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Box  
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14

"Research and Evaluation at the CIJE: A Proposal to the Blaustein Foundation. August 1, 1996-July 31, 1999." Planning correspondence and notes. Drafts and supporting material, 1995-1996.

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**LOEWS NEW YORK  
HOTEL**

PHONE: (212) 752-7000 • FAX: (212) 758-6311

Alan

add GOALS

SE always d.d.  
I'm sure you'll want to  
consult w/ SF  
+ Manual  
\* E/w/ AFA  
- these are new since as

Products - send T 3C

Funding



JESNA

Notes for Blaustein proposal - Res + fund at the  
CISE  
- A Propos to the Blaustein Funds

- incl TEI proposal - latest version

I. intro - builds on past work  
- ~~supp~~ <sup>major</sup> ~~supp~~ <sup>new initiative</sup>  
- coord <sup>ongoing</sup> MEF

( MEF in CEs  
- not rpts on personnel  
- ~~eval~~ manual for study of ed  
- manual for proj eval

II Accomplishments & Lessons

A. w/ general supp of Blaust

- MEF

- personnel studies  $\Rightarrow$  not rpts

- Manual

GOALS?;

B. Lessons - Lack of capacity

1. Manual for proj eval

2. need to build capacity in community

III New Initiative - Inst. for Eval in J Ed

IV Ongoing MEF

A. TEI eval

B. community consults

GOALS?;

V towards <sup>nat</sup> Center for Res + Eval in J Educ

## **MEF Plan for Evaluation of the CIJE Teacher-Educator Institute**

**September 1995**

The CIJE Teacher-Educator Institute is a three-year project to create a cadre of outstanding teacher trainers for supplementary and early childhood education. The project will bring together teams of educational leaders from communities across North America to become a network of teacher educators who share a vision of teaching and learning, and who support one another in developing new models for professional development. During the course of the project, the community teams will meet periodically for intensive programs of study, discussion, analysis, and reflection. Also, during the course of the project, the participants will begin to transform the structure and content of opportunities for the professional development of teachers in their respective communities. It is expected, through participation in the project, that the educational leaders will improve in their abilities to design, implement, and evaluate communal and school in-service programs.

The Monitoring, Evaluation, and Feedback (MEF) team of the CIJE is assigned the task of evaluating the CIJE Teacher-Educator Institute. The evaluation of the project will focus on outcomes for schools and communities. Specific working hypotheses will be developed and investigated concerning changes, in the structure and content of local (communal and school) in-service offerings, expected to occur during the course of the project. These working hypotheses will be derived primarily from the underlying assumptions of the project held by the CIJE staff, and their investigation will yield findings that can further the CIJE's understanding of how to enhance local opportunities for the professional development of teachers. For example, one such hypothesis may concern how the relationship between central agency staff and supplementary school educational directors affects the nature and degree of change in the structure and content of local in-service offerings.

The MEF team will produce three documents as part of the evaluation process:

1. In the short term: A document stating the goals of the project, how and why participants were selected, and the relationship between the goals and the selection processes, in order to delineate some of the working hypotheses underlying the project. These working hypotheses will help guide the evaluation of the project. This document will draw on written materials describing the project (e.g., the Cummings proposal), and on interviews with the CIJE staff.
2. In the medium term: A document, focusing on a subsample of communities participating in the Institute, describing in depth the nature and extent of opportunities for the professional development of teachers in each focal community. The purpose of this document is to establish a baseline so that change can be assessed in the future. In addition, this document may serve as a stimulus for reflection on what participants decide to work on in their communities, as well as for reflection on the working hypotheses that will guide the evaluation. This document will draw on interviews with participants and others from the focal communities, and on MEF reports on teachers in the Lead Communities.
3. In the long-term: A document, or a series of documents released periodically, focusing on the same subsample of participating communities, evaluating changes in the structure and content of their communal and school in-service offerings, during the course of the project. These reports will draw on interviews with participants and others from the focal communities, as well as on observations of in-service activities in the communities.

In addition to the methods already mentioned, the MEF team will also obtain data from documents produced by the participants during the course of the project and participant-observation of the Institute meetings.

The precise long-term changes to be examined will be determined during the first phase of the project, but based on preliminary discussions with the CIJE staff and attendance at planning meetings, these key outcomes may include:

1. Fewer isolated workshops, more extensive use of on-going, coherent professional growth activities.
2. Less use of programs assuming all teachers need the same professional development, more use of programs targeted to teachers' varied needs.
3. Movement from fragmented approach to in-service towards community plan with opportunities for teachers to grow in a variety of ways.
4. Increase in classroom and school support for change, e.g. in the form of coaching or collegial planning and feedback.
5. Development of ongoing formats for site-based discussions of teaching and learning; this may involve "upgrading" of faculty meetings, institutionalization of study groups, etc.
6. Expanding the ways in which the individual participants view their roles in terms of their own professional growth as well as their responsibilities toward enhancing the professional growth of other staff members in their institutions.
7. Evaluation of change in classroom practice as part of new initiatives.
8. New uses of incentives to stimulate professional growth among teachers.

The subsample of communities will consist of Atlanta, Baltimore, Cleveland, Hartford, and Milwaukee. These communities were selected for the following reasons. First, baseline data already exists on the three Lead Communities (Atlanta, Baltimore, and Milwaukee). Second, the differences in the institutional composition of the teams coming from these four communities will provide an opportunity to examine the effects of varied institutional relations on the ability of project participants to enhance the nature and extent of in-service offerings in their respective communities. Atlanta is sending three participants from different institutions (one each from the central agency, the JCC, and a synagogue). Both Baltimore and Milwaukee are sending at least one central agency person and one person from either a synagogue or the JCC. Both Cleveland and Hartford are sending participants only from their central agency.

*CIJE Teacher-Educator Institute*

## MEF Evaluation

**Document #1: Working Hypotheses and Revised Time Line**

revised January 1996

The *CIJE Teacher-Educator Institute* is a three-year project designed to create a cadre of outstanding teachers for supplementary and pre-school education. In the first year, a group of eighteen educational leaders will meet together during several seminars to study how to improve professional development in Jewish education. During this year and through the following two years, the participants will be asked to develop and implement in-service educational programs for supplementary and/or pre-school teachers in their communities. Several of these participants will serve as program faculty for the second year. In the second year, the first cohort will meet twice more and a new group of educational leaders and outstanding teachers will begin studying together. These second-year participants also will be asked to develop and implement in-service educational programs within their communities. Finally, the process will be repeated in the third year, using several participants from the second year as faculty, and bringing together a new group of educational leaders and outstanding teachers.

In the first year of the *CIJE Teacher-Educator Institute*, participants will consist of teams from eight Jewish communities in North America: Atlanta, Baltimore, Boston, Chicago, Cleveland, Hartford, Milwaukee, and San Francisco. The intent of the CIJE was to have each community

team include three educational leaders: the director of the local central agency (i.e., Bureau of Jewish Education) and educational directors from two schools (either supplementary or pre-schools). The central agency directors were asked to attend for two reasons. First, the CIJE anticipated that through their participation the *Institute* will impact upon community-level professional growth activities. Second, by including them in the project, the CIJE hoped that the central agency directors will provide essential support to school-based efforts in professional development by assisting educational directors in the development, implementation, and evaluation of in-service offerings within their schools. In lieu of either the central agency director or an educational director, the CIJE encouraged the attendance of the central agency staff responsible for community professional development. The CIJE hopes that a relationship of critical collegueship will develop within each community team, in which they meet frequently to support and discuss their efforts to develop and implement in-service educational programs in their respective domains (i.e., school or community).

Participants who will attend the *CIJE Teacher-Educator Institute* are as follows:

- |                    |  |
|--------------------|--|
| Atlanta (3):       | the central agency director, a supplementary school educational director, and a pre-school director.         |
| Baltimore (3):     | the central agency director, a central agency staff member, and a supplementary school educational director. |
| Boston (1):        | a central agency staff member.   |
| Chicago (3):       | the central agency director and two central agency staff members.  |
| Cleveland (3):     | the central agency director and two central agency staff members.  |
| Hartford (1):      | the central agency director.   |
| Milwaukee (2):     | the central agency director and a pre-school director.   |
| San Francisco (2): | the central agency director and a central agency staff member.   |



During the course of the *Institute* seminars, the participants will explore areas of critical concern for the improvement of professional development in Jewish education. These areas will include:

- What is "good teaching"?
- How does "good teaching" balance respect for students and subject matter?
- How is "good teaching" supported by a clear sense of goals?
- How do teachers learn to engage in "good teaching"?
- What do teachers need to learn in order to engage in "good teaching"?
- How can professional development programs enhance teachers' ability to engage in "good teaching"?
- How can we (the participants) improve the professional development offerings in our communities and schools, so that they more effectively encourage "good teaching"?

During the *Institute*, the participants will experience several different types of professional development including curricular investigation, videotaping, field-based projects, and journal writing. The activities of the *Institute* will provide a model of effective professional development and a framework for participants to reflect upon their roles as teacher-educators.

Through participation in the *CIJE Teacher-Educator Institute*, it is envisioned that the participants will be able to design and implement improved in-service educational programs within their schools and communities. This constitutes the general hypothesis guiding the MEF evaluation of the *Institute*. The following statements, divided into eight topics, comprise what the CIJE faculty considers to be the qualities of improved in-service programs. These statements read as "Participation in the *CIJE Teacher-Educator Institute* will lead to a communal environment in which ...", constitute the set of hypothesis to be tested by the MEF team.

#### A. Focus

1. Programs are targeted to specific populations.

2. Programs have goals designed to meet the particular needs of the specific populations.
3. Programs are part of an overall community plan for professional development.

**B. Honoring the Triangle**

4. Programs honor equally the participants (personal meaning), their students (pedagogy), and the subject matter (Jewish content).

Not every program needs to contain each element. If program participants are expected or required to attend a series of programs, each program may focus on a different area. In addition, program participants already may have skills or knowledge in one area. Thus, a program for Orthodox teachers may focus on pedagogy, while a program for early childhood educators may focus on personal meaning and Jewish content.

**C. Powerful and Empowered Learning**

5. Programs offer opportunities for intensive, investigative learning through case studies and field-based projects.
6. Programs empower the participants through including them in the design, implementation, and evaluation of the program.
7. Programs run for a substantial duration and include a large number of meetings, each meeting running for a considerable length of time.
8. Program meetings build on what was learned in previous meetings or in previous courses.

**D. Bridges to the Classroom**

9. Participants are encouraged (especially by their principals) and afforded the opportunity to translate what they have learned into new or revised classroom practices.
10. Participants have opportunities to discuss their efforts at translation with other educational professionals outside and inside the school.
11. Principals and teachers participate in the programs as teams.

**E. Institutional Relations**

12. School-based educational leaders and central agency personnel jointly design and implement in-service programs.
13. Incentives are provided to encourage participation in the programs (e.g., release time, salary increases, certification).

14. Both the central agency and the schools contribute to the provision of incentives for programs run either by the central agency or the schools.

**F. Lay and Rabbinic Support**

15. Lay leaders and rabbis are involved in the design and implementation of the program.

16. Teacher contracts incorporate in-service requirements and resources (incentives) to enable teacher participation.

17. Programs exist that are specifically designed for lay leaders and rabbis.

**G. Evaluation**

18. Program evaluation focuses on classroom outcomes.

**H. Implementation**

19. Participants in the *CJIE Teacher-Educator Institute* who attended as a community team that includes both a central agency staff member and an educational director will be more successful at implementing programs with the qualities delineated in the preceding statements than the other participants.

**EVALUATION DESIGN**

During their first year in the *CJIE Teacher-Educator Institute*, participants will be asked to complete a questionnaire for each in-service program that their institution (i.e., central agency, supplementary school, pre-school) sponsors. They will be asked to complete questionnaires again during their second and third years of participation. Following each round of questionnaires, the *Institute* participants and other key community members from a subsample of communities (i.e., Atlanta, Baltimore, Cleveland, Hartford, and Milwaukee) will be interviewed by the MEF Research Team. The data will provide five case studies detailing communal- and institutional-level efforts to change the structure and content of professional development in Jewish education. From these five cases studies, comparisons will be made over time and across communities.

The questionnaire, entitled *CIJE TEI Professional Development Program Survey*, will provide information to evaluate whether and to what degree changes have been made in regard to the above hypotheses. In addition, the questionnaire will provide baseline data on the number of in-service educational programs being offered in a community, the number of participants in these programs, and the types of participants attending the programs. Furthermore, every supplementary and pre-school director in the communities who have sent a team to the *Institute* will be asked to complete a questionnaire for each in-service program that their institution offers. This will provide a comprehensive map of community professional growth opportunities.

The interviews will provide information on the participants' efforts to improve the quality of professional development in their community and schools. The following areas will be explored:

- What actions are they taking to improve the quality of professional development?
- With whom are they working?
- How has their role in the community and/or school(s) changed?
- What successes have they experienced?
- What problems have they encountered?

In addition, the interviews will clarify the information obtained from the questionnaire and extend our understanding of the professional development opportunities being offered in each community.

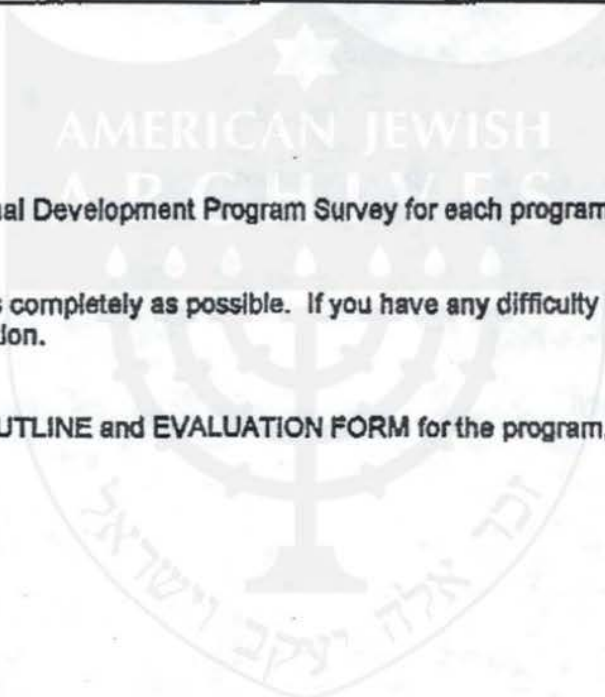
## TIME LINE

Activity	Date of Completion
1. Design of the <i>CIJE TEI Professional Development Program Survey</i> .	December, 1995
2. Initial completion of the <i>CIJE TEI Professional Development Program Survey</i> .	January, 1995
3. Document #2a (baseline data) written. See MEF Plan for Evaluation of the <i>CIJE Teacher-Educator Institute</i> .	February, 1995
4. Design of interview protocol.	March, 1995
5. Interviews conducted with <i>Institute</i> participants and other key community members.	April, 1995
6. Document #2b written.	May, 1995
7. Second completion of the <i>CIJE TEI Professional Development Program Survey</i> .	?
8. Second round of Interviews conducted with <i>Institute</i> participants and other key community members.	?
9. Document #3 (evaluation of changes) written. See MEF Plan for Evaluation of the <i>CIJE Teacher-Educator Institute</i> .	?

**Council for Initiatives In Jewish Education**

**Teacher-Educator Institute**

**PROFESSIONAL DEVELOPMENT PROGRAM SURVEY**



Please complete a Professional Development Program Survey for each program that is offered by your institution.

Answer all of the questions as completely as possible. If you have any difficulty in answering a particular question, indicate why next to the question.

Please include a COURSE OUTLINE and EVALUATION FORM for the program, if available.

Name of Program \_\_\_\_\_

Sponsoring Institution \_\_\_\_\_

Name and Title of Person Completing Survey \_\_\_\_\_

\_\_\_\_\_

**I. PROGRAM AUDIENCE**

The following questions ask you about the educators who attend the program.

1. The program participants work in the following ROLES:  
(Check all that apply)

- a. Teacher
- b. Teacher Aide
- c. Educational Director or Principal
- d. Assistant Educational Director or Principal
- e. Department Head (e.g., Hebrew department chair, director of primary program)
- f. Tutor
- g. Central Agency Staff
- i. Other (specify) \_\_\_\_\_

2. The program participants work in the following SETTINGS:  
(Check all that apply)

- a. Day School
- b. Supplementary School
- c. Pre-school
- d. Adult Education
- e. Central Agency
- f. Other (specify) \_\_\_\_\_

3. The program participants work in schools with the following AFFILIATIONS:  
(Check all that apply)

- a. Reform
- b. Conservative
- c. Traditional
- d. Orthodox
- e. Reconstructionist
- f. Community
- g. Jewish Community Center
- h. Other (specify) \_\_\_\_\_

4. The program participants work with the following POPULATIONS:  
(Check all that apply)

- a. Early Childhood
- b. Kindergarten
- c. Elementary
- d. Junior High
- e. High School
- f. Adults
- g. Other (specify) \_\_\_\_\_

5. The program participants have the following level(s) of EXPERIENCE:  
(Check all that apply)

- a. Novice in Jewish Education (5 years or less)
- b. Experienced in Jewish Education
- c. Other (specify) \_\_\_\_\_



6. The program participants have the following type(s) of TRAINING:  
(Check all that apply)

- a. No Formal Training
- b. Trained in Education
- c. Trained in Jewish Content
- d. Trained in Educational Administration/Leadership
- e. Other (specify) \_\_\_\_\_

**II. PROGRAM DESIGN**

The following questions ask you about the goals, content, and format of the program.

7. Please specify the primary goal(s) of the program.

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8. Please specify the primary content(s) of the program (e.g., Hebrew language, life cycle, lesson planning).

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9. What is(are) the primary format(s) of the program?  
(Check all that apply)

- a. Lecture
- b. Lecture and Discussion
- c. Case Studies
- d. Field-based Projects
- e. Internships
- f. Other (specify) \_\_\_\_\_

10. Are there activities which link the program to practice?

Yes  1 No  2 (If No, skip to Question #12)

11. Please indicate which activities are undertaken that link the program to practice:  
(Check all that apply)

- a. Observation and Feedback
- b. Peer Collaboration
- c. Mentoring
- d. Curriculum Development
- e. Application and Reporting Back
- f. Other (specify) \_\_\_\_\_

12. Who are the faculty of the program?  
(Check all that apply)

- a. Teachers
- b. Principals or Educational Directors
- c. Central Agency Staff
- d. Rabbis
- e. Lay Leaders
- f. Outside Experts (specify) \_\_\_\_\_
- g. Other (specify) \_\_\_\_\_

13. Who designed the program?  
(Check all that apply)

- a. Teachers
- b. Principals or Educational Directors
- c. Central Agency Staff
- d. Rabbis
- e. Lay Leaders
- f. Outside Experts (specify) \_\_\_\_\_
- g. Other (specify) \_\_\_\_\_

14. Were the specific people who served as faculty also involved in designing the program?

Yes  1 No  2

**III. PROGRAM PARTICIPANTS**

**The following questions ask you for additional information about the program participants.**

15. Typically, how many participants attend the program? \_\_\_\_\_

16. Do participants attend as individuals, members of a school team, or along with their entire faculty?  
(Check all that apply)

- a. Individuals
- b. School Team without Principal
- c. School Team with Principal
- d. Entire Faculty
- e. Other (specify) \_\_\_\_\_

If you checked more than one response, please explain.

\_\_\_\_\_  
\_\_\_\_\_

17. What incentives and/or supports are available to participants?  
(Check all that apply)

- a. None
- b. Stipend
- c. Salary Increase
- d. Release Time
- e. Academic Credits
- f. License or Certification
- g. CEU (Continuing Education Units)/  
SDU (Self Development Units)
- h. Trip to Israel
- i. Required by Contract
- j. Other (specify) \_\_\_\_\_

18. Are incentives provided to the school(s) for their educators' participation in the program?

Yes  1 No  2

If Yes, please describe the incentive(s) and the criteria for awarding it.

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**IV. PROGRAM MEETINGS**

The following questions ask you about the duration and intensity of the program, as well as the relationship between program meetings and other programs.

19. In total, how many meetings occur during the course of the program? \_\_\_\_\_

20. How often do the meetings occur? \_\_\_\_\_

21. On average, how many hours is each meeting of the program? \_\_\_\_\_

22. Over what period of time does the entire program run? \_\_\_\_\_

23. Is the content of one meeting related to the content of subsequent meetings?

Yes  1

No  2

If Yes, please explain.

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24. Is there a relationship between the content of this program and any other program being offered in the community?

Yes  1

No  2

If Yes, please explain.

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**V. PROGRAM EVALUATION**

The following questions ask you about the evaluation of the program.

25. Is the program being evaluated?

Yes  1 No  2 (If No, you have completed this questionnaire.)

26. What is the focus of the evaluation?  
(Check all that apply)

- a. Participants' Satisfaction
- b. Participants' Knowledge
- c. Participants' Attitudes
- d. Participants' Skills
- e. Students' Classroom Behaviors
- f. Students' Knowledge
- g. Students' Attitudes
- h. Other (specify) \_\_\_\_\_

27. Who designed the evaluation?  
(Check all that apply)

- a. Faculty
- b. Participants
- c. Outside Experts (specify) \_\_\_\_\_
- d. Other (specify) \_\_\_\_\_

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

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Work Plan for 1996

CIJE Research and Evaluation Domain

January 24, 1996

Background: Work in the domain of Research and Evaluation is organized in three major areas: Building a Research Capacity, Building an Evaluation Capacity, and Evaluating CIJE Initiatives. We now employ one full-time staff researcher along with the two part-time project directors.

## I. Building a Research Capacity in North America

### A. Conducting high-quality research

1. Revision and dissemination of reports on teachers and leaders in the lead communities
2. Completion, revision and dissemination of papers on teacher power, teacher in-service, and levers for change
3. Paper on leadership in Jewish schools, to be presented at the 1996 AERA conference
4. Presentation of The CIJE Study of Educators at the 1996 conference of the Network for Research in Jewish Education

NO

5. ? Policy Brief on ?

- prepare memo on what could be in ~~memo~~ pol brief on early childhd

## II. Building an Evaluation Capacity in North America

### A. Evaluation Institute

1. Work with the director of the Evaluation Institute to design a curriculum
2. Participate (among others) as faculty of the Institute
3. Advise the person hired to write a "Manual for Program Evaluation in Jewish Education"

- talk to B.N. <sup>substantial</sup>  
- we have a budget

A6

### B. Community Consultations

1. Continue to provide limited advice to communities engaged in studying their educators, including Atlanta, Baltimore, Chicago, Cleveland, Columbus, and Milwaukee.
2. Distribute the CIJE Manual for the Study of Educators to communities that are considering studying their educators
3. Revise and complete the Coding Instructions for the CIJE Study of Educators, a companion to the Manual

Ellen - could be pol bnf on  
prof dev for suppl +s

what are we luy from  
TEI that is imp for us  
- does it make a diff  
- for prof dev in communit  
- for way prof develop  
approaches job

### III. Evaluating CIJE Initiatives

#### A. Evaluation of Teacher-Educator Institute (Cummings project)

1. Assist in the collection of questionnaires of programs for professional development
2. Analyze the questionnaires and summarize the results
3. Prepare a baseline report on professional development opportunities in 5 communities targeted for intensive study: Atlanta, Baltimore, Cleveland, Hartford, and Milwaukee
4. Interview TEI participants
5. Prepare a report about changes so far for TEI participants, addressing such topics as:
  - how TEI participants think about professional development
  - how they perceive their thinking to be changing
  - plans and activities for professional development in their institutions, including plans for change
  - who they work with, and how their roles may be changing

#### B. Explore the possibility of evaluation a pilot project of the Goals Project

#### C. Prepare documents and a briefing for the new CIJE director

### IV. Products

ADH - should we collect new data on early childhd?

#### A. Research

1. Research paper: "Teachers in Jewish Schools" (analysis of survey data from three communities): DRAFT COMPLETED, WILL BE UNDER REVIEW BEGINNING IN FEBRUARY
2. Research paper: "Educational leaders in Jewish Schools" (analysis of survey data from three communities): DRAFT COMPLETED, REVIEWS RECEIVED, CURRENTLY SHELVED, MAY UNDERGO FURTHER REVISIONS
3. Research paper on "Teacher Power": NEW DEADLINE FOR FIRST DRAFT IS JAN 31, 1996
4. Research paper on "Teacher In-service": NEW DEADLINE FOR FIRST DRAFT IS JAN 31, 1996
5. Research paper on "Lever for change": DRAFT COMPLETED, NEW ANALYSES HAVE BEEN CARRIED OUT, FINAL REVISION EXPECTED IN FEBRUARY
6. Paper on educational leadership for Jewish schools (for AERA presentation): APRIL
7. Documents to accompany presentation of The CIJE Study of Educators at the conference of the Network for Research on Jewish Education: JULY



8. Policy Brief ?

B. Evaluation

1. TEI Evaluation memo #2a: Baseline analysis of professional growth offerings in which TEI participants and their agencies/institutions are currently involved: MARCH
2. Interview protocol for TEI participants: APRIL
3. TEI Evaluation memo #2b: How TEI participants think about professional growth, how they perceive their views and activities to be changing: JULY



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Conference call summary

Date: 2/29/96

Participants: Adam Gamoran, Ellen Goldring, Alan Hoffmann

We discussed two possible models for writing a proposal to the Blaustein Foundation for continued funding. In one model, the proposed funding would support Research and Evaluation (R&E) within CIJE, with the Evaluation Institute (EI) as the centerpiece of that work. In the second model, the proposed funding would support the EI, and other CIJE R&E work would be included as supplementary to the EI. After discussion, we decided to focus on the first model.

The proposal should note that this work is leading towards a National Center for Evaluation in Jewish Education. It should explain how the work builds on the accomplishments to date of previous Blaustein funding. In particular, previous work has shown us the importance of building capacity, and that is why we are starting the EI.

**ASSIGNMENT:**

AG and EG will prepare a proposal of about 8-10 pages for ADH, who will polish it for submission to the Blaustein Foundation. AG and EG will try to finish their version by mid-April, so ADH can get something to Hirschhorn by the May Board meeting if his schedule permits. ADH will discuss our plans with Seymour to get his advice about working with Hirschhorn and the Blaustein Foundation.

**ASSIGNMENT:**

EG will talk to Barbara Neufeld about the possibility of writing the "Manual for Program Evaluation in Jewish Education." If Barbara is unable to do it herself, she may have someone else to recommend.

We discussed the R&E Work Plan for 1996 briefly. ADH is concerned about the high proportion of our work time devoted to studying TEI, and asked us to consider the question, "What will we learn from TEI (and the study of TEI) that is important for CIJE?" There is also some concern that we do not have a sufficiently deep understanding of the intended changes among TEI participants. The R&E team is working to rectify this weakness.

EG noted that data collected through the TEI evaluation could lead to a new Policy Brief on the state of professional development for teachers in Jewish supplementary schools.

**ASSIGNMENT:**

We still have not made a final decision about a Policy Brief for 1996, but time is slipping away. To help us reach a decision about 1996 and plan for 1997, AG and EG will prepare a list of what we could say in a policy brief based on the data we already have. ADH and GZD will respond to this list by indicating what else would need to be covered in a policy brief to make it serve CIJE's agenda.

2/29/96 call w/ ADH

ADH concerned that MEF does not understand intended changes for TEI participants

### Hirschhorn

building capacity for eval in NA - Hirschhorn s-ppt

Blaustein grant \$ runs out in July

Hirschhorn is expecting a proposal for funding that begins in August

- need proposal for May 1 - to ADH by April 15  
- 8-10 pages

Hirschhorn told SF - help Isr personnel on US eval  
Mort - US eval

ADH goal: 3-yr project  
then Center for Eval in Ted

proposal - Eval Institute  
- incorp some other MEF work

AG - propos for CIJF R+E, w/ EI as main,  
or propos for EI, w/ other R+E as system

level of detail - similar to current proposals

ADH - Favors R+E proposal w/ EI as main elem

- s-ppt MFF ongoing
- help create EI

→ all of this is beginning of Nat Center for  
Evaluation in T Ed

- based on general s-ppt
- devel prog
- eval

need to deal w/ nuts + bolts programmatic issue  
show how this builds on previous work

- exper in commons showed us probl of capacity

# facsimile

TRANSMITTAL

---

**to:** ADAM GAMORAN  
**fax #:** (608) 265-5389  
**re:** Draft Interview Protocols, etc.  
**date:** March 12, 1996  
**pages:** 12, including cover sheet.

Please find enclosed:

- Revised set of discussion questions for consultation with Sharon and Deborah
- Draft Interview Protocol: Community-Based Participants
- Draft Interview Protocol: School-Based Participants

From the desk of...

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

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

interview - (6)

ask TEI parties

- what do they think good professional is - their practical theory
- assumptions, ideas, practice

obstacles to effu prof dev

- particip ideas abt what good prof dev is
- time - to do prof dev, to make connec to practice
- diversity of t knowledge, lack of t knowledge
- admin suppt

~~to~~

protocol

B1 - not clear

- what did you do before, what are you doing diff now

C8 - tell me your ideas abt good prof dev

- principles, ideas
- what mfr these ideas
- no could have held same beliefs, not been able to implem
- or, could have new ideas
- how did TEI ch ideas, practices

Some initial discussion questions for consultation  
concerning my understanding of TEI and professional development:

1. Describe to me how some of the specific activities that participants engage in during the TEI seminars will increase their capacity to learn in and from their practice.
2. What is the "practice" of the educational leaders attending TEI?
3. Do both sets of definitions of "capacity" provide an equally good understanding of how professional development should increase the "capacity" of teachers (teacher-educators) to learn in and from their practice?
4. Could you describe the relative strengths and weakness of the following two types of professional development programs:
  - a. a program in which the content (the "It") is "teaching skills" across a range of Jewish subjects (such as Bible, prayer, holidays);
  - b. a program in which the content (the "It") is the "teaching of 'x'" (where x is a single subject)?In particular, which type of program is more likely to increase the capacity of participants to learn in and from their practice? Also, what about programs in which the content (the "It") is explicitly the "teaching of 'x' within 'y'" (where y is the type of school/context)? How does TEI fit into this picture?
5. During TEI we have talked about many useful concepts, including Hawkins' triangle. In particular, we discussed the "purposes" of the instructor (I) and how to balance the instructor's relationship to both content (I-It) and learners (I-Thou). Yet, I don't recall us spending much time discussing the relationship of the learners to the content (Thou-It). What are (or should be) the theoretical and practical connections between the purposes of the instructor (I) and the relationship of learners to content (Thou-It) before, during, and after the professional development program? Additionally, how does the concept of "representation" fit into this discussion?
6. Finally, I have an even more theoretical (post-modern) question: Is it ever possible or correct to talk about the content (It) outside of a relationship one has or wants to have to the content? In other words, does not every conversation or action about the content imply ("represent") a certain relationship between person and content?

## Missing from interview - (a)

need to get into from those who partic. in  
new prof dev exper

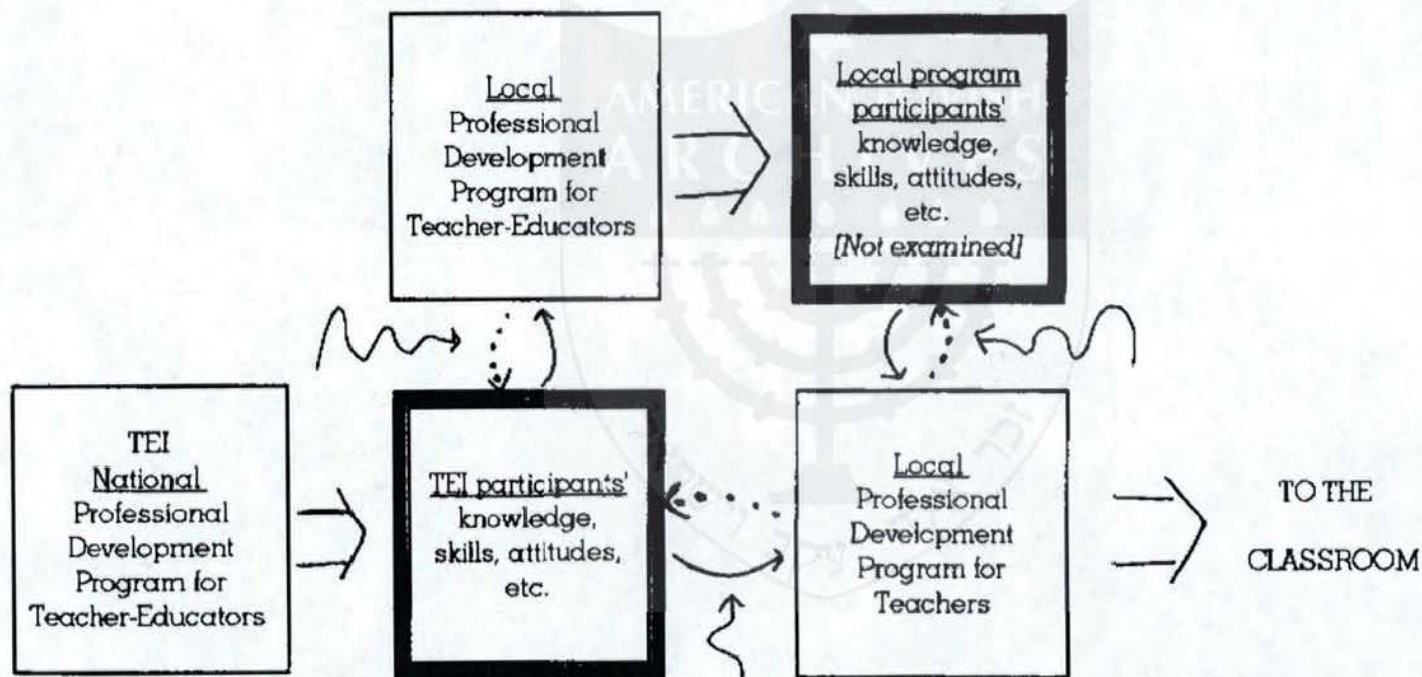
- \* - TEI partic's perspec - nb - ask "what did you learn in TEI"  
"how is your teaching different?"  
- give me an '03, tell me a story
- sample of ts who partic
  - don't assume what the exper was - check it out
    - what did you learn
    - connections w/ practice
    - school-wide influences
    - connects to other activities leadership role, relations w/ colleagues
  - not just whether they liked it - what about it they liked study group
    - how does this exper compare to other expts you've had in prof dev?
      - resps touch on empowerment - don't ask directly
    - is what they learn being tapped, utilized
      - feel important, as process, models
      - community as unit of analysis??
      - building awareness of expertise around the communit
      - observe each other teach, talk about teaching together
      - take advantage of outside expertise, while recognize expertise that exists locally
      - respond to what teachers want to learn - as tips
        - but not limited to that
      - if it's say "no good bcs didn't give me tips"
        - would indicate staff dev did not succeed in making paradigm shift
  - need to focus both on percepts of specif process, or global percepts of staff dev, lng from practice
    - ask if's how specif prog differs from other expts
    - ask about needs for prof dev

other activities w/ ts besides prog  
- supervis, staff mtgs


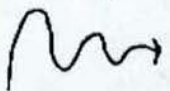




DRAFT INTERVIEW PROTOCOL: COMMUNITY-BASED PARTICIPANTS

The following draft of the interview protocol for community-based participants (i.e., central agency directors and staff) is based on the following model of how participation in TEI should produce the intended outcomes (hypotheses) listed in Document #1: Working Hypotheses and Revised Time Line. Participation in TEI (a national professional development program for teacher-educators) will increase the capacity of central agency directors and staff to learn in and from their practice (as teacher-educators). This will result in "improved" (local) professional development programs for both educational leaders and teachers within their communities.



Meaning of Symbols:

-  increasing the capacity of participants to learn in and from their practice
-  environmental influences on abilities of participants to implement and reflect on their practice
-  application of knowledge, skills, etc. to professional development program (their practice)
-  critical reflection upon one's knowledge, skills, etc. in light of their practice

good start of what good prof dev is

what's missing? recognize that it's come on / found  
- build on that, respect that  
focus in depth - intellectual, engage

\* JWL the paper  
EEPA 1994

→ substantial dual, field-based projects

- KZ would work w/ people on long-term projects - more specific (long dev)  
- need to work in other mtgs

noticed lots of central agency parties

- if that's who does + devel, ok  
- benefits of team approach

where do they get a diff view of their own prof dev?

→ teachers who participate in new programs  
→ when design start dev, take parties into acct

~~TEI~~ levels of analysis views of prof dev  
TEI parties practice  
TEI parties  
learners in process provided by TEI parties - phone interviews ok  
- stop there

---

common level is good place to aim, but not realistic at this point  
- if can say thinking diff ways, etc - that's what should expect at this point  
- time frame? es acall schls say 5 yrs for 1 sch

case studies of 2 schls is a reasonable approach  
- will give greater chance to see effs of TEE

↓  
providing us w/ a picture of what good prof dev in 5 ed looks like  
would be a valuable contribution

The following are SUGGESTED questions and probes for the interviews with "community-based" educational leaders (i.e., those working in central agencies).

#### A. BACKGROUND

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

1. How did you come to be in the position that you currently hold?
2. What are the rewards of working in this position?
3. Where do you see yourself going in the future?
4. How did you learn about TEI?
5. Why did you decide to attend TEI?  
[Probe: What benefits do you envision receiving from your participation in TEI?]

#### B. LOCAL PROFESSIONAL DEVELOPMENT PROGRAMS

The next set of questions focus on a professional development program in your community.

1. Describe to me a professional development program that you have been involved with recently (other than the program that you are engaged in as a result of your participation in TEI)?  
[Probes: What was your role? What did you do? If they conducted the program, probe as to what they did during the program and what learners did.]
2. Who were the participants? How would participants be different as a result of the program, if it were successful?  
[Probes: How would they think? What would they be able to do that was specific?]
3. In what ways do specific features of the program contribute to these outcomes?  
[If they conducted the program, probe as to the significance of the activities described. Also, probe as to what steps have been taken to help the participants change how they work with teachers/students.]
4. What aspects of this program illustrate the qualities of "good professional development"?  
[Probe: What qualities of "good professional development" are not illustrated by this program?]
5. What influenced your decision to [indicate one or more of the aspects mentioned that they actually had done themselves]?  
[Probes: Why did you decide to [do it]? Have you [done it] before? Have you always [done it]? How has your understanding of [it] changed over time? What triggered you to reconsider [it]?]

### C. TEI-RELATED PROFESSIONAL DEVELOPMENT PROGRAM

Now, let's talk about the professional development program that you are doing as a result of your participation in TEI.

1. Please describe a typical meeting of this program, mentioning what you did, what the learners did, and convey a sense of how much time was devoted to each activity.  
[If possible, I will observe their program, recording the timing of activities, what they are doing, and what the learners are doing.]
2. Who were the participants (learners)? How would the participants be different as a result of the program, if it were successful?  
[Probes: How would they think? What would they be able to do that was different?]
3. In what ways do specific features of the program contribute to these outcomes?  
[Probe as to the significance of the activities observed or described. Probe as to pedagogy, content, and the relationship between the two.]
4. How did you plan the program?  
[Probe as to the specific activities that were engaged in: How did you decide to do this task / present this concept? With whom did you talk? When? Where? In what ways? What is your relationship to this person? Why this (these) person(s) and not others?]
5. Has doing the program changed your thinking about [indicate specific task or concept]?  
[Probe as to who or what experiences most influenced their thinking.]
6. When you chose to do this program, what did you want to learn?  
[Probes: Why was it important for you to learn this? How has doing the program helped you learn this?]
7. How does this program illustrate the qualities of "good professional development"?
8. Concerning this program, what obstacles have you experienced in trying to reach your desired outcomes?  
[Probes: Why do (you think) these obstacles exist? What can you do to overcome them?]

### D. PLANNING FUTURE PROFESSIONAL DEVELOPMENT PROGRAMS

The next set of questions deal with your plans for professional development programs during the coming year.

1. How will you decide on which issues to work upon next year?  
[Probe as to what factors they take into consideration and what issues they want to work on.]

2. Could you describe a program that would address these issues?
3. How would this program differ from the types of professional development programs you have been engaged with in the past?

#### E. PROFESSIONAL DEVELOPMENT PROGRAM SURVEY

The next set of questions deal with some of the initial findings from the Professional Development Program Survey that you and other TEI participants have completed.

*This section will be written after we review the Surveys. The questions will help clarify and expand our knowledge of the nature of professional development programs being offered in their communities and the factors that may account for the current state of professional development programs.*

#### F. ROLES

Now, I'd like to ask you some questions about your role as a [indicate position].

1. Tell me how others (either teachers, educational leaders, or board members) would describe your "role" in the community?

[Probes: What would be your most important tasks? What are the most important qualities one needs to be successful in this role?]

2. I want you to draw a large circle and then divide the circle into separate pieces. Each piece should correspond to the different tasks that you perform in your position (such as, to be filled in?.....). Label the pieces and make the size of each piece correspond to the relative amount of time you spend on each task, such that if you spend one-quarter of your time working with lay committee members that piece of the pie should be equal to one-quarter of the whole pie.

[Probe as to the relative sizes of the pieces, focusing on the amount of time spent on tasks involving educators.]

3. How has your role changed? [since when? since they started working in their current position? since beginning TEI?]

[Probes: Give me an example of how it has changed. How do you see it developing in the future?]

#### G. CIJE'S TEACHER-EDUCATOR INSTITUTE (TEI)

Finally, I'd like to ask you some questions that focus on your participation in TEI.

1. How have you applied the concepts learned at TEI to your work in [indicate community]?

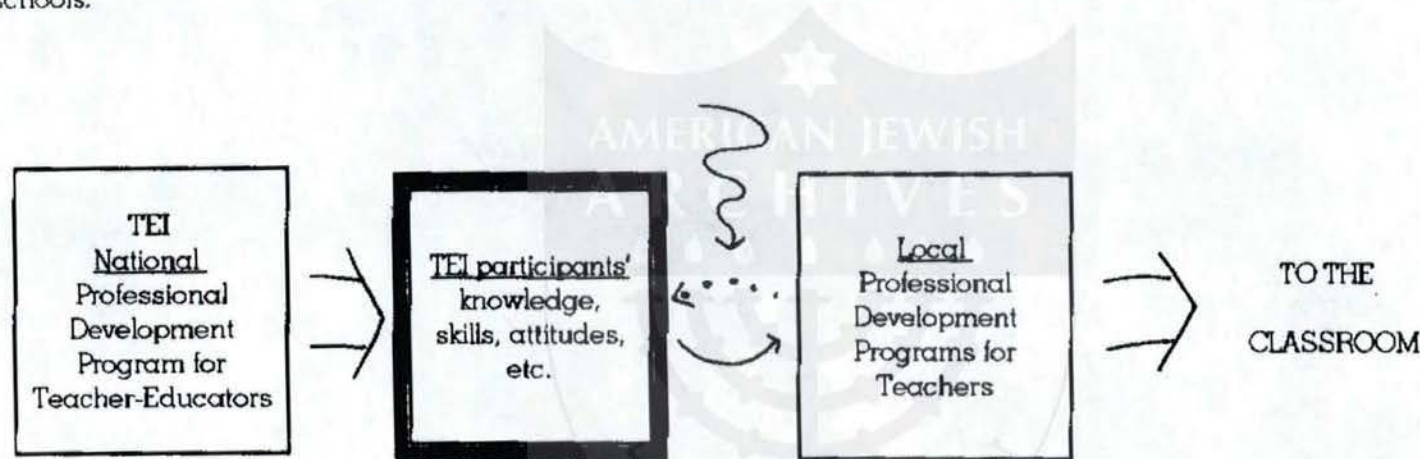
[Probes: How do you think differently? What do you know that you didn't before? What are you able to do that is different?]

2. Has your understanding of the concepts changed after applying them?  
[Probe as to who and what experiences influenced their understanding.]
3. How has TEI helped you in delivering "better" professional development programs?  
[Probe as to how they know this.]


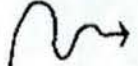




DRAFT INTERVIEW PROTOCOL: SCHOOL-BASED PARTICIPANTS

The following draft of the interview protocol for school-based participants (i.e., supplementary school and pre-school educational directors) is based on the following model of how participation in TEI should produce the intended outcomes (hypotheses) listed in Document # 1: **Working Hypotheses and Revised Time Line**. Participation in TEI (a national professional development program for teacher-educators) will increase the capacity of supplementary school and pre-school educational leaders to learn in and from their practice (as teacher-educators). This will result in "improved" (local) professional development programs for teachers within their schools.



Meaning of Symbols:

-  increasing the capacity of participants to learn in and from their practice
-  environmental influences on abilities of participants to implement and reflect on their practice
-  application of knowledge, skills, etc. to professional development program (their practice)
-  critical reflection upon one's knowledge, skills, etc. in light of their practice

The following are SUGGESTED questions and probes for the interviews with "school-based" educational leaders (i.e., those working in supplementary and pre-schools).

#### A. BACKGROUND

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

1. How did you come to be in the position that you currently hold?
2. What are the rewards of working in this position?
3. Where do you see yourself going in the future?
4. How did you learn about TEI?
5. Why did you decide to attend TEI?  
[Probe: What benefits do you envision receiving from your participation in TEI?]

#### B. LOCAL PROFESSIONAL DEVELOPMENT PROGRAMS

The next set of questions focus on a professional development program in your school.

1. Describe to me a professional development program that you have been involved with recently (other than the program that you are engaged in as a result of your participation in TEI)?  
[Probes: What was your role? What did you do? If they conducted the program, probe as to what they did during the program and what learners did.]
2. Who were the participants? How would participants be different as a result of the program, if it were successful?  
[Probes: How would they think? What would they be able to do that was specific?]
3. In what ways do specific features of the program contribute to these outcomes?  
[If they conducted the program, probe as to the significance of the activities described. Also, probe as to what steps have been taken to help the participants change how they work with students.]
4. What aspects of this program illustrate the qualities of "good professional development"?  
[Probe: What qualities of "good professional development" are not illustrated by this program?]
5. What influenced your decision to [indicate one or more of the aspects mentioned that they actually had done themselves]?  
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### C. TEI-RELATED PROFESSIONAL DEVELOPMENT PROGRAM

Now, let's talk about the professional development program that you are doing as a result of your participation in TEI.

1. Please describe a typical meeting of this program, mentioning what you did, what the learners did, and convey a sense of how much time was devoted to each activity.  
[If possible, I will observe their program, recording the timing of activities, what they are doing, and what the learners are doing.]
2. Who were the participants (learners)? How would the participants be different as a result of the program, if it were successful?  
[Probes: How would they think? What would they be able to do that was different?]
3. In what ways do specific features of the program contribute to these outcomes?  
[Probe as to the significance of the activities observed or described. Probe as to pedagogy, content, and the relationship between the two.]
4. How did you plan the program?  
[Probe as to the specific activities that were engaged in: How did you decide to do this task / present this concept? With whom did you talk? When? Where? In what ways? What is your relationship to this person? Why this (these) person(s) and not others?]
5. Has doing the program changed your thinking about [indicate specific task or concept]?  
[Probe as to who or what experiences most influenced their thinking.]
6. When you chose to do this program, what did you want to learn?  
[Probes: Why was it important for you to learn this? How has doing the program helped you learn this?]
7. How does this program illustrate the qualities of "good professional development"?
8. Concerning this program, what obstacles have you experienced in trying to reach your desired outcomes?  
[Probes: Why do (you think) these obstacles exist? What can you do to overcome them?]

### D. PLANNING FUTURE PROFESSIONAL DEVELOPMENT PROGRAMS

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1. How will you decide on which issues to work upon next year?  
[Probe as to what factors they take into consideration and what issues they want to work on.]

2. Could you describe a program that would address these issues?
3. How would this program differ from the types of professional development programs you have been engaged with in the past?

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*This section will be written after we review the Surveys. The questions will help clarify and expand our knowledge of the nature of professional development programs being offered in their schools and the factors that may account for the current state of professional development programs.*

#### F. ROLES

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[Probes: What would be your most important tasks? What are the most important qualities one needs to be successful in this role?]

2. I want you to draw a large circle and then divide the circle into separate pieces. Each piece should correspond to the different tasks that you perform in your position (such as, to be filled in?.....). Label the pieces and make the size of each piece correspond to the relative amount of time you spend on each task, such that if you spend one-quarter of your time working with lay committee members that piece of the pie should be equal to one-quarter of the whole pie.

[Probe as to the relative sizes of the pieces, focusing on the amount of time spent on tasks involving educators.]

3. How has your role changed? [since when? since they started working in their current position? since beginning TEI?]

[Probes: Give me an example of how it has changed. How do you see it developing in the future?]

#### G. CIJE'S TEACHER-EDUCATOR INSTITUTE (TEI)

Finally, I'd like to ask you some questions that focus on your participation in TEI.

1. How have you applied the concepts learned at TEI to your work in [indicate community]?

[Probes: How do you think differently? What do you know that you didn't before? What are you able to do that is different?]

2. Has your understanding of the concepts changed after applying them?  
[Probe as to who and what experiences influenced their understanding.]
3. How has TEI helped you in delivering "better" professional development programs?  
[Probe as to how they know this.]



# des. 5

Atl - Janice, Donna staff prn council - adult mini-sch focused on teachers  
- will add a centrl ag + 2 suppl prns + e.c.  
+ JCC edu

Balt - Marc; does not staff prn council  
- has not decided on cohort 2 yet  
- central agency does not have cont. of comm. yet

Milw - pass no one!

Cleve - centrl ag + JCC + 2 suppl prns

Hartford - one centrl ag

+M for

surveys in all 5

gr. et interviews in all 5

case studies in two

# interviews

B. probl of standing in the middle

- get concrete eggs

~~to mtgs~~

- eg did you have a t mtg / or rental in past,

- how diff?

- what was it like?

nb what constance as valuable structure may have shifted

ask abt event w/ ts that was <sup>felt good abt</sup> impt or valuable  
5 yrs ago - what was it, why valuable?

A. reduce

C. drop - but probe after D about  
why is this good

- 
- ① how interacting  
colleagues
  - ② how work w/  
ed leaders in common
  - ③ offerings / services
  - ④ how think of own role

central  
agency  
in structure

From: IN%"74104.3335@compuserve.com" "Bill Robinson" 31-MAR-1996 10:35:42.88  
To: IN%"73321.1217@compuserve.com" "Gail Dorph", IN%"gamoran@ssc.wisc.edu"  
"Adam Gamoran", IN%"goldrieb@ctrvax.vanderbilt.edu" "Ellen Goldring"  
CC:  
Subj: Notes from Consultation with Ken

Adam, Ellen, and Gail,

The following are the key issues and suggestions from my consultation with Ken Zeichner. He has reviewed them and approved them as is.

#### ABOUT PROFESSIONAL DEVELOPMENT

1. Ken found the working hypotheses listed in Document #1 to represent a fairly thorough and accurate description of "good professional development". He suggested a few other characteristics of "good professional development". [Some of these are partially addressed in the working hypotheses.] Good professional development:

- a. Recognizes that participants come with knowledge and builds on that knowledge
- b. Facilitates participants becoming aware of their (implied) practical theories about teaching and themselves as a particular kind of teacher
- c. Involves the participants in (ongoing, long-term) study of their practice
- d. Explores ideas in-depth and is intellectually challenging
- e. Empowers the participants
- f. Utilizes human resources in the school and community [teacher expertise]
- g. (Similarly) balances the use of outside expertise and local expertise
- h. Is grass-roots driven

2. In concert with the above: To teach differently, teachers must be empowered and professional development must build upon teachers expertise. Yet, professional development still must respond to the teachers' desires for ideas, etc. that are useful in the classroom.

#### ABOUT THE EVALUATION

3. The hypothesis concerning "teams" is important. But, we should measure the effect of "teams" in terms of the professional development offerings of the supplementary school educational directors participating in TEI (not the central agency participants). This would involve focusing on a few case-studies.

4. Focusing on community-wide change (as the Survey is intended to do) may not yield any results, since change is a very slow process. Ken mentioned that Hank Levin estimates that schools need five years to show any substantial (measurable) change.

5. Focusing on programs is reasonable. However, you may want to ask the TEI participants how else they are addressing the professional development needs of their staff.

6. You can't fully understand what TEI participants are doing in teacher-education without talking to their teachers. We should interview the teachers (who are participating in the professional development programs of the TEI participants) in person or on the phone. If possible, this should be done after observing the TEI participants (new/revised) program. The following are

some guidelines for interviewing the teachers.

- a. A question for teachers: How is this [the TEI participant's new/revised program] different from the professional development programs that you have attended in the past?
- b. When interviewing teachers, don't assume what "it" [the program] was. Ask them: What did you learn?
- c. Find out about any connections the program has to their teaching practices, other activities that participation in this local program has led them to do, and school-wide influences (impact) including changes in school norms.
- d. ALSO, ask the TEI participant (who designed and conducted the program) about the responses of the learners (their teachers).

7. Ken thought that the diagram illustrating the relationship of TEI to local professional development needed a richer sense of the community inputs.

#### ON THE INTERVIEW WITH TEI PARTICIPANTS

8. The interview should focus on both (a) what TEI participants specifically design as a result of participation in TEI and (b) in general, on what they do and how they think.

9. In interviewing the TEI participants, probe for their practical theories of professional development and how these have changed due to their participation in TEI. In particular, ask them what they think "good professional development" is, where their ideas have come from, and how TEI has influenced their thinking (and their practice).

10. The interview should explore what TEI participants consider as the obstacles to doing "it" (good professional development). Possible obstacles may include: learner (teacher) preconceptions, teacher knowledge (or lack thereof), time (to practice and to think), convincing lay boards/committees that want to see a visible impact and then having the boards make use of local expertise.

11. Since the survey doesn't fully address the following issue, we should consider asking TEI participants: How do the professional development programs [described in the Survey] affect how participants think and act?

12. Ken also suggested some specific questions for the interview (in addition to those stated above) that will be incorporated into the revised interview protocol.

[The end.]

SSCB\$ type teieval.sd

From: IN%"74104.3335@compuserve.com" "Bill Robinson" 26-MAR-1996 08:55:25.22  
To: IN%"gamoran@ssc.wisc.edu" "Adam Gamoran"  
CC:  
Subj: Consultation with Sharon and Deborah

Adam,

The following are some key issues and suggestions from the consultation I had with Sharon and Deborah.

I am sending this to Sharon and Deborah for them to review for accuracy and completeness. You may pass it on to Ellen and Gail IF YOU THINK IT BEST ... BUT I thought I would pass it on AFTER I hear from Sharon and Deborah. [I'm only sending it to you now, so we're on the same page come Wednesday.]

#### ON THEIR VIEW OF PROFESSIONAL DEVELOPMENT:

1. The evaluation (or "research", see below) should not focus solely or even primarily on "programs". Sharon and Deborah view programs as only one possible "opportunity for teacher education". Any time an educational director interacts with her teacher is a potential opportunity for teacher education. This includes, among many other things, classroom observation. Moreover, their interactions with teachers is only part of their "practice"; visioning, goal-setting, influencing policy and the ideas of others are all inter-related parts of their (multiple) practice(s). Their work and reflection in one area of practice often influences the other areas.

2. TEI promotes a stance in which interaction with teachers should be "educative". They should present opportunities for teachers to grow. Some key qualities of these opportunities are:

- recognizing and becoming comfortable with the uncertainty of a teacher's practice;
- questioning (inquiring into) how one teaches, what one knows, etc.;
- NOT providing tools for teaching the next day (e.g., less handouts);
- (instead) providing tools for thinking about teaching and the subject matter;
- all within a rich relationship to the subject matter.

Teacher-educators should be providing teachers with access to resources (e.g., frames for sorting through curriculum material), creating conditions conducive to talking about the resources, and continually engaging teachers in questioning how one uses the tools of teaching. [This fits with their stance of professional development as increasing the capacity of educators to learn in and from their practice.]

3. Following from the above, the focus of professional development is learning in relation to practice, NOT the practice (in and of itself). This does not mean that practice is unimportant or that learning doesn't inform practice in a positive way. Rather, it means that teacher's learning (education) should be considered as an end in itself.

#### SPECIFICALLY ABOUT TEI

4. TEI was designed with a focus on the LEARNING of the participants (in regard to their practice as educational leaders, though specifically as teacher-educators). In designing each TEI seminar, Sharon and Deborah were not trying to create the outcomes listed in our Document #1 (the working hypotheses), though one could expect that (some of) these may result from participation in TEI.



5. The activities that the participants engage in for TEI are done in order to increase their capacity to learn (question, deliberate, etc.) about their teacher-education practices. This is true for what I had referred to as their "intervention" -- their local professional development program(s) that they have written about and discussed during TEI. Notably, participants have and will continue to change which local program they are "working on". The assignment(s) was NOT given in order to impact upon the professional development offerings in their school or community, though it may have that result. It was given to expose the participants to a stance of critical inquiry operating within a professional community.

6. TEI is not focused on communal-level change, but individual-level change. Communal factors may influence the participants' ability and willingness to expand their understanding of professional development, adopt a stance of critical inquiry, and begin experimenting with their practices in order to learn about teacher-education. But, communal-level change is neither a necessary condition of "success", nor is it being considered (with any depth) as an important mediating/supporting factor.

7. ONE EXAMPLE of a successful "outcome" (though not in any sense a final outcome) is when Sylvia Abrams recently recommended to CAJE that Sharon become the Program Chair because CAJE has been too narrowly focused. This shows that Sylvia - who began her participation resistant - has gained a broader view of professional development.

ARCHIVES

ABOUT THE EVALUATION AND, SPECIFICALLY, THE INTERVIEW PROTOCOL:

8. Instead of collecting data on a large number of participants grouped by community, we should collect more extensive and in-depth data on a few participants who would be "case-studies". In selecting these participants we should consider two criteria: their role and their "readiness" (i.e., openness, training, experience).

9. Given the nature of the expected outcomes (i.e., learning and experimentation within an uncertain practice), Sharon and Deborah thought that a more open-ended "research" project, which explores the changes that participants are experiencing/making in trying to learn about their practice(s), would be more suitable than an "evaluation", which focuses primarily on their formal work with other educators. [I'm not certain how much this is a shift in emphasis or a fundamental change.]

10. The interview protocol should not be restricted to "programs." We should ask about the TEI participants' "work with other educators."

11. Section "B" should focus on their PAST work, and section "C" should focus on their CURRENT work (prior to this year). [Section "D" already focuses on their FUTURE work.]

12. In Section "A" (Background), drop questions #2 & #3. Instead, ask about the educational/training backgrounds of the TEI participants in Jewish studies and education, and ask about their experience as educators (i.e., about their experience as a teacher).

13. Sharon and Deborah provided specific suggestions on re-writing many of the questions, which I will incorporate in the revised version.

It was a worthwhile consultation! Yet, I believe (as I have always) that it

would be best if we could all meet together. I'm trying to do my best to communicate to you their ideas (and vice-versa). But, you are all more versed and experienced in both education and research than I am -- still much to learn.

Bill



# facsimile

TRANSMITTAL

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**to:** ADAM GAMORAN  
**fax #:** (608) 265-5389  
**re:** TEI Evaluation  
**date:** April 3, 1996  
**pages:** 12, including cover sheet.

Please find following:

- Revisions to the Initial Evaluation Plan
- Draft Interview Protocol: Supplementary School Educational Directors
- Draft Interview Protocol: Targeted Community TEI Participants

From the desk of...

Bill Robinson  
Field Researcher  
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**CIJE Teacher-Educator Institute****MEF Evaluation****Revisions to the Initial Evaluation Plan**

April 1996

**PRINCIPLES OF THE EVALUATION**

Based on consultations with Deborah Ball and Sharon Feiman-Nemser on March 22 and an outside consultant, Ken Zeichner, on March 27, it was determined that the MEF plan for evaluation of TEI may require some revision. Specifically, we should (re)consider how we answer three questions regarding the evaluation:

1. How much should the evaluation focus on the transformation of professional development within individual schools (or for individual TEI participants) versus community-level transformations?
2. How much should the evaluation focus on professional development "programs" versus informal opportunities for teacher-education (e.g., classroom observation of teachers, unplanned problem-centered discussions with teachers)?
3. How much should the evaluation focus on the learning of TEI participants versus their actual interactions with teachers?

As a partial answer to these three questions, I suggest that the evaluation be guided by the following four principles.

1. Evaluation of CIJE's Teacher-Educator Institute will focus on changes in the opportunities for professional development **WITHIN THE SUPPLEMENTARY SCHOOLS**. Subsequently, we are less concerned with the general offerings of the central agencies except in so far as they are geared specifically to meeting the needs of supplementary school teachers. Similarly, we are less concerned with the activities of community-based (i.e., central-agency) TEI participants except in so far as they are assisting the professional development efforts of supplementary school educational leaders. Furthermore, we are even less concerned with the efforts of pre-school educational leaders who are participating in TEI and any efforts at transforming professional development within the pre-schools. This principle is in accordance with the initial goal of TEI to "transform the *supplementary school* into an institution where exciting learning takes place ..." (Cummings Proposal, *italics mine*).

NO

2. In accordance with CIJE's continuing belief that any sustainable transformation of Jewish education requires community-level change, the evaluation will monitor and assess whether and in what ways community-level change has been occurring in regard to the professional development offerings available to supplementary school teachers. This will involve (a) mapping the professional development programs in the targeted communities, (b) inquiring into the relationships between TEI participants and supplementary school educational directors who are not attending TEI, and (c) exploring the possibility of changes in communal norms regarding professional development. CIJE's assertion that community-level change must occur for change to be sustainable [I suggest] contains three components corresponding to the three strategies just mentioned: (a) a substantial (critical) number of supplementary schools within a community must be transformed; (b) a professional community embodying a shared commitment to critical-inquiry must be developed to support the efforts of educational leaders within their own schools; and (c) the lay community must be mobilized in support of the efforts of the educational directors. The faculty of TEI may not be addressing explicitly this need for community-level change within the confines of the TEI seminars. However, community-level change is not in conflict with the explicit goal of TEI (i.e., individual transformation), and (as CIJE suggests) it may be a necessary condition for fulfilling this goal.

3. The evaluation will focus on the efficacy of TEI in transforming the professional development practices of the supplementary school educational directors. The goal of TEI is to develop within the participants a stance of critical inquiry in relation to their practices as teacher-educators. In other words, they should become "reflective practitioners." In addition, it is not sufficient that they become reflective (in regard to their practices); this reflection should lead them to develop opportunities for their teachers that increase the capacity of their teachers to become "reflective practitioners" (themselves). Therefore, the evaluation of TEI should explore how and in what ways TEI has (a) increased the TEI participants capacity to learn in and from their practice (i.e., to become reflective practitioners) AND (b) led them to develop professional development opportunities that facilitate their teachers' ability to engage in a stance of critical inquiry toward their own teaching practices.

NOTE: I have used the terms - "learn in and from their practice", "a stance of critical inquiry", and "reflective practitioner" - interchangeably. Not knowing the genre as well as you, I may not be aware of differences between the concepts that make them too dissimilar to be used synonymously.

4. The working hypotheses outlined in Document #1 (with the elimination of hypothesis #4) represent the expected changes that would occur if TEI was effective in doing the above. In addition, we may want to consider adding the following working hypotheses:

- a. Programs contain substantial focus on subject-matter knowledge.
- b. Programs focus less on providing tools for teaching and more on resources for learning about one's teaching.

5. The evaluation should attempt to focus on both professional development "programs" and informal interactions with teachers that may have professional development implications. The Survey will address **ONLY** programs. The interview should explore **BOTH**. In particular, in designing the interviews we should assume that (formal) programs are only one opportunity for educational directors to engage in teacher-education. Moreover, in our analysis we should critically explore the practice of "programs" -- for instance, does the structure of time in supplementary schools hinder the institutionalization of formal professional development programming within the school setting?

## OUTLINE OF AN EVALUATION PLAN

I suggest three strategies for evaluating CIJE's Teacher Educator Institute:

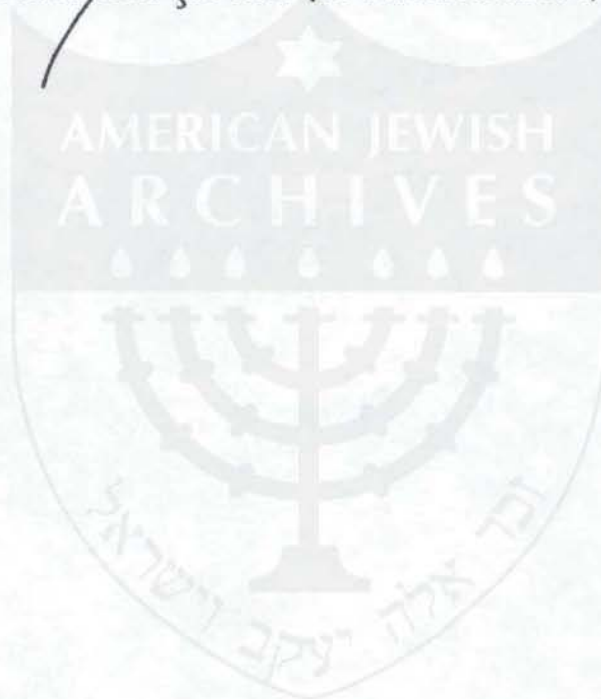
1. The Professional Development Program Survey will be administered to the TEI participants who come from a sample of targeted communities (see **DECISIONS** below). Each TEI participant (or group of participants) from the sample of targeted communities will complete a Survey for each professional development program that his/her institution sponsors.
2. Interviews will be conducted with TEI participants from this sample of targeted communities. The interviews will focus on **ONLY** two areas:
  - a. How has their conceptualizations of professional development changed during the course of their participation in TEI?
  - b. How has TEI influenced their professional development practices? In particular, how has TEI influenced their practices with supplementary school educators (i.e., educational directors and teachers).
3. Case-studies of a sample of supplementary school educational directors (who come from the targeted communities - see **DECISIONS** below) will be conducted. The case-study will involve:<sup>1</sup>
  - a. in-depth interviews with these education directors;
  - b. observation of their professional development practices;
  - c. (brief) interviews with the teachers involved in their practices;
  - d. (brief) interviews with a sample of other supplementary school educational directors in their community with whom they discuss professional development.

---

<sup>1</sup> We may have interviewed (some of) these educational directors already for our earlier work in the three Lead Communities.

**DECISIONS:**

1. How many communities should be included in the sample of targeted communities?
2. How many educational directors should be included in the (case-study) sample of supplementary school educational directors (for this cohort and the next)?
3. Should the sample of targeted communities be limited to those communities in which a case-study is being conducted of one (or more) of their educational directors?
4. In the Cummings Grant, ~~second and third~~ cohort participants **MAY** include outstanding supplementary school teachers. Do we want to include them in the case-study sample or only educational directors (as indicated above)?



*CIJE Teacher-Educator Institute (TEI)*  
MEF Evaluation

DRAFT INTERVIEW PROTOCOL:  
SUPPLEMENTARY SCHOOL EDUCATIONAL DIRECTORS

(Revised April 1996)

The following are questions and probes for the interviews with the supplementary school educational directors.

A. BACKGROUND

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

1. How did you come to be in the position that you currently hold?  
[Probes: How long have you held your current position?]
2. For how many hours per week are you contracted to work in your current position?  
[Probes: Do you currently hold any other positions in Jewish education? In general education? In other areas? For how many hours per week are you contracted to work in these other positions?]
- X 3. In your current position, how important is it for you to do professional development work with teachers?  
[Probes: How would your rabbi respond to this question? The head of your education committee? Your teachers? What do you think?]
- X 4. What other positions have you held in Jewish education?  
[Probes: For how many years have you held a leadership position in Jewish education? In total, how long have you worked in Jewish education?]
- X 5. Have you worked in general education?  
[Probes: For how many years? What positions have you held in general education?]
6. What types of educational experiences have you had that have prepared you for your current position?  
[Probe for formal degrees and certification/licensure in Jewish studies, education, and administration/leadership. What kinds of formal and informal Jewish educational experiences did you receive as a young person?]
7. What have you been doing over the last two years to continue developing yourself as a Jewish educational leader?  
[Probe for formal and informal professional development experiences in Jewish studies, education, and administration/leadership.]



8. How did you learn about TEI?

9. Why did you decide to attend TEI?

[Probe: What benefits do you envision receiving from your participation in TEI?]

## B. PAST PROFESSIONAL DEVELOPMENT PRACTICES

The next set of questions concern ONLY your work with teachers PRIOR to your participation in TEI.

1. Describe to me the types of interactions you have had with the teachers in your supplementary school.

[Probe for the intended purposes of these interactions. What types of professional development work have you done with your teachers?]

2. Describe to me a professional development program for your teachers that you designed or conducted.

[Probes: What was your role? What did you do? If he/she conducted the program, probe as to what he/she did during the program and what the learners did. Why did you decide to do this program.]

3. Who were the participants in this program? How would participants be different as a result of the program, if it were successful?

[Probes: How would they think? What would they be able to do that was specific?]

4. In what ways do specific features of the program contribute to these outcomes?

[Probe as to what steps have been taken to help the participants change how they work with teachers/students.]

5. What influenced your decision to [indicate one or more of the aspects mentioned]?

[Probes: Why did you decide to [do it]? Have you [done it] before? Have you always [done it]? How has your understanding of [it] changed over time? What triggered you to reconsider [it]?]

## C. GOOD PROFESSIONAL DEVELOPMENT

The following questions focus on your ideas about "good professional development."

1. Describe to me what you consider to be "good professional development?"

[Probe: What are the qualities of good professional development?]

2. Describe to me an experience you had, which you would consider to be good professional development.

[Probe: What aspects of this experience illustrate the qualities of good professional development?]

3. Could you complete the sentence: Good professional development is like ...?  
 [Probe: What do you mean by "Good professional development is like [repeat their statement]?"]

4. In regard to the program that you had designed/conducted for your teachers (which we had discussed earlier), what aspects of that program illustrate the qualities of "good professional development"?  
 [Probe: What qualities of "good professional development" are not illustrated by this program?]

5. Where have your ideas about "good professional development" come from?  
 [Probe for specific instances of when they learned about a quality of good professional development. Probe as to exactly what they learned and how their understanding of [it] has changed over time.]

**D. PARTICIPATION IN TEI AND CURRENT PRACTICES**

Now, let's talk about your participation in CIJE's Teacher-Educator Institute (TEI) and its relation to your CURRENT work with teachers.

1. What ~~have~~ you learned from TEI?  
 [Probes: What important ideas have you learned? Why are these ideas important? How has your thinking about professional development changed?]  
*are same, mgt + th. ass you have*  
*Are there some partic things that stand out as imp that I can TEI*  
*Things that seemed really imp*

2. In what ways ~~are~~ these ideas informing your current work with teachers?  
 [Probe: How has your work with teachers changed? How do these experiences illustrate what you have learned in TEI?]

3. Please describe ~~a~~ professional development ~~program~~ that you are conducting with your teachers, which has been influenced by your participation in TEI.  
 [Probes: Describe a typical meeting. What did you do? What did the teachers do?]

\*\*[If possible, I will have observed this program, recording the timing of activities, what they are doing, and what the teachers are doing.]\*\*

The following questions focus on this particular program.

4. How would the teachers be different as a result of the program, if it were successful?  
 [Probes: How would they think? What would they be able to do that was different?]

5. How do you think the teachers responded to the program?  
 [Probes: Can you describe to me a particular incidence that makes you think this? Has their attitude toward the program changed over time? How do you know this?]

*Why did you decide to do this?*  
*what effects did you hope + would have?*

6. In what ways could specific features of the program contribute to these outcomes?  
[Probe as to the significance of the activities observed or described. Probe as to pedagogy, content, and the relationship between the two.]
7. How did you plan the program?  
[Probe as to the specific activities that were engaged in: How did you decide to do this task or present this concept? With whom did you talk? When? Where? In what ways? What is your relationship to this person? Why this (these) person(s) and not others?]
8. Has doing the program changed your thinking about [indicate specific task or concept]?  
[Probe as to who or what experiences most influenced their thinking.]
9. When you chose to do this program, what did you want to learn?  
[Probes: Why was it important for you to learn this? How has doing the program helped you learn this?]
10. How does this program illustrate the qualities of "good professional development"?  
[Probe: What qualities of "good professional development" are not illustrated by this program?]
11. Concerning this program, what obstacles have you experienced in trying to reach your desired outcomes?  
[Probes: Why do you think these obstacles exist? What can you do to overcome them?]
12. How has your participation in TEI influenced OTHER aspects of your work as a Jewish educator?
13. How is TEI different from other professional development programs you have attended (as a participant)?  
[Probes: In what ways is TEI more valuable for you personally and professionally? In what ways is it less valuable?]
14. What do you think you need to learn about professional development?

#### E. FUTURE PROFESSIONAL DEVELOPMENT PRACTICES

The final set of questions deal with your plans for working with teachers during the COMING year.

1. What issues do you want to work on with your teachers during the coming year?  
[Probe as to why he/she has decided to work on these particular issues?]

2. Please describe how you plan to address these issues?  
[Probe as to their role and specific details of how they plan to work with teachers.]
3. How would this differ from the kind of work you have done with teachers in the past?



*CIJE Teacher-Educator Institute (TEI)*  
MEF Evaluation

DRAFT INTERVIEW PROTOCOL: TEI PARTICIPANTS IN TARGETED COMMUNITIES

(Revised April 1996)

The following are questions and probes for the interviews with the TEI participants from the targeted communities (with the exception of the supplementary school educational directors being included in the case-study).

**A. BACKGROUND**

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

1. How did you come to be in the position that you currently hold?  
[Probes: How long have you held your current position?]
2. For how many hours per week are you contracted to work in your current position?  
[Probes: Do you currently hold any other positions in Jewish education? In general education? In other areas? For how many hours per week are you contracted to work in these other positions?]
3. What types of educational experiences have you had that have prepared you for your current position?  
[Probe for formal degrees and certification/licensure in Jewish studies, education, and administration/leadership. What kinds of formal and informal Jewish educational experiences did you receive as a young person?]
4. What have you been doing over the last two years to continue developing yourself as a Jewish educational leader?  
[Probe for formal and informal professional development experiences in Jewish studies, education, and administration/leadership.]
5. Why did you decide to attend TEI?  
[Probe: What benefits do you envision receiving from your participation in TEI?]

**B. PARTICIPATION IN TEI**

Now, let's talk about your participation in CIJE's Teacher-Educator Institute (TEI).

1. What have you learned from TEI?  
[Probes: What important ideas have you learned? Why are these ideas important? How has your thinking about professional development changed?]

2. In what ways are these ideas informing your current work with Jewish educators?  
[Probe: How has your work with teachers changed?]
3. In particular, how have these ideas informed your work with supplementary school educators?  
[Probes: Tell me about a particular recent experience. How do these experiences illustrate what you have learned in TEI?]
3. How have the (supplementary school) educators responded?  
[Probes: Why do you think they responded the way they did? Did you achieve the outcomes you were expecting? Why/why not?]
4. Has this (particular) experience changed the way you understand the ideas you have learned from TEI?  
[Probe: In what ways has your understanding changed?]
5. How has your participation in TEI influenced other aspects of your work as a Jewish educator?
6. How is TEI different from other professional development programs you have attended (as a participant)?  
[Probes: In what ways is TEI more valuable for you personally and professionally? In what ways is it less valuable?]
7. What do you think you need to learn about professional development?

Mtg on TEI 4/9/96

start of summary (AG)

- CITE interest in communities
- TEI fac interest in ch way people underst problem
- we thought prog - now underst more than that
- still need exam communs - but also more prog impact
  - to see what TEI is doing
  - + to see mechs for broader impact
- current things on des. in
  - survey of progs
  - interviews w/ parties
    - focus on 2 case studies - Atl, Balt
    - add + several parties in first cohort

## BUILDING THE PROFESSION UPDATE

March, 1996

### TEI

The third Teacher Educator Institute (TEI) seminar meeting took place between February 19 - 21 in Cleveland. At this point the impact of TEI is best portrayed in several comments made by participants themselves at the end of the last seminar.

Bob Sherman, director San Francisco's Bureau of Jewish Education:

Unquestionably TEI is very worthwhile. I have found it to be really important in helping me to think about what professional development can mean in our school settings. This has given me a way of thinking about professional development that suggests that it is possible to build capacity. I was beginning to despair. TEI has opened my eyes to a very different kind of stance that could result in teacher's learning in a serious way.

I might add, I enjoy learning intensely with Jewish educators who do different kinds of things than I do. By spending time with supplementary school principals and early childhood educators, I am learning new perspectives.

Nachama Moskowitz, director of Cleveland's JECC Curriculum Center:

During this past TEI, I have been able to get a handle on one of the educational theories that has floated through my head, but not yet been integrated into my kishkes. I appreciate the extended, in-depth study with thoughtful colleagues. TEI has been a "we process," a powerful developing of Jewish educational theory as a group, for testing in and application to our personal work situation and the broader field of Jewish education. I enjoy the professional stimulation and growth, as well as the feeling that our work together will have broader benefit to the field of Jewish education.

Joanne Barrington Lipshutz, educational director at The Temple in Atlanta:

TEI has changed my life. You know how kids come home from summer camp and say that camp has changed them forever, but when they try and tell their parents, why or how, their parents don't understand it. That's what TEI has been like. Participating in TEI has definitely been worthwhile. By going to seminars, TEI has opened my mind to thinking about education differently. Also, I have had to rethink things, I thought I had already figured out. TEI has directly affected my work at the Temple.

Currently, we are recruiting candidates for Cohort II of TEI. We are targeting four distinct audiences:

1. We have had discussions with the Reform, Reconstructionist and Conservative movements suggesting that TEI can be a strategic way for them to enhance their own approaches to teacher education. Each of these movements is currently engaged in recruiting their own cohort of participants.



2. Communities, with whom we are already engaged, are recruiting new candidates in order to broaden and deepen communal capacity to design and implement new approaches to professional development.
3. We have been in contact with five additional communities: Detroit, Kansas City, Los Angeles, Philadelphia, Seattle
4. The Florence Melton Adult Mini-School Program is designing a specialized course of study for Jewish Educators. (See Atlanta) The coordinators of pilot sites are a target audience for Cohort II.

For us at CIJE, one of the marks of the success of TEI is demonstrated in the commitment of our two latest recruits to Jewish Education, Deborah Ball and Sharon Feiman-Nemser. As you recall, these two outstanding professors of education were members of our national advisory committee. They then agreed to be the faculty of the first seminar. They have since become the regular faculty of the first cohort of TEI along with Gail Dorph and Barry Holtz. They have now agreed to be the faculty of the next cohort. (YAY!)

#### **HARVARD PRINCIPALS' INSTITUTE**

As of March 1, fifty educational leaders are enrolled in our March Institute: Leadership and Vision in Jewish Education. The program will incorporate the CIJE-Mandel Institute work on creating vision guided institutions with sessions on strategic planning, staff development, working with boards in general and around issues of vision in specific. The faculty includes members of Harvard Graduate School faculty as well as others who regularly participate in the seminars offered by the Programs in Professional Education offered by the Harvard Graduate School. In addition, Gail Dorph, Ellen Goldring, Barry Holtz, and Dan Pekarsky of CIJE and Daniel Marom of the Mandel Institute staff will join the teaching faculty. Ray Levi, who was one of the participants in the CIJE-Mandel Institute Goals Seminar in Israel (1994) and who has launched a goals process at the Agnon School in Cleveland will also share the story of this project as a way of helping participants understand the key role of the principal in a school's journey toward a coherent, substantive Jewish vision.

#### **EDUCATION PROFESSORS SEMINAR IN ISRAEL**

Our summer seminar's plans are crystallizing. Although we have not completed our recruitment process, we now have nine professors coming to the seminar. There are four other professors who have expressed real interest in the project, but cannot join us this summer. Their names and positions can be found at the conclusion of this update.

To date, we have had three face to face meetings with our partners at The Center for Advanced Professional Education (CAPE) in Israel to plan this seminar. One took place after our board meeting in November, one took place in Israel in December, and the last one took place in

Boston in February. We have drawn some of the participants in the seminar into each of these planning meetings in order to design a program which will be responsive to their needs.

Shmuel Benalal, CAPE's director of short term programs, was in the United States in February and met with most of the professors (both those who can and those who can't join us in the summer) in order to learn more about each of the program participants. The Boston planning meeting took place after his tour.

As of this point, we can say that the program will have several strands:

1. Jewish Text Study
2. Issues in Jewish Education
3. Strategy to share personal work of participants

### COMMUNAL UPDATE

The work of planning comprehensive professional development action plans is moving ahead at the communal level.

In Baltimore, the lead community process has become part of the Associated's standing committee on personnel. Gail Dorph has attended two meetings in the last month, first to review the results of the Educators' Study and make a presentation about the characteristics of good professional development and then to participate in the review of a communal action plan that was developed in small work committees.

Chaim Botwinick has received funding from the Crane Foundation to create a *kuppah*, a collective fund, to support educational leaders' and teachers' participation in professional development seminars and retreats.

Gail also attended several meetings connected to the *Machon L'Morim* Project: an advisory committee meeting and a two meetings with the principle planners of the project. This professional development project directed toward teams of early childhood educators from four Baltimore institutions is developing in an exciting fashion and has much to teach others about the importance of systematic serious professional development interventions. Bev Engel, a consultant on institutional change with a specialization in early childhood (and a contact that CIJE had made in its investigation of early childhood) attended these meetings as well. In the planning meeting, she discussed strategies for and complexities of institutional change.

Gail also met with a group of principals in Baltimore on February 27 to review the findings of the Educational Leaders Report and discuss principals' reaction to the findings and their thoughts about what they would like a personnel action plan to include for them.

In Milwaukee, they have collected data on their current professional development offerings as well as reviewed the suggestions and strategies suggested by the action team that worked last

year on professional development issues. Gail is scheduled to attend a planning meeting March 12 to review these findings and help create a strategy for moving the planning process forward. Adam Gamoran will be making a presentation to Milwaukee principals' council on March 13 to review the results of the study on educational leaders and discuss its implications.

Atlanta is exploring two strategic initiatives to address the findings of their study: one would involve setting up a long-distance MA in Jewish education and the other is to be a pilot center for the Florence Melton Mini-School. The Mini-School is developing a program designed specifically for teachers in Jewish Schools. Betsy Katz, the North American director of the Mini-School has been a participant in TEI and CIJE is involved with Betsy and her colleagues on the design of this project.

### **BRANDEIS**

Brandeis has established a task force to examine Brandeis's Jewish educational mission. The last update reported on the first meeting of this task force. At that time, a seven person steering committee, made up of five Brandeis faculty members, Alan Hoffmann and Barry Holtz, was formed. This group has met twice over the past three months. Each member of the task force has been interviewed in order to prepare for the next task force meeting which will take place March 12. The issue: In what ways can they take advantage of the strengths of the university as it currently exists and in what ways can they imagine new directions appropriate to Brandeis's mission?

### **CONSULTATIONS**

Immediately after Pesah, CIJE will consult with Torah U'Mesorah about issues of professional development, particularly as they might impact teachers in the Torah U'Mesorah Schools. We will also consult with D'vorah Steinmetz on the creation of a teacher preparation program for those interested in day school teaching. Deborah Ball and Sharon Feiman-Nemser will be joining us for these two consultations.

**Council for Initiatives in Jewish Education**  
**Building Capacity: Professors of Education Group**

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\*

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\* Attendees at CIJE-CAPE Israel Summer  
Seminar for Professors of Education

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From: IN%"GOLDRIEB@ctrvax.Vanderbilt.Edu" 19-APR-1996 12:55:57.13  
To: IN%"gamoran@ssc.wisc.edu"  
CC: IN%"74104.3335@COMPUSERVE.COM"  
Subj: proposal

You did a great job. My comments are in CAPS.

Research and Evaluation  
at the Council for Initiatives in Jewish Education:  
A Proposal to the Blaustein Foundation  
August 1, 1996 - July 31, 1999

Through the generous support of the Blaustein Foundation, the Council for Initiatives in Jewish Education (CIJE) has carried out three years of monitoring, evaluation, and feedback in its Lead Community Project (I WOULD OMIT LCP, BECAUSE WE DID WORK BEYOND THAT AS WELL AND HE MAY THINK OH, NOT MUCH HAS GONE ON IN BALTIMORE...)

. We propose to follow up that work with a rich agenda for research, evaluation, and capacity-building over the next three years. Our plans build on the findings and lessons we have learned during our first three years. They move strongly in the direction of enhancing the capacity for evaluation of Jewish education within local communities. CIJE will serve as a catalyst for change by creating a new context and curriculum for teaching the skills and knowledge of evaluation in Jewish education, and by promoting a culture in which learning from evaluation is valued.

What We Have Learned So Far (THE IMPCAT OF MONITORING, EVALUATION AND FEEDBACK ON JEWISH EDUCATION: 1993-1996) I DIDNT FIND THE HEADING REALLY DOES JUSTICE TO THE BODY OF TEXT SINCE YOU ARE REALLY TALKING ABOUT HOW OUR WORK HAS FURTHERED THE CIJE AGENDA, SO I WAS LOOKING AT A MORE DYNAMICE TITLE.

From the outset, the CIJE monitoring, evaluation, and feedback (MEF) project addressed three main questions: (1) What is the nature and extent of mobilization of human and financial resources to reform Jewish education in the CIJE Lead Communities (Atlanta, Baltimore, and Milwaukee)? (2) What characterizes the professional lives of educators in the Lead Communities? (3) What are the visions or goals for improving Jewish education in the communities? Community-based field researchers provided information in response to these questions, gathering data from observation, interviews, and questionnaires. A series of reports based on these data have galvanized support for changes in Jewish education and led to important new initiatives in the participating communities and nationally. Reports through July 1995 were described in our last progress report; new reports include the fully integrated report on teachers in Jewish schools of all three communities, and a study of educational leaders in the three communities which was recently presented at the annual meeting of the American Educational Research Association. All fourteen (NEED TO CORRECT THIS NUMBER SEE ADDITIONS) products are listed in the Appendix.

INITIATIVES IN BULIDNG THE PROFESSION

TROUGHT THE WORK OF MEF, Much of the recent work of CIJE and its collaborating communities ARE responding to our findings. OUR REPORTS juxtaposed the stability and commitment of Jewish educators alongside their lack

of preparation and weak professional growth. Examples of local initiatives include a distance education collaborative between the Milwaukee Jewish community and the Cleveland College of Jewish Studies, and upgraded benefits packages for full-time Jewish educators in Baltimore. Examples of national initiatives include the Harvard-CIJE Leadership Seminars and the CIJE Teacher Educator Institute. Local and national initiatives are working in concert to create systemic reform in Jewish communities, because the Lead Communities are major participants in the CIJE national programs. For example, Atlanta sent a large group of principals to the Leadership Seminar, and its central agency staff along with a supplementary school director are enrolled in the Teacher Educator Institute. As a result, new ideas for professional development of educators are blossoming in Atlanta, and our ongoing evaluation (DESCRIBED BELOW) will document the changes that occur.

#### RESOURCES FOR EVALUATION

Our data-gathering efforts required us to develop new instruments, which have now been revised and compiled in a Manual for the CIJE Study of Educators. The main components of this manual are a survey questionnaire for teachers and educational leaders, interview protocols for educators, AND A CODEBOOK FOR DATA ANALYSIS. The manual is available for use in other communities, and Seattle, Cleveland, and Chicago have already carried out studies of their educators using our instruments. Several other communities are currently contemplating studies based on our Manual for the CIJE Study of Educators.

Experiences in working with Lead Communities taught us lessons that have shaped our current work and our plans for the future. Most important, we learned that a significant barrier to evaluation within local communities is the lack of capacity to carry out the work. Even where funds are available, knowledge of how to evaluate programs and the will to initiative program evaluation are in short supply. Just as our Manual for the CIJE Study of Educators is stimulating scrutiny of personnel, the CIJE Manual for Program Evaluation in Jewish Education, currently under development, will provide guidance for program evaluation.

#### BUILDING FOR THE FUTURE OF RESEARCH AND EVALUATION

##### IN JEWISH EDUCATION

IN ORDER to have a real impact, our experience shows, it will be necessary to create a context in which procedures described in the FORTHCOMING Manual for Evaluation can be used by trained professionals who have insight into the workings of American Jewish life, and whose work is supported by knowledgeable lay people. We need to develop not only knowledge and skills, but appreciation among our lay people and educators that evaluation can be a force for positive change. To meet these goals, CIJE is proposing to establish an Evaluation Institute as the centerpiece of our new initiatives in the area of evaluation. In the long run, the Evaluation Institute will lay the groundwork for a National Center for Research and Evaluation in Jewish Education.

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We are proposing work in two areas: the Evaluation Institute, and ongoing monitoring of CIJE projects.

Evaluation Institute

A guiding principle of CIJE has been that initiatives in Jewish education need to be accompanied by evaluation. In this context, evaluation has three basic purposes: (1) to assist efforts to implement ongoing programs more effectively; (2) to determine, after an appropriate period of time, whether a program is sufficiently successful to warrant further effort and resources; and (3) to provide knowledge about what works and how, so that successful programs can be replicated in new places.

CIJE has tried to foster an "evaluation-minded" approach to educational improvement in its Lead Communities. In this effort we have seen some success. Federation staff at least pay lip service to the need to evaluate any new programs that are under consideration. More concretely, budgets for evaluation are being included in new programs. Most important, key staff and lay leaders in all three communities recognize the value of basing decisions on substantive information; as a case in point, they are using the findings of the CIJE Study of Educators as a basis for decision-making.

Our experience in the Lead Communities has made it clear that as in other areas, community agencies lack the capacity to carry out external evaluations of programs. One theory, put forth by a CIJE board member, is that agency staff simply do not know what to do. Another theory, suggested by MEF researchers, is that agency staff avoid evaluation for the usual reasons: (1) They are too busy running programs to carry out evaluation; (2) Evaluation often brings conflict, and avoiding conflict is a high priority for agency staff. Yet a third barrier to evaluation, experienced in Cleveland, is that it is difficult to find qualified outsiders PERSONNEL INSTEAD OF OUTSIDERS to carry out an evaluation that is knowledgeable, informative, and fair.

The proposed CIJE Evaluation Institute would address each of these problems. It would provide knowledge and motivation for evaluation by sharing expertise with a carefully chosen set of individuals from the communities with which CIJE is working.

Design. The Evaluation Institute would consist of three separate but related ongoing seminars:

#### Seminar I: The Purpose and Possibilities of Evaluation

This seminar is intended for a federation professional and a lay leader from each community. Its purpose is to help these leaders understand the need for evaluation, as well as its limits and possibilities. Participation in this seminar will provide local leadership with the "champions" for evaluation that will help ensure its role in decision-making.

#### Seminar II: Evaluation in the Context of Jewish Education

This seminar is intended to create an "evaluation expert" in each community. Participants should be trained in social science research at the Ph.D. level, and experienced in research on education, communities, public agencies, or related areas. The purpose of this seminar is to provide a forum for discussing specifically evaluation in Jewish education. Through this seminar, participants will become a source of expertise upon which their respective communities can draw.

There are two important reasons for including such local experts in the evaluation institute. First, and most essential, by engaging such experts in a long-term, ongoing relationship, communities can ensure continuity in their

evaluation and feedback efforts, instead of one-shot projects that typically characterize evaluation when it does occur. Second, by entering into a relationship with a local expert, organized Jewish communities can exhibit their commitment to take evaluation seriously.

#### Seminar III: Nuts and Bolts of Evaluation in Jewish Education

This seminar is intended for the persons who will actually be carrying out the evaluation of programs in Jewish education. It will cover such topics as instruments, procedures, coding, analysis, and writing reports.

Participants in the three seminars would also meet together. Evaluation research must be tailored to the political and cultural context in which it is to be conducted and interpreted. The best way to achieve this is to bring together those who "know" the context and those who "know" about evaluation. The CIJE Evaluation Institute could facilitate a learning process among the federation lay and professionals and the evaluation experts in which they teach one another in a structured and supportive context.

Content. Each of the three seminars will have somewhat different content, but overall the seminars will draw on three bodies of knowledge: (a) The field of evaluation, its diverse methodologies and aims, challenges and possibilities; (b) understanding of Jewish communities in North America; and (c) materials developed by CIJE out of our experiences in Lead Communities, especially the Manual for the CIJE Study of Educators and the CIJE Manual for Program Evaluation in Jewish Education.

Staff. The Evaluation Institute will be directed by a national leader in the field of evaluation. The faculty will be broad-based, including experts on Jewish community, evaluation methodologies, and Jewish educational researchers.

#### Ongoing Monitoring of CIJE Projects: The Teacher-Educator Institute

While the Evaluation Institute builds capacity for program evaluation in local communities, it is important to assess ~~DELETE~~ (the project of) ongoing CIJE projects. A major focus of effort in this area will be a three-year evaluation of the Teacher-Educator Institute, which is already underway.

~~DELETE FIRST SENTENCE, IT REPEATS PREVIOUS PARAGRAPH~~ An important aim of Research and Evaluation in the CIJE is to monitor and assess ongoing CIJE projects.

As explained in A Time to Act, short-term and long-term evaluations are necessary so that effective programs can be documented and knowledge about them disseminated throughout North America. The CIJE Teacher-Educator Institute is a major new initiative in the area of building the profession, and its evaluation is a major focus of work in the area of research and evaluation.

The CIJE Teacher-Educator Institute (TEI) is a three-year project to create a cadre of outstanding teacher-trainers for supplementary Jewish education. The project brings together teams of educational leaders from communities across North America, including school directors and central agency personnel. These outstanding leaders will form a network of teacher educators who share a vision of teaching and learning, and who support one another in developing new models of professional development. Ultimately, participants in TEI will stimulate



enhanced professional development for the educators of their schools and communities.

Evaluation of TEI will focus on a wide range of outcomes for communities and schools. At the communal level, we will examine changes in the extent and quality of opportunities for professional development. Within two communities, we will carry out intensive case studies of changes in the contexts, activities, and beliefs about professional development. At the school level, we will evaluate opportunities for teachers' professional development compared to the standards articulated by TEI. For individual TEI participants, we will study how their understanding of professional development has changed as a result of their participation in TEI. These outcomes will be assessed with surveys, interviews, and observations.

Study of Professional Development Programs. Previous data from the CIJE Lead Communities documented two major limitations of professional development programs for Jewish educators: (1) They are infrequent, averaging less than one-sixth of the amount of professional development that is standard among public-school educators in some states; and (2) their quality is inadequate to meet the challenges of Jewish education, in that they are fragmented, isolated, and not part of a coherent program of professional growth. By fostering new understandings of professional development among key teacher-educators, TEI seeks to bring about changes in the extent and quality of professional development in participating communities. Programs consistent with TEI's approach will focus on targeted populations, empower participants to learn from their own practice, establish bridges to classrooms, and strengthen relations within and among institutions.

To assess baseline conditions (i.e., the status of professional development when TEI began), we recently distributed a Professional Development Program Survey to central agency staff and supplementary school principals in participating communities. Combining this new data with information previously gathered from the Lead Communities will yield a rich portrait of professional development programs early in the TEI process. The surveys will be re-administered two years hence to monitor changes in the extent and nature of professional development programs in five targeted communities.

In addition to the surveys, we plan to interview TEI participants from five selected communities to monitor changes in their thinking and practices of professional development. This analysis will uncover the mechanisms through which changes in professional development opportunities occur. The interviews will reveal how TEI participants understand their roles as teacher-educators, how those roles may change, and how participants are working to create more meaningful and empowering professional growth for educators in their schools and communities.

Intensive Case Studies. The potential success of TEI lies not only in its expected impact on programs for professional development (e.g., workshops, seminars), but on the elaboration of the multiple ways in which professional growth may occur. For example, informal interactions between principals and teachers can be an important source of professional growth. In addition, TEI participants and those affected by TEI participants in local communities may become more adept at learning from their professional practices. To examine these changes, we need more in-depth analyses than our surveys allow. Consequently, we will carry out case studies in two selected communities of changes in the extent and quality of professional growth, not limited to formal programs. The two communities chosen are those in which TEI participants include both central agency staff and

supplementary school directors, working in teams. These partnerships offer the necessary support through which positive changes are most likely to occur.

The case studies will draw on interviews with TEI participants, other supplementary school directors, and supplementary teachers. We will also carry out observations in selected schools to identify changes in professional development that occur in concert with TEI. These analyses will illuminate changes that occur within particular schools. Data collection is set to begin this spring and will continue for another two years. THE REPORTS OF THIS EVALUATION EFFORT WILL 1) PROVIDE FEEDBACK TO TEI PLANNERS AND LEADERS ABOUT THE EFFECTIVENESS OF THE PROGRAM , AND 2) WILL PROVIDE INFORMATION TO THE LOCAL AND NATION JEWISH COMMUNITY WHO WANT TO IMPLEMENT SIMILAR PROGRAMS.

Towards a National Center for Research and Evaluation in Jewish Education

A goal of the CIJE, first articulated in A Time to Act, is the building of a capability for research and evaluation of Jewish education in North America. With the generous support of the Blaustein Foundation, CIJE has taken important first steps in that direction. If further support allows us to establish the program described in this proposal, we will be ready by 1999 to move onto a new level of capacity: Building a real infrastructure for high-quality research and evaluation in Jewish education. A cadre of community evaluators will be working; CIJE's national research and monitoring will be well established; a national database on the personnel of Jewish communities will be available and growing; and increasing quality and quantity of research and evaluation on Jewish education will be underway. By that time, knowledge and manpower for a fully functioning national center will be available, and CIJE's next task will be to serve as the catalyst for establishing such a center. This is our vision.



## Appendix: List of Available Products

### National Distribution

1. Gamoran, Adam, Ellen B. Goldring, Roberta L. Goodman, Bill Robinson, and Julie Tammivaara. (1994). Policy Brief: Background and Training of Teachers in Jewish Schools. Presented at the General Assembly of the Council of Jewish Federations, Denver.
2. Gamoran, Adam, Ellen B. Goldring, Bill Robinson, Roberta L. Goodman, and Julie Tammivaara. (1995). Background and Training of Teachers in Jewish Schools: Current Status and Levers for Change. Presented at the annual conference of the Network for Research in Jewish Education, Stanford, CA. Currently under journal review.
3. Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1995). Educational Leaders in Jewish Schools: A Study of Three Communities.
4. Gamoran, Adam, Ellen B. Goldring, Roberta L. Goodman, Bill Robinson, and Julie Tammivaara. (1996). Manual for the CIJE Study of Educators. Version 2.0.
5. Gamoran, Adam, Ellen B. Goldring, Bill Robinson, Julie Tammivaara, and Roberta L. Goodman. (1996). Teachers in Jewish Schools: A Study of Three Communities.
6. Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1996). Educational Leaders in Jewish Schools. Presented at the Annual Meeting of the American Educational Research Association, New York.
7. Professional Development Program Survey. (1996). Instrument for use in evaluation of the CIJE Teacher-Educator Institute.
8. The CIJE Manual for Evaluation in Jewish Education (in preparation).

### Local Distribution

9. Goodman, Roberta L. (1993). The Professional Lives of Jewish Educators in Milwaukee.
10. Rottenberg, Claire. (1993). The Professional Life of the Jewish Educator: Atlanta.
11. Tammivaara, Julie. (1994). Professional Lives of Jewish Educators in Baltimore.
12. Gamoran, Adam, Ellen B. Goldring, and Roberta L. Goodman. (1994). The Teaching Force of Milwaukee's Jewish Schools.
13. Gamoran, Adam, Ellen B. Goldring, and Julie Tammivaara. (1994). The Teaching Force of Baltimore's Jewish Schools.
14. Gamoran, Adam, Ellen B. Goldring, and Bill Robinson. (1994). The Teaching Force of Atlanta's Jewish Schools.
15. GOLDRING, E. ETC..ADD THREE INDIVIDUAL COMMUNITY REPORTS ON ED. LEADERS

From: IN%"74104.3335@CompuServe.COM" "Bill Robinson" 21-APR-1996 09:53:33.79  
To: IN%"gamoran@ssc.wisc.edu" "Adam Gamoran",  
IN%"goldrieb@ctrvax.vanderbilt.edu" "Ellen Goldring"  
CC:  
Subj: Blaustein Proposal

The proposal looks excellent to me, too. My suggestions are inserted into your text below [IN BRACKETS AND CAPS]. The text below also includes ELLEN'S COMMENTS IN CAPS.

Two comments in general, which follow from my editing work with Nessa on the Manual and Coding Instructions:

1. CIJE should not have a "the" preceding it, unless it refers to a document or project of CIJE. [I DID NOT INSERT THIS BELOW WHERE NEEDED!]
2. When I write [DELETE COMMA], it is because (according to Nessa) a comma should not proceed "and" if the second phrase does not contain a new subject. (This does not refer to list of three or more.)

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education and led to important new initiatives in the participating communities and nationally. Reports through July 1995 were described in our last progress report; new reports include the fully integrated report on teachers in Jewish schools of all three communities, [DELETE COMMA] and a study of educational leaders in the three communities which was recently presented at the annual meeting of the American Educational Research Association. All fourteen (NEED TO CORRECT THIS NUMBER SEE ADDITIONS) products are listed in the Appendix.

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in concert to create systemic reform in Jewish communities, because the Lead Communities are major participants in the CIJE national programs. For example, Atlanta [HAS] sent a large group of principals to the Leadership Seminar [SEMINARS], and its central agency staff along with a supplementary school director are enrolled in the Teacher Educator Institute. As a result, new ideas for professional development of educators are blossoming in Atlanta, and our ongoing evaluation (DESCRIBED BELOW) will document the changes that [ARE OCCURRING] occur.

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Experiences in working with Lead Communities taught us lessons that have shaped our current work and our plans for the future. Most important, we learned that a significant barrier to evaluation within local communities is the lack of capacity to carry out the work. Even where funds are available, knowledge of how to evaluate programs and the will to initiate program evaluation are in short supply. Just as our Manual for the CIJE Study of Educators is stimulating scrutiny of personnel, the CIJE Manual for Program Evaluation in Jewish Education, currently

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In addition to the surveys, we plan to interview TEI participants from five selected [TARGETED] communities to monitor changes in their thinking and practices of professional development. This analysis will uncover the mechanisms through which changes in professional development opportunities [PROGRAMS?] occur. The interviews will reveal how TEI participants understand their roles as teacher-educators, how those roles may change, and how participants are working to create more meaningful and empowering professional growth [DEVELOPMENT PROGRAMS?] for educators in their schools and communities. [AS IS, THE LAST SENTENCE WOULD GO BEYOND THE STUDY OF

PROFESSIONAL

DEVELOPMENT PROGRAMS TO INCLUDE INFORMAL OPPORTUNITIES]

[I AGREE WITH ELLEN: THE TITLE SHOULD NOT REFER TO HOW WE ARE COLLECTING DATA; I

SUGGEST: "STUDY OF OTHER AVENUES OF PROFESSIONAL GROWTH" OR SOMETHING SIMILAR]

Intensive Case Studies. The potential success of TEI lies not only in its expected impact on programs for professional development (e.g., workshops, seminars), but on the elaboration of the multiple ways in which professional growth may occur. For example, informal interactions between principals and teachers can be an important source of professional growth. In addition, TEI participants and those affected by TEI participants in local communities may become more adept at learning from their professional practices. To examine these changes, we need more in-depth analyses than our surveys [AND INTERVIEWS WITH TEI PARTICIPANTS] allow.

Consequently, we will

carry out [INTENSIVE] case studies in two selected communities of changes in the extent and quality of professional growth, not limited to formal programs. The two communities chosen are those in which TEI participants include both central agency staff and supplementary school directors, working in teams. These partnerships offer the necessary support through which positive changes are most likely to occur.

The case studies will draw on interviews with TEI participants, other supplementary school directors, and supplementary teachers. We will also carry out observations in selected schools to identify changes in professional development that occur in concert with TEI. These analyses will illuminate changes that occur within particular schools. [DELETE PRECEDING SENTENCE-REDUNDANT] Data collection is

set to begin this spring and will continue for another two years.

THE REPORTS OF THIS EVALUATION EFFORT WILL 1) PROVIDE FEEDBACK TO TEI PLANNERS AND LEADERS ABOUT THE EFFECTIVENESS OF THE PROGRAM, AND 2) WILL PROVIDE INFORMATION

TO THE LOCAL AND NATION JEWISH COMMUNITY WHO WANT TO IMPLEMENT SIMILAR PROGRAMS.

Towards a National Center for Research and Evaluation in Jewish Education

A goal of the CIJE, first articulated in A Time to Act, is the building of a capability [CAPACITY?] for research and evaluation of Jewish education in North America. With the generous support of the Blaustein Foundation, CIJE has taken important first steps in that direction. If further support allows us to establish the program [PROGRAMS] described in this proposal, we will be ready by 1999 to move onto a new level of capacity: Building a real infrastructure

for high-quality research and evaluation in Jewish education. A cadre of community evaluators will be working; CIJE's national research and monitoring will be well established; a national database on the personnel of Jewish communities will be available and growing; and increasing quality and quantity of research and evaluation on Jewish education will be underway. By that time, knowledge and manpower for a fully functioning national center will be available, and CIJE's next task will be to serve as the catalyst for establishing such a center. This is our vision.



Research and Evaluation at the Council for Initiatives in Jewish Education:  
A Proposal to the Blaustein Foundation  
August 1, 1996 - July 31, 1999

Through the generous support of the Blaustein Foundation, the Council for Initiatives in Jewish Education (CIJE) has carried out three years of monitoring, evaluation, and feedback. We propose to follow up that work with a rich agenda for research, evaluation, and capacity-building over the next three years. Our plans build on the findings and lessons we have learned during our first three years. They move strongly in the direction of enhancing the capacity for evaluation of Jewish education within local communities. CIJE will serve as a catalyst for change by creating a new context and curriculum for teaching the skills and knowledge of evaluation in Jewish education, and by promoting a culture in which learning from evaluation is valued.

**The Impact of Monitoring, Feedback, and Evaluation, 1993-1996**

From the outset, the CIJE monitoring, evaluation, and feedback (MEF) project addressed three main questions: (1) What is the nature and extent of mobilization of human and financial resources to reform Jewish education in the CIJE Lead Communities (Atlanta, Baltimore, and Milwaukee)? (2) What characterizes the professional lives of educators in the Lead Communities? (3) What are the visions or goals for improving Jewish education in the communities? Community-based field researchers provided information in response to these questions, gathering data from observation, interviews, and questionnaires. A series of reports based on these data has galvanized support for changes in Jewish education and has led to important new initiatives in the participating communities and nationally. Reports through July 1995 were described in our last progress report; new reports include the fully integrated report on teachers in Jewish schools of all three communities, and a study of educational leaders in the three

communities which was recently presented at the annual meeting of the American Educational Research Association. All eighteen products are listed in the Appendix.

### Initiatives in Building the Profession

Many ongoing efforts of CIJE and its collaborating communities are responses to our research and evaluation. Our reports juxtaposed the stability and commitment of Jewish educators alongside their lack of preparation and weak professional growth. Examples of local initiatives that are responding to these findings include a distance education collaborative between the Milwaukee Jewish community and the Cleveland College of Jewish Studies, and upgraded benefits packages for full-time Jewish educators in Baltimore. Examples of national initiatives include the Harvard-CIJE Leadership Seminars and the CIJE Teacher-Educator Institute. Local and national initiatives are working in concert to create systemic reform in Jewish communities, because the Lead Communities are major participants in the CIJE national programs. For example, Atlanta has sent a large group of principals to the Leadership Seminars, and its central agency staff along with a supplementary school director are enrolled in the Teacher-Educator Institute. As a result, new ideas for professional development of educators are blossoming in Atlanta, and our ongoing evaluation will document the changes that are occurring.

### Resources for Evaluation

Our data-gathering efforts required us to develop new instruments, which have now been revised and compiled in a Manual for the CIJE Study of Educators. The main components of this manual are a questionnaire for educators, and interview protocols for teachers and educational leaders. In addition, coding instructions have been developed to accompany the questionnaire. The manual is available for use in other communities, and Seattle, Cleveland, and Chicago have

already carried out studies of their educators using our instruments. Several other communities are currently contemplating studies based on our Manual for the CIJE Study of Educators. Ultimately, data collected in these communities will become part of a North American data base on Jewish education, a valuable resource for future policy research.

Experiences in working with Lead Communities taught us lessons that have shaped our current work and our plans for the future. Most important, we learned that a significant barrier to evaluation within local communities is the lack of capacity to carry out the work. Even where funds are available, knowledge of how to evaluate programs and the will to initiative program evaluation are in short supply. Just as our Manual for the CIJE Study of Educators is stimulating scrutiny of personnel, the CIJE Manual for Program Evaluation in Jewish Education, currently under development, will provide guidance for program evaluation.

#### **Building for the Future of Research and Evaluation in Jewish Education**

Our experience shows that for the Manual for Evaluation to have a real impact, it will be necessary to create a context in which procedures described can be used by trained professionals who have insight into the workings of American Jewish life, and whose work is supported by knowledgeable lay people. We need to develop not only knowledge and skills, but appreciation among our lay people and educators that evaluation can be a force for positive change. To meet these goals, CIJE is proposing to establish an Evaluation Institute as the centerpiece of our new initiatives in the area of evaluation. In the long run, the Evaluation Institute will lay the groundwork for a National Center for Research and Evaluation in Jewish Education.

We are proposing work in two areas: the Evaluation Institute, and ongoing monitoring of CIJE projects.

### Evaluation Institute

A guiding principle of CIJE has been that initiatives in Jewish education need to be accompanied by evaluation. In this context, evaluation has three basic purposes: (1) to assist efforts to implement ongoing programs more effectively; (2) to determine, after an appropriate period of time, whether a program is sufficiently successful to warrant further effort and resources; and (3) to provide knowledge about what works and how, so that successful programs can be replicated in new places.

CIJE has tried to foster an "evaluation-minded" approach to educational improvement in its Lead Communities. In this effort we have seen some success. Federation staff at least pay lip service to the need to evaluate any new programs that are under consideration. More concretely, budgets for evaluation are being included in new programs. Most important, key staff and lay leaders in all three communities recognize the value of basing decisions on substantive information; as a case in point, they are using the findings of the CIJE Study of Educators as a basis for decision-making.

Our experience in the Lead Communities has made it clear that as in other areas, community agencies lack the capacity to carry out external evaluations of programs. One theory, put forth by a CIJE board member, is that agency staff simply do not know what to do. Another theory, suggested by MEF researchers, is that agency staff avoid evaluation for the usual reasons: (1) They are too busy running programs to carry out evaluation; (2) Evaluation often brings conflict, and avoiding conflict is a high priority for agency staff. Yet a third barrier to evaluation, experienced in Cleveland, is that it is difficult to find qualified personnel to carry out an evaluation that is knowledgeable, informative, and fair.

The proposed CIJE Evaluation Institute would address each of these problems. It would provide knowledge and motivation for evaluation by sharing expertise with a carefully chosen set of individuals from the communities with which CIJE is working.

**Design.** The Evaluation Institute would consist of three separate but related ongoing seminars:

#### Seminar I: The Purpose and Possibilities of Evaluation

This seminar is intended for a federation professional and a lay leader from each community. Its purpose is to help these leaders understand the need for evaluation, as well its limits and possibilities. Participation in this seminar will provide local leadership with the "champions" for evaluation that will help ensure its role in decision-making.

#### Seminar II: Evaluation in the Context of Jewish Education

This seminar is intended to create an "evaluation expert" in each community. Participants should be trained in social science research at the Ph.D. level, and experienced in research on education, communities, public agencies, or related areas. The purpose of this seminar is to provide a forum for discussing specifically evaluation in Jewish education. Through this seminar, participants will become a source of expertise upon which their respective communities can draw.

There are two important reasons for including such local experts in the evaluation institute. First, and most essential, by engaging such experts in a long-term, ongoing relationship, communities can ensure continuity in their evaluation and feedback efforts, instead of one-shot projects that typically characterize evaluation when it does occur. Second, by entering into a relationship with a local expert, organized Jewish communities can exhibit their commitment to take evaluation seriously.

#### Seminar III: Nuts and Bolts of Evaluation in Jewish Education

This seminar is intended for the persons who will actually be carrying out the evaluation of programs in Jewish education. It will cover such topics as instruments, procedures, coding, analysis, and writing reports.

Participants in the three seminars would also meet together. Evaluation research must be tailored to the political and cultural context in which it is to be conducted and interpreted. The best way

to achieve this is to bring together those who "know" the context and those who "know" about evaluation. The CIJE Evaluation Institute could facilitate a learning process among the federation lay and professionals and the evaluation experts in which they teach one another in a structured and supportive context.

**Content.** Each of the three seminars will have somewhat different content, but overall the seminars will draw on three bodies of knowledge: (a) The field of evaluation, its diverse methodologies and aims, challenges and possibilities; (b) understanding of Jewish communities in North America; and (c) materials developed by CIJE out of our experiences in Lead Communities, especially the Manual for the CIJE Study of Educators and the CIJE Manual for Program Evaluation in Jewish Education.

**Staff.** The Evaluation Institute will be directed by a national leader in the field of evaluation. The faculty will be broad-based, including experts on Jewish community, evaluation methodologies, and Jewish educational researchers.

#### Ongoing Monitoring of CIJE Projects: The Teacher-Educator Institute

While the Evaluation Institute builds capacity for program evaluation in local communities, it is important to assess ongoing CIJE projects. A major focus of effort in this area will be a three-year evaluation of the Teacher-Educator Institute, which is already underway. As explained in *A Time to Act*, short-term and long-term evaluations are necessary so that effective programs can be documented and knowledge about them disseminated throughout North America. The CIJE Teacher-Educator Institute is a major new initiative in the area of building the profession, and its evaluation is a major focus of work in the area of research and evaluation.



The CIJE Teacher-Educator Institute (TEI) is a three-year project to create a cadre of outstanding teacher-trainers for supplementary Jewish education. The project brings together teams of educational leaders from communities across North America, including school directors and central agency personnel. These outstanding leaders will form a network of teacher-educators who share a vision of teaching and learning, and who support one another in developing new models of professional development. Ultimately, participants in TEI will stimulate enhanced professional development for the educators of their schools and communities.

Evaluation of TEI will focus on a wide range of outcomes for communities and schools. At the communal level, we will examine changes in the extent and quality of opportunities for professional development. Within two communities, we will carry out intensive case studies of changes in the contexts, activities, and beliefs about professional development. In schools, we will evaluate opportunities for teachers' professional development compared to the standards articulated by TEI. For individual TEI participants, we will study how their understanding of professional development has changed as a result of their participation in TEI. These outcomes will be assessed with surveys, interviews, and observations.

**Study of Professional Development Programs.** To assess changes in programs, we will compare programs that currently exist to programs established in response to TEI. Data from the CIJE Lead Communities documented two major limitations of professional development programs for Jewish educators: (1) They are infrequent, averaging less than one-sixth of the amount of professional development that is standard among public-school educators in some states; and (2) their quality is inadequate to meet the challenges of Jewish education, in that they are fragmented, isolated, and not part of a coherent program of professional growth. In contrast,

TEI intends to foster new understandings of professional development among key teacher-educators, and thus bring about changes in the extent and quality of professional development in participating communities. Programs consistent with TEI's approach will focus on targeted populations, empower participants to learn from their own practice, establish bridges to classrooms, and strengthen relations within and among institutions.

To assess baseline conditions (i.e., the status of professional development when TEI began), we recently distributed a Professional Development Program Survey to central agency staff and supplementary school principals in participating communities. Combining this new data with information previously gathered from the Lead Communities will yield a rich portrait of professional development programs early in the TEI process. The surveys will be re-administered two years hence to monitor changes in the extent and nature of professional development programs in five targeted communities.

In addition to the surveys, we plan to interview TEI participants from five selected communities to monitor changes in their thinking and practices of professional development. This analysis will uncover the mechanisms through which changes in professional development opportunities occur. The interviews will reveal how TEI participants understand their roles as teacher-educators, how those roles may change, and how participants are working to create more meaningful and empowering professional growth for educators in their schools and communities.

**Intensive Case Studies.** The potential success of TEI lies not only in its expected impact on programs for professional development (e.g., workshops, seminars), but on the elaboration of the multiple ways in which professional growth may occur. For example, informal interactions between principals and teachers can be an important source of professional growth. In addition,

TEI participants and those affected by TEI participants in local communities may become more adept at learning from their professional practices. To examine these changes, we need more in-depth analyses than will be possible using our surveys and interviews with TEI participants. Consequently, we will carry out case studies in two selected communities of changes in the extent and quality of professional growth, not limited to formal programs. The two communities chosen are those in which TEI participants include both central agency staff and supplementary school directors, working in teams. These partnerships offer the necessary support through which positive changes are most likely to occur.

The case studies will draw on interviews with TEI participants, other supplementary school directors, and supplementary teachers. We will also carry out observations in selected schools to identify changes in professional development that occur in concert with TEI.

Data collection is set to begin this spring and will continue for another two years. Reports from this evaluation effort will (1) provide feedback to TEI planners and leaders about the effectiveness of the program and (2) provide information to local and national Jewish audiences who may want to implement similar programs.

#### **Towards a National Center for Research and Evaluation in Jewish Education**

A goal of the CIJE, first articulated in *A Time to Act*, is the building of a capability for research and evaluation of Jewish education in North America. With the generous support of the Blaustein Foundation, CIJE has taken important first steps in that direction. If further support allows us to establish the program described in this proposal, we will be ready by 1999 to move onto a new level of capacity: Building a real infrastructure for high-quality research and evaluation in Jewish education. A cadre of community evaluators will be working; CIJE's

national research and monitoring will be well established; a national database on the personnel of Jewish communities will be available and growing; and increasing quality and quantity of research and evaluation on Jewish education will be underway. By that time, knowledge and manpower for a fully functioning national center will be available, and CIJE's next task will be to serve as the catalyst for establishing such a center. This is our vision.



## Appendix: List of Available Products

### National Distribution

1. Gamoran, Adam, Ellen B. Goldring, Roberta L. Goodman, Bill Robinson, and Julie Tammivaara. (1994). Policy Brief: Background and Training of Teachers in Jewish Schools. Presented at the General Assembly of the Council of Jewish Federations, Denver.
2. Gamoran, Adam, Ellen B. Goldring, Bill Robinson, Roberta L. Goodman, and Julie Tammivaara. (1995). Background and Training of Teachers in Jewish Schools: Current Status and Levers for Change. Presented at the annual conference of the Network for Research in Jewish Education, Stanford, CA. Currently under journal review.
3. Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1995). Educational Leaders in Jewish Schools: A Study of Three Communities.
4. Gamoran, Adam, Ellen B. Goldring, Roberta L. Goodman, Bill Robinson, and Julie Tammivaara. (1996). Manual for the CIJE Study of Educators. Version 2.0.
5. Gamoran, Adam, Ellen B. Goldring, Bill Robinson, Julie Tammivaara, and Roberta L. Goodman. (1996). Teachers in Jewish Schools: A Study of Three Communities.
6. Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1996). Educational Leaders in Jewish Schools. Presented at the Annual Meeting of the American Educational Research Association, New York.
7. Professional Development Program Survey. (1996). Instrument for use in evaluation of the CIJE Teacher-Educator Institute.
8. Robinson, Bill. (1996). Coding Instructions for the CIJE Educators Survey.
9. The CIJE Manual for Program Evaluation in Jewish Education (in preparation).

### Local Distribution

10. Goodman, Roberta L. (1993). The Professional Lives of Jewish Educators in Milwaukee.
11. Rottenberg, Claire. (1993). The Professional Life of the Jewish Educator: Atlanta.

12. Tammivaara, Julie. (1994). Professional Lives of Jewish Educators in Baltimore.
13. Gamoran, Adam, Ellen B. Goldring, and Roberta L. Goodman. (1994). The Teaching Force of Milwaukee's Jewish Schools.
14. Gamoran, Adam, Ellen B. Goldring, and Julie Tammivaara. (1994). The Teaching Force of Baltimore's Jewish Schools.
15. Gamoran, Adam, Ellen B. Goldring, and Bill Robinson. (1994). The Teaching Force of Atlanta's Jewish Schools.
16. Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1995). Educational Leaders in Baltimore's Jewish Schools.
17. Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1995). Educational Leaders in Atlanta's Jewish Schools.
18. Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1995). Educational Leaders in Milwaukee's Jewish Schools.

(Note: Several reports on community mobilization were also prepared for CIJE internal use. In one case, an evaluation report on a local project was prepared for a community.)

# GrantWorks

306 Washington Avenue, Haddonfield NJ 08033  
Tel 609/429-1903 Fax 609/429-8732

## FAX TRANSMISSION FORM

DATE: 10/18/96  
TO: ADAM GAMORAN  
FAX #: 608-265-5389  
FROM: Avi Y. Decter  
FAX #: 609/429-8732

This transmission comprises 2 pages including the cover sheet.

**MESSAGE:**

PLEASE DELIVER TO DR GAMORAN ASAP.  
THANK YOU.

Please phone 609/429-1903 if there are problems with reception.

## GrantWorks

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306 Washington Avenue, Haddonfield NJ 08033  
Tel 609/429-1903 Fax 609/429-8732

### MEMORANDUM

October 18, 1996

Nov 10

TO: Adam Gamoran  
Ellen Goldring

FROM: Avi Decter

SUBJ: Conference Call - 10/21/96 at 2:30 pm CDT

It was a pleasure to speak with you both last week, and I look forward to working with you in completing the grant proposal to the Blaustein Foundation in the next two weeks. As agreed, we will speak by conference call (which I will initiate) on Monday at 2:30 pm CDT (3:30 pm EDT). Aside from learning more about the origins of the CIJE MEF project and about its scaling down from the original proposal, I would like to come away from the conversation with a clear sense of your goals, workplan, and priorities for the next three years of the project. I would also like to have a very concrete sense of the project budget since the proposal will need to rationalize all of the various project expenses. Among the specific questions I have are:

- 1) What is the difference between the Manual for the Study of Education #2 and the Manual for Program Evaluation?
- 2) What is your vision for the program and structure of a National Center for Research and Evaluation in Jewish Education?
- 3) How will the Evaluation Institute lead to the National Center for Research and Evaluation in Jewish Education? Who will plan the National Center, how, and when?
- 4) What is the nature, character, format, frequency, locale, etc. of the Evaluation Institute seminars? What are the goals, content, and methodology of the Evaluation Institute? What is the relationship of Seminar II to Seminar III?
- 5) What specific impact has the initial MEF project had? Who is using its products or methods--and for what ends?
- 6) What is the methodology proposed for the TEI Evaluation? Which communities will be included in this study?
- 7) How will the MEF project itself be evaluated--what are the criteria and methods, and who will be the evaluators of the evaluation team?

I look forward to discussing these issues--and any others you think should be entertained in the proposal--on Monday. In the meanwhile, many thanks and all good wishes.



fax

Budget for data bank

what activities will lead to plan for  
Nat Center for R&D in J&E

- eg consultants w/ key people,  
develop think pieces thru 1st, 2nd consults

? budget for Eval Instit ?

Nat advisory panel

Date: 31 Oct 96 07:25:01 EST  
From: AVI DECTER <72613.1146@CompuServe.COM>  
To: Adam Gamoran <gamoran@ssc.wisc.edu>  
Subject: Re: Blaustein Proposal

Adam:

Thanks for your reassuring note. No, I do not have the budget you reference. Can you send this or should I get it from the CIJE Controller? Let me know ASAP so I can pick it up this week.

I think that it would be better if you provided me cost breakdowns for each of the major components--TEI evaluation, planning for the Nat. Cntr., etc. This will mean more work for both of us, but if I have the breakdowns I can always collapse them later whereas if I get only the line item totals, I will not know how to allocate the expense among the various projects should we choose to present our budget that way.

At the moment I am uncertain as to how we should present the budget, but think we will do best to show three discrete parts: CIJE program evaluation (TEI, etc.); Evaluation Institute; and planning for the National Center. If you have thoughts on this, please let me know ASAP.

In the meanwhile, many thanks for your kind attention--and all good wishes.

Avi



Date: Fri, 08 Nov 1996 11:32:08 -0600 (CST)  
From: GOLDRIEB@ctrvax.Vanderbilt.Edu  
Subject: Proposal  
To: 72613.1146@compuserve.com  
Cc: gamoran@ssc.wisc.edu  
X-Vms-To: in%"72613.1146@compuserve.com"  
X-Vms-Cc: in%"gamoran@ssc.wisc.edu", ctrvax::goldrieb

Avi,

Thank-you for faxing a copy of the proposal. I also have only some minor comments.

pg 1. second paragraph: I do not like the term "normal feature", perhaps regular feature, or integral feature.

pg 1 pt. 2 Building Evalatuion Capacity: I do not like the word Organization of Evaluation Institute, perhaps Convening, Developing, Implementing...

pg 2, second paragraph: Starting, For this CIJE strategy to be fully effective...something is wrong with the rest of that sentence, perhaps "clear goals and a coherent sense of what we seek to achieve are required".

pg. 3 First paragraph, second line: it is not clear who the "their" refers to, so this sentence is not clear to me, do you mean to define vision or goals for imporving education in these communities?

pg 6 -7 in many places you write TEA instead of TEI.

pg. 6 3rd paragraph, voice changes to "WE", rather than passive voice or singular voice as in the rest of the document.

pg 9 my bio, please add after Educational Leadership, and Associate Dean, Peabody College at Vanderbilt.....

That is it, the rest looks very good.

Ellen

## MEMORANDUM

November 15, 1996

TO: Adam Gamoran  
Ellen Goldring  
Barbara Neufeld

FROM: Avi Decter 

SUBJ: Blaustein Proposal

Thank you all very much for your kind attention and good guidance in preparing the Blaustein proposal. I very much appreciate your taking the time to give direction to the proposal and to offer suggestions for revision. It has been a pleasure, and I hope that I have the opportunity to meet you all in person at an early date.

Enclosed please find a copy of the proposal that was expressed to Mr. Hirschhorn yesterday. I am sure that further refinements are possible, both in planning and in presentation, but this draft seems to have passed muster with all the CIJE parties. We should get some feedback from Mr. H. next week when Karen and Alan meet with him.

I look forward to other occasions. Until then, many thanks and all good wishes.

encl.