore, and Milwaukee on this measuring rod.

2. I'm not sure why it is useful to refer to "positions" rather than schools in questions 1-8, 10-13, and 18-20. This may be confusing in some spots. In question 3, for example, I'm concerned that respondents may list their different jobs within a school in different lines, even though as I understand it, they would generally be supposed to list various roles within a school (e.g. Sunday teacher, Hebrew teacher) in a single line. Similarly, in question 4, if a teacher changed from teaching third grade to fourth grade, would that be a new position? Usually, contracts are renewed each year. If I've been teaching in a school for five years, but this is my first year teaching fourth grade, how many years would I write for the first position in question 4? If the correct response is "1" rather than "5", is that really the information you are seeking in question 4? Also, in question 7, does a position have an "orientation"? I think an orientation corresponds to a school, not a position.

I don't see what is gained by referring to positions instead of schools, so I recommend going back to schools as in the CIJE survey.

Perhaps you are trying to distinguish between teaching and administrative roles within a school. If so, that could be addressed with a separate question: "If you are an administrator, how many years have you worked as an administrator in each school?"

3. Question 21 (work satisfaction) has three response categories (very satisfied, somewhat satisfied, not satisfied). Under this structure, respondents tend to gravitate towards the middle category, and I don't think you will get much out of the question. (I.e., almost everyone will answer "somewhat satisfied.") I recommend restoring the four categories of the CIJE survey (very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied). This will distinguish better between satisfaction and dissatisfaction. (I have no objection to the addition of

a "not applicable" category.)

4. After question 30 (number of required workshops attended), another question is needed: "How many workshops or mini-courses, college courses at CCJS, or coaching sessions did you actually attend, whether required or not? Please answer each item. If none, please write "0"." We failed to ask this in the original CIJE teacher survey, and it was a major omission. It is included in the new CIJE survey (CIJE question 30).

5. Those are my most salient concerns. I'd also like to bring to your attention a number of more minor points.

a. In question 12, it might be helpful to give an example, e.g. "For example, if you teach fourth grade, do you know what fifth graders are expected to know or be prepared to do? Etc."

b. Question 17 (salary) asks for total earnings from all jobs as a Jewish educator. Wouldn't it be more helpful to know about earnings from each school (or position, if it's necessary to focus on positions)? Only if earnings were tied to schools (or positions) would you be able to match earnings to the different schools (or positions) and time allocations in question 3. For example if a respondent teaches in a day school and a supplementary school, wouldn't you want to know earnings from each? (We have found that asking about the first two schools covers virtually everything; it's not necessary to go out to the fourth school in this context).

c. Question 18 (benefits) asks only about the first position. I recommend adding another question to describe benefits from the second school (or position).

d. On question 34 (listing of workshops), I'm concerned about the level of specificity required. Can teachers remember the topics of all their workshops over the past two years? A similar question was used in Seattle, so Julie and Roberta will know whether it worked or not.

e. On question 42 (Hebrew facility), I don't object to distinguishing between reading for pronunciation and reading for understanding (although we do not do so in the CIJE survey), but part c needs to be clear that it refers to "reading for pronunciation" not just pronunciation.

f. On question 44, some teachers have objected to a question about conversion, so in the current version of our survey we simply ask respondents whether or not they are Jewish (see CIJE question 39).

g. Questions 52, part g, and 53, part h, after "Other" should add [specify] to be consistent with other items (e.g. question 51).

h. A minor change from the CIJE survey is that question 52 asks about Jewish schooling "during the high school years" instead of "after age 13". This change leaves a gap between question 51 (pre-bar mitzvah) and question 52 (post-bar mitzvah). What about eighth grade? You may want to consider going back to "after you were 13 (and before college)" for question 52, as in CIJE survey question 46.

i. Question 62, under Bachelors degrees, should read BA, BS instead of BA, AS.

j. Question 66 (plans for the future) contains somewhat different response categories than the CIJE survey. I don't think this is a major issue since the most important information -- whether the respondent plans to leave the field -- is still present. But you might take a look at the responses in the CIJE item (question 62) and make sure you're getting whatever else you need. I noticed that the Cleveland item does not

include a category for planning to move to an education position in a non-Jewish setting.

j. On p.20, in the boxed instructions at the bottom, I assume this should read "If you work in a Jewish day school" (i.e., "work" instead of "teach"), since I think administrators are supposed to answer this too.

k. CIJE anchor item 38 (adequacy of opportunities for professional growth) has been omitted. It has been replaced by a variety of other questions, including 43 (adequacy of support for curriculum) and 32-33 (helpfulness of workshops and colleagues). However, I don't see an item covering perceived adequacy of opportunities for degrees and certification. You may want to consider adding a question on that, if it's something you'd like to know.

I hope these comments are helpful. Let me know if there's anything I can clarify. I look forward to seeing the next version.

Adam



From: EUNICE::"RSToren@aol.com" 24-AUG-1995 14:52:00.06
To: GAMORAN
CC:
Subj: Re: comments

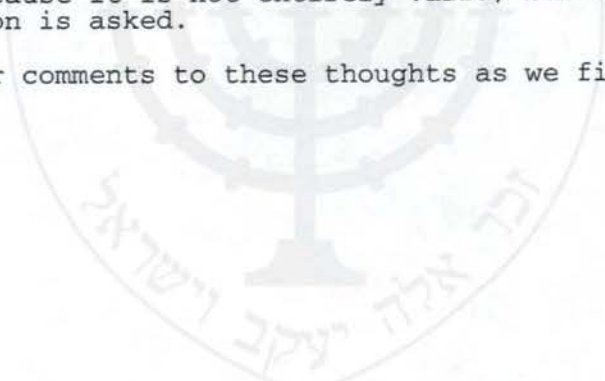
Dear Adam,

I am sorry I have been tardy in responding, but I have been on family vacation the last few weeks.

I did receive them and Mark and I and others are discussing the main bone of contention between you and Julie. As I said before, we do want to balance issues of comparability with our concern to get the best information possible. I do agree with you that job and career intersect and overlap but they also diverge. My job is educational planner at the JECC but my career is broadly in Jewish education. When we get to part-timers, the question gets more complicated. For example, we have many people who teach in supplementary settings who are doctors, lawyers, engineers, etc., and do not view Jewish education as their career. On the other hand, they do not look upon themselves as volunteers either. In many cases, it's a job. As Julie shared with me, many respondents in the CIJE survey found this question difficult to answer when given the choice of career vs. volunteer: "as opposed to what?" they would ask. I can understand this difficulty. More importantly, in terms of policy decision, is it valid to claim that 80% of Jewish educators view Jewish education as a career when we don't give them another category to choose from? Many people in supplementary and pre-school settings don't consider their work either to be career or volunteer but as part-time jobs, or temporary work until children leave home, etc. Julie indicated that her question in the Seattle survey yielded a 50% career response, with the rest distributed among volunteer and job. And, that the vast majority of the "career" responders were in day school settings. This makes sense to me. The figure of 80% that CIJE uses is surprising to most people possibly because it is not entirely valid, but understandable given the way the question is asked.

I'd appreciate your comments to these thoughts as we finalize the survey instrument.

B'shalom,
Rob Toren



From: SSCB::GAMORAN 24-AUG-1995 22:41:11.02
To: EUNICE::"RSToren@aol.com"
CC: GAMORAN
Subj: Re: comments

Answer this for me: Do you consider your work in Jewish education to be a job, or a career? Choose only one. Now think of a teacher trying to answer the same question.

I'm in NY now, but will be back in my office on Monday. I'd be happy to discuss this further with you.

P.S. The CIJE survey found around 60% of teachers said "yes" to the careers question, not 80%. Was Seattle higher or lower than that? How can you tell?



From: SSCB::GAMORAN
To: SSCB::GAMORAN
CC: GAMORAN
Subj: Re: comments

27-AUG-1995 11:29:33.84

Now that I'm home I can be a bit more precise about the careers question. The CIJE question is, "Would you describe yourself as having a career in Jewish education?" The response categories are "yes" and "no". The respondent does not need to choose between career and volunteer work. I think forcing a choice between career, job, and volunteer activity is a lot more confusing than just asking about a career, yes or no.

In the Lead Communities, 59% of teachers said yes, they would describe themselves as having a career in Jewish education. (Not 80%!) Of those who work full-time in Jewish education, 69% see it as their career, and among part-timers, 56% view it as a career.

We think this question effectively distinguishes among teachers who are more and less committed to their work in Jewish education. Interestingly, teachers who answered "yes" to the careers question reported that they were required to attend a greater number of in-service workshops. This suggests that higher standards for professional development are possible with career-oriented teachers.



From: EUNICE::"RSToren@aol.com" 28-AUG-1995 07:48:42.28
To: gamoran
CC: 73443.3152@compuserve.com
Subj: Re: comments

I'm probably missing something here, but when you ask me to choose between career or job in how I view my work in Jewish education, it's quite simple for me. I view it as a career. I will be functioning as a rabbi these coming high holidays--that's a job for me. However, if you ask me to choose "career" or "job" for my present position at the JECC, I would answer job.

Career means to me something long-term, tied to my professional identity.

Job is narrower, sometimes a subset of career but not always, as in the case of a lawyer who teaches in a Sunday school.

The more I think about this question, the less I am convinced of its value from either Julie's or your perspective. What kind of information are we looking for here? If we're looking for long-term commitment or intensity of present commitment, let's ask a question to get at that. Perhaps we should present a choice of four statements, asking the respondent to choose which most closely expresses their view of their work in Jewish education. A question such as: I view my work in Jewish education as a) a long-term career commitment; b) a part-time job that may perhaps turn into a full-time career under different personal/professional circumstances; c) as part-time work to supplement my income and I would probably not continue when circumstances allow; d) Even though I am paid (or actually, I am not paid), money is insignificant. I view it as basically volunteer work that I pursue out of commitment for synagogue, love of Judaism, etc. The question for us is what are the policy implications of such data. It would be erroneous to conclude that just because people define themselves as basically part-time jobbers they are not interested in in-service or continuing education. We have plenty of data here collected over the past 6-7 years telling us that part-timers are very interested in in-service. Not in pursuing masters degrees by and large, but workshops, conferences, even intensive on-going coaching has had substantial appeal to this group. This survey hopefully will give us a deeper, richer and broader sense of the data we already have.

I look forward to pursuing this with you.
Rob

From: EUNICE::"RSToren@aol.com" 30-AUG-1995 07:59:59.48
To: gamoran
CC:
Subj: more survey thoughts

Dear Adam,

We've decided to include your career question in the survey, at least for the reasons of comparability. I still have reservations about any policy implications that one can draw from the question. I am also still interested in your response to presenting four or five statements that with more specificity get at what we're trying to learn: the depth of teachers' commitments and the related professional self-understanding. I know Isa asked a similar or identical question in LA but later, in conversation, didn't consider a good question (or, actually, a good survey).

Another issues. As you know, we have three local professionals in general education serving as a technical advisory group. Two of them, independent of each other, were mystified by the grading questions that ask respondents to choose from "somewhat satisfied" and "somewhat dissatisfied," or "somewhat worthwhile" and "somewhat unworthwhile." If someone is somewhat satisfied, isn't it obvious that they are also somewhat dissatisfied? When one enrolls in a course, there are expectations of it being worthwhile. If it isn't completely worthwhile, there are some levels of dissatisfaction. In other words, what is the difference between the two middle categories? One of our advisors suggested grading on a scale. For example, "On a scale of 1-4 (or 1-5), with 1 being the most satisfied and 4 being not satisfied at all, how would you grade X workshop?" This is probably a minor question, but it touches on your comment about Julie/Roberta's survey asking only three levels and the tendency for most to opt for a middle response, and then what have you learned? On the other hand, our technical advisors' reservations make sense to me as well. P.S. There would still have to be a fifth or six box for N.A.

I look forward to your comments. I heard about Daniel but nothing about his condition, other than he has been hospitalized.

Rob

From: SSCB::GAMORAN 1-SEP-1995 16:02:27.28
To: ROBTOR
CC: GAMORAN
Subj: careers / satisfaction / positions

I. CAREERS ISSUE

The main purpose of the careers question is to see whether it makes sense to invest in our existing teaching force. We infer that teachers who say they have a career in Jewish education are more likely to accept and to profit from higher standards for professional growth. This holds for part-time as well as full-time teachers. Our analyses support the inference, in that career-minded teachers report higher standards for quantity of workshops. The careers question does not stand by itself -- we also use the question about plans to stay in Jewish education for the same purpose. The plans question is short-term oriented; the careers question has a longer-term focus.

It is inadvisable to ask something as seemingly straightforward as "are you committed to Jewish education." Everyone would say yes to that.

Your four-part question (below) mixes three separate issues: commitment, part-time/full-time, and money. Instead of mixing the issues, it is better to address them separately. Otherwise, one's attitudes towards one issue may affect the way one's response appears on another. In the example below, "supplement my income" might trigger a response (yes or no) regardless of one's plans for the future.

Note also that in the example below, response (a) is NOT incompatible with any of the others. Similarly, in the Tammivaara/Goodman draft, the "career" response was not incompatible with "job" or even "volunteer activity."

The careers question could be strengthened, e.g., by adding "long-term" or "committed to". I would not advise that. First is the comparability issue. Second, I think the present question distinguishes among respondents in a useful way. What's important, I would argue, is not to distinguish the highly committed from the moderately committed, but to distinguish the committed from the uncommitted -- in short, to distinguish those who are making a career in Jewish ed from those who aren't.

RT's proposed question:

I view my work in Jewish education as

- a) a long-term career commitment;
- b) a part-time job that may perhaps turn into a full-time career under different personal/professional circumstances;
- c) as part-time work to supplement my income and I would probably not continue when circumstances allow;
- d) Even though I am paid (or actually, I am not paid), money is insignificant. I view it as basically volunteer work that I pursue out of commitment for synagogue, love of Judaism, etc.

II. SATISFACTION QUESTION

Including response categories such as "somewhat satisfied" and "somewhat dissatisfied" is a fairly common way of getting respondents to tip one way or the other. Presumably, "somewhat satisfied" indexes more satisfied than dissatisfied, and "somewhat dissatisfied" indexes more dissatisfied than satisfied. I don't know of any research that tests this presumption, however.

If you reframed the response categories as a scale of 1-4, it would be important to clearly label the scale as "very satisfied" on one end and "very dissatisfied" on the other. If that change were made, I would try to match the responses to the 4-category responses from the LC's. The impact of the change in response categories is unknown, but it is at least arguable that it wouldn't make much difference. I would advise against using 3 or 5 categories

(not counting "not applicable") both for comparability and because responses will gravitate towards the middle.

III. POSITIONS VS. SCHOOLS

What did you decide about asking respondents to reflect on their positions versus their schools?



From: EUNICE::"RSToren@aol.com" 1-SEP-1995 17:38:07.10
To: GAMORAN
CC:
Subj: Re: careers / satisfaction / positions

Adam:

As usual, you have given me/us much to think about. I'll get back to you next week. I am going to forward your comments to Julie, assuming you haven't done so already. If she gets them twice, no matter. We should have a new draft for you by the end of next week, and a separate survey for administrators the following week. We hope to be out in the field by the beginning of October, with completion by mid-November.
Rob



From: SSCB:GAMORAN 19-SEP-1995 09:35:45.29
To: ROBTOR
CC: JULIE, GAMORAN
Subj: surveys

Here are my comments on the next-to-final draft of the Cleveland surveys. They pertain to the teacher and administrator forms:

1) You may have noticed that the rows on item 21 (satisfaction) are not properly aligned. Since there is plenty of space on the page, I suggest adding extra space between rows when you correct the alignment.

2) Question 23 states, "Do you view your work in Jewish education as a career?" This is subtly different than the CIJE question, "Would you describe yourself as having a career in Jewish education?" Is there a substantive reason for this change? If so, I'd be interested in hearing about it. If not, I recommend using the CIJE version since it's been used before.

3) Question 34a will provide what I previously saw as missing information on the number of workshops educators actually attended (as opposed to what was required). However, it is much harder to code and I worry about respondents failing to list some workshops if they can't remember the topics. If this question worked well in Seattle, then it should be ok. If not, I'd use the simpler, more direct question, "In total, how many workshops did you actually attend during the last two years, whether required or not? (If none, write 0)"

(Note: In the Lead Communities, we failed to ask this question, and that was a major weakness. It is in our revised survey.)

4) Question 41 (Hebrew proficiency), part c, says "Pronouncing or decoding words." Surely this is supposed to be "reading for pronunciation" (as opposed to understanding in part b. You don't just want to know whether respondents can pronounce Hebrew words.

5) I'll mention again that in the Lead Communities, some respondents were offended by the distinction between born Jews and converts in question 43, so in our revised survey we only ask respondents whether they are Jewish.

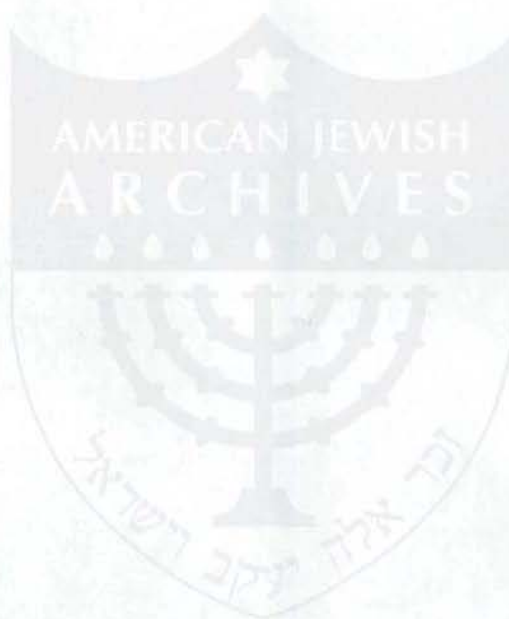
6) Question 52 asks "In which Jewish activities did you participate during your college years?" and question 53 asks about experiences "after college". I'm concerned about "college years" since not everyone goes to college at age 18. Is this supposed to be the same time period for everyone, or is it literally the time respondents were in college, regardless of age? Also, it may be confusing for someone who did not attend college, but did attend a yeshiva or a retreat, etc. What were the college years? Age 18-22? Do I check only "never attended college" or do I also check "retreat" etc., since I went on retreats at that age?

Also, in question 53, "Intensive Israel experience" is vague. How about "Lived in Israel for three months or more"

7) I have no objection to question 68 (commitment) in that it doesn't harm anything else in the survey. However, I think it is a poor question. First, options a and b are highly compatible, and it may be difficult to choose among them. (a asks about long-term, with an implied contrast to short-term, and b asks about part-time and full-time.) Second, in option

c, the issue of short-term/long-term is mixed in with income levels. What if it is short-term work, but the main source of income? Or long-term work, but a supplement to income? Whichever of these is dominant will capture the response, but the responses lend themselves to misinterpretation.

8) Finally, here's one that just pertains to the administrator form: Do the response categories for income go high enough on question 18? In the CIJE survey, we've raised the top category to \$80,000 or more. In some cities, administrator salaries get pretty high. I don't know what the situation is in Cleveland.



From: EUNICE:="74104.3335@compuserve.com" 22-SEP-1995 10:24:25.44
To: Adam Gamoran <gamoran>, Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,
myself <74104.3335@compuserve.com>
CC:
Subj: on Changes to the Manual

Adam and Ellen,

Updating you on the Manual:

It was given to the NY office (Debra) to distribute. I'm sending an e-mail today with reminders to the NY staff as to the next steps (will cc you).

I'll send you both a revised copy, when I return to Atlanta on Wednesday. (If that's okay with you.)

I made all the final changes with two exceptions:

1. Throughout the Introduction and the two Guides, I changed administrative/supervisory personnel to educational leaders (and, sometimes, kept the former in parentheses). HOWEVER, I did NOT make this change in the survey or in the interview protocols.
2. I added a line or two in the Guide to the Educators Survey (Section E) about: contacting Bill Robinson in order to send their data to the CIJE. HOWEVER, I did NOT add my address (or repeat my phone number) there because my living arrangements may change (even if I stay in Atlanta). It seems that the least number of pages my address and phone numbers appear on, the easier it will be to update the Manual. ALSO, I did NOT write that they should send us their surveys or reports. To the best of my knowledge, we (CIJE) had never discussed or decided that they should do this, and there was no rationale in the Manual for why they should do it.

BJT, I'm sure that we will be able to make these small changes before it is finalized - because (given that we made several substantial changes that the NY staff has not seen yet) I'm sure the NY staff will have some changes. For example: the address of the CIJE in NY does not appear anywhere on the Manual.

That's it with the Manual,
Bill

From: EUNICE: "scluk@students.wisc.edu" 25-SEP-1995 15:25:10.70
To: gamoran
CC:
Subj: List of activities

Here's the list of activities that I have been involved in:

Univ. of MN: (July 1992 - June 1994)

- Asian-American Student Association (member)
- Honors Student Association (member)
- Alpha Chi Omega (Communications Chair, Scholarship Chair)
- Omicron Delta Kappa (National Leadership Honor Society)
- Minnesota Youth Symphony (member of 1st violin section)

Univ of WI: (Sept. 1994 - Present)

- Honors Program Mentor
- Student Honors Committee
- Alpha Kappa Delta (Sociology Honor Society/ member)
- VIP of Dane County, Inc (intern and volunteer for at-risk juveniles)
- Undergraduate Sociology Association (President/organization officer/member)
- WISPIRG (coordinator/organizer of student organization of first annual campus-wide bookswap)

Stephanie C. Luk

University of Wisconsin - Madison

Sociology and Criminal Justice

From: EUNICE: "RStoren@aol.com" 27-SEP-1995 08:01:29.56
To: GAMORAN
CC:
Subj: Re: questionnaires

Adam:

Very simple. As they were filling out the question, they stopped at the question and didn't know. They knew what they were getting, sometimes, but they did not know what was available in contrast to what they were receiving.

Another question: Administrators (2--it was not an extensive field test--two administrators plus 6 teachers) receive a set salary and they can decide what benefits they want out of that salary. So what is technically available to them is more than what's available to me. On the other hand, it seems to me that this is not the same as my job where I receive family health coverage regardless of my salary. What is the difference between someone who receives a salary with no benefits and purchases them on his/her own, and these administrators who are really paying for their benefits out of their salary?

They do have the option of taking the whole thing as salary. Also, what if these administrator kinds of salaries are based on a 20% of base salary mark-up which is what agencies usually calculate as the cost of benefits?

I.e., if one synagogue really makes available an extra \$10K for a \$50K salary for benefits, even though the going rate for these positions locally is \$50K?

One final note about the question. The questionnaire took minimally 35 minutes, and often more time. After 40 minutes, people got fatigued. They found it tedious to fill out. (I'd be curious about what the research shows in terms of people's time tolerance in filling out questionnaires. I know the Federation is doing a telephone demographic survey this Spring and they've had to cut back from a 35 minute survey done in 1987 to a 25 minute survey due to people's intolerance for longer surveys.) So Julie and I worked on cutting down. This question took a lot of time to fill out, mostly because people didn't know the answer to what was available as opposed to what they receive. So we changed to what they are actually receiving. That they knew.

Can I assume that you are in basic agreement with the finalized version, that you have no further comments other than the question about benefits? It would not require a tremendous amount of work to do some last minute tinkering though Julie would probably not agree. These things are a lot of work.

Shana Tova,
Rob

From: SSCB::GAMORAN 19-SEP-1995 09:35:45.29
To: ROBTOR
CC: JULIE, GAMORAN
Subj: surveys

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To: GAMORAN
CC:
Subj: Re: questionnaires

Adam:

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Another question: Administrators (2--it was not an extensive field test--two administrators plus 6 teachers) receive a set salary and they can decide what benefits they want out of that salary. So what is technically available to them is more than what's available to me. On the other hand, it seems to me that this is not the same as my job where I receive family health coverage regardless of my salary. What is the difference between someone who receives a salary with no benefits and purchases them on his/her own, and these administrators who are really paying for their benefits out of their salary?

They do have the option of taking the whole thing as salary. Also, what if these administrator kinds of salaries are based on a 20% of base salary mark-up which is what agencies usually calculate as the cost of benefits?

I.e., if one synagogue really makes available an extra \$10K for a \$50K salary for benefits, even though the going rate for these positions locally is \$50K?

One final note about the question. The questionnaire took minimally 35 minutes, and often more time. After 40 minutes, people got fatigued. They found it tedious to fill out. (I'd be curious about what the research shows in terms of people's time tolerance in filling out questionnaires. I know the Federation is doing a telephone demographic survey this Spring and they've had to cut back from a 35 minute survey done in 1987 to a 25 minute survey due to people's intolerance for longer surveys.) So Julie and I worked on cutting down. This question took a lot of time to fill out, mostly because people didn't know the answer to what was available as opposed to what they receive. So we changed to what they are actually receiving. That they knew.

Can I assume that you are in basic agreement with the finalized version, that you have no further comments other than the question about benefits? It would not require a tremendous amount of work to do some last minute tinkering though Julie would probably not agree. These things are a lot of work.

Shana Tova,
Rob

From: SSCB::GAMORAN 27-SEP-1995 10:26:19.56
To: EUNICE::"74104.3335@compuserve.com"
CC: EUNICE::"goldrieb@ctrvax.Vanderbilt.Edu", GAMORAN
Subj: RE: the Manual for The CIJE Study of Educators

I've received and examined the final version of the Cleveland surveys. For the most part they are back to our items -- they ask about schools (rather than positions) and they use our careers question. At the final stage, they've made one major change: They ask teachers what benefits they receive and do not receive, but not what's available. They made this change because they found, by administering the next-to-final version to six teachers as a pilot, that teachers did not know what was available to them. Instead, they have added a question for administrators, asking what benefits are available to teachers in their school.

I think I will not give them a hard time about this. I find it hard to believe that teachers would not know whether health and pension benefits were available, but it's easy to imagine that they would not know about many of the other benefits on our list. There may be some bias towards overstating the benefits by administrators, but I don't think this would be too severe, especially for the benefits that really matter.

Comments?

Adam



From: EUNICE::"RSToren@aol.com" 28-SEP-1995 08:04:46.60
To: gamoran
CC: 73443.3152@compuserve.com
Subj: survey administration

Adam:

I'm still anxious to hear about your final o.k. on the survey.

Question: We are having difficulty with a few schools, getting them to commit to having teachers fill out survey questionnaires in faculty meeting settings. They want to have their teachers fill them out and mail them in.

The administrative technicalities aside--i.e., that we can insure that all teachers fill them out and at the same time preserve anonymity--are there any other implications? Does it matter that most teachers in the area are filling them out in faculty meetings and smaller groups are not? Does it skew the data in any way? Does it matter if teachers can't ask the inevitable questions when filling out the survey at home? Will teachers take it more seriously when they're completing them in faculty meetings contexts as opposed to at home, in front of the TV, while their own kids are bouncing off the walls, the dog is barking, etc.? How forceful should we be in "insisting" on faculty meetings, as opposed to the take-home, mail-in procedure? Julie and I have been discussing this, but I was curious about your thoughts on this. You must have had this experience in the Lead Communities.

B'shalom,
Rob

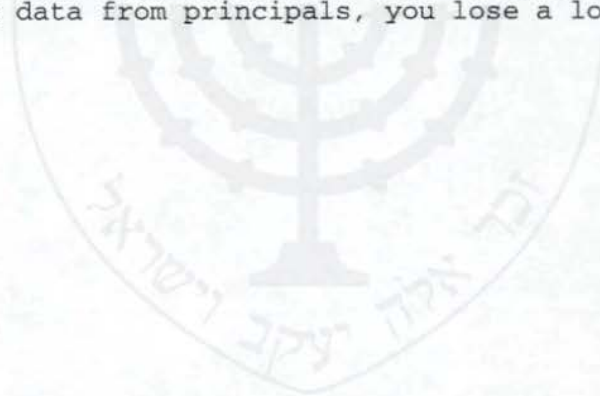


From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu" 28-SEP-1995 12:31:37.68
To: GAMORAN
CC:
Subj: Re: comments??

I'm really worried about "whole" schools that do not administer survey's in faculty meetings. If the response rate for the school is so low, then it could be "left" out completely. Obvious, Rob will have to see, but if the school cannot "give up" a 1/2 of a faculty meeting, than what type of message is this giving to the teachers about the importance of this and therefore how motivated will they be to actually fill it out at home. If this process is used to fill out at home, then I suggest the surveys need to be coded so that follow-ups surveys can be mailed to non-respondents.

Hard to tell how this will impact the data, obviously, it makes a lot better setting to interact with these types of issues while at work, in addition, if the longer questions about which workshops they actually attended, how many hours, etc, I would think it would up the response rate of individual questions which are long and difficult to answer to have them in a "capative" setting. I don't know on the political side what it would do to pressure the schools into having facutly meetings for this, Rob will have to weigh the costs and benefits and decide. He should keep real specific response rates on the different types of administration at any rate.

I was a bit bothered that they took off the question about benefits availability, because as we know, there is a big difference between available and receive. If principals report this data then we can only talk about the number of schools that offer benefits (assuming they offer the same benefits to all teachers, which is not necessarily the case..) also if you have missing data from principals, you lose a lot of info on this question.



From: EUNICE::"74104.3335@compuserve.com" 28-SEP-1995 17:48:14.80
To: "INTERNET:GAMORAN@ssc.wisc.edu" <GAMORAN>
CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,
myself <74104.3335@compuserve.com>
Subj: comments??

Adam,

My opinion is that it is important that teachers fill it out at faculty meetings. I do NOT think it will create substantial changes in their responses if they fill it out at home, BUT I think it will substantially increase the response rate, and INCREASE THE NUMBER OF MISSING ITEMS ON THE RETURNED SURVEYS. Rob can call the teachers (or synagogues with teachers) who have not returned the questionnaire, but he can't control for incomplete surveys being returned. It is a VERY long survey, not always perfectly clear, and requires some considerable thought at times.

I wonder what these schools are doing at their faculty meetings that are so important? Or, do they not even have regular faculty meetings (thus, they have to ask teachers to stay late or come early)?

Thus, I recommend that Rob push a little more to get their cooperation. Ultimately, I expect some schools will give it to their teachers to take home, but he should try to keep this number as small as possible.

Bill



From: SSCB::GAMORAN
To: ROBTOR
CC: JULIE, GAMORAN
Subj: survey

2-OCT-1995 16:00:03.94

Just noticed that on questions 44 and 46 (Jewish ed before/after age 13) you combined "school in Israel" and "Israel experience" into one response category. Doing this will make it impossible to code these items in a way that is comparable to the CIJE survey. This is because in our summary indicators, we collapse "day school", "yeshiva" and "school in Israel". You can see why -- each of these is a 5-day/week Jewish education setting. But adding in Israel experience -- which could be a 3-week family trip or a 6-week trip for a teenager -- will make this coding impossible.

Substantively, I also think combining "school in Israel" and "Israel exper" is a mistake. There is a huge difference between what these two mean for a person's childhood Jewish education. I recommend dropping "Israel exper," or making it a separate category!



From: IN%"RSToren@aol.com" 11-OCT-1995 19:11:36.49
To: IN%"gamoran@ssc.wisc.edu"
CC:
Subj: survey

Return-path: <RSToren@aol.com>
Received: from eunice.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-4 #6454)
id <01HWBJEY94RK02J20B@ssc.wisc.edu> for gamoran@ssc.wisc.edu; Wed,
11 Oct 1995 16:19:03 -0600 (CST)
Received: from emout06.mail.aol.com by eunice.ssc.wisc.edu; id AA12827;
5.65/43; Wed, 11 Oct 1995 16:19:27 -0500
Received: by emout06.mail.aol.com (8.6.12/8.6.12)
id RAA15344 for gamoran@ssc.wisc.edu; Wed, 11 Oct 1995 17:17:19 -0400
Date: Wed, 11 Oct 1995 17:17:19 -0400
From: RSToren@aol.com
Subject: survey
To: gamoran@ssc.wisc.edu
Message-id: <951011171718_121568289@emout06.mail.aol.com>
Content-transfer-encoding: 7BIT

Dear Adam:

I received your e-mail and phone message. Thanks again for all your help. I appreciate your words of commiseration as to the complexity of the process. You have certainly not been a nudge; au contraire, your comments, along with the many other readers and supportive critics, have helped improved this survey significantly. At least, we believe and hope so.

Rob

Julie,

Thanks very much for sending the crosstabulations from the Cleveland surveys. In and of themselves, they look fine. I have no particular comments now, except to note that I'm interested in information on availability of benefits, which I do not find, and that it's interesting to note that in pre-schools, a higher proportion of teachers than directors think of their work in Jewish education as a career. I will want to comment more on the results when they are placed in the context of a written report. At this time I want to share some thoughts about how you are planning to use the crosstabs.

From our experience in the Lead Communities, we learned that it is very difficult to make effective use of raw data such as this with educators as well as laymen. You may recall that in Milwaukee we first shared a data report with the Lead Community Commission, and it was not until several months later that we presented the results in the context of a policy-oriented report. This process turned out to be flawed, and was the source of much subsequent frustration. The vast amount of data made it difficult for the Milwaukee committee to identify the most essential findings. Often they focused on relatively minor and unnecessarily complicated issues, at the expense of more important and relatively straightforward issues. When we finally wrote the policy-oriented report, we were able to direct readers' attention to the most salient issues.

Another concern is that in my experience, it is typically possible to attract the attention of busy people only once. It is important to maximize the value of that one opportunity. For that reason, we found it most effective to present results to a broad audience only in the more policy-oriented report, not as raw data.

After our experience in Milwaukee, we proceeded in a different manner in Baltimore and Atlanta. We submitted raw data such as you have sent me only to a small group of three or four advisors. This group was very helpful in identifying key issues that needed to be addressed in our report, and important questions that needed to be answered. With the

help of this feedback, we wrote our reports, which were subsequently revised in response to additional feedback. Then the results were made available to the larger public.

Based on our experience, I recommend following this process in Cleveland. If it is too late for that (i.e., the crosstabs have already been distributed to the four groups you described), I hope you'll take my concerns into account at your meetings. I urge you to ask them to hold off on interpreting and responding to the findings at this point, pending a report which you will submit. Their role at this time could be to help identify key questions which you will address in that report.

One further point: Based on my conversations with lay leaders in Cleveland, I know that one interest they have is in comparing the results from Cleveland with aggregate results from Atlanta, Baltimore, and Milwaukee. Most of the crosstabs you presented cannot currently be compared to the Lead Community findings because they are presented as raw frequencies instead of in the composites we created, or in slightly different forms of aggregation. I'm thinking especially of the data on background and training of teachers. You may wish to use the Policy Brief or the 3-community teacher report (which you should have received not long ago, still in draft form) as models for data compilation to answer the questions of comparability. Also, Bill Robinson has compiled a set of coding instructions which describe our composite variables (e.g., "trained in education," etc.) which we would be happy to share with you.

Hag sameach,

Adam

