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CIJE Study of Educators. MEF meetings, reports, and planning documents, 1993-1995.

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7/25/95
MEF
CIJE

Outline of MEF and Related CIJE Work, 1995
Revised July 24, 1995

Background: The original task of the our project was to undertake monitoring, evaluation, and feedback (MEF) in CIJE's Lead Communities. We carried out this work from August 1992 through December 1994, with a staff of three full-time field researchers working with the two part-time (3 days/month) project directors. With the reorganization of CIJE into four domains, one of which is Research and Evaluation, our assignment has shifted, and now consists of 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 project directors.

This document provides an update of our 1995 Work Plan, based on the earlier revision of March 8, 1995. The end of the document contains a list of products with notes on their current state of completion as of July 24, 1995.

I. Building a Research Capacity in North America

A. Conducting high-quality research

1. Writing the full integrated report on teachers in the lead communities
2. Writing reports on educational leaders in the Lead Communities (in each Lead Community, and combined)
3. Possibly additional policy briefs -- to be decided -- possible topics: leaders, teacher/leader comparisons, early childhood
4. Research papers on teacher power, teacher in-service, and levers for change in extent of in-service

II. Building an Evaluation Capacity in North America

A. The CIJE Manual for the Study of Educators

1. Produce via desk-top publishing a module for studying Jewish educators in a community
 - a. Survey instrument
 - b. Interview protocol
 - c. Instructions for both
 - d. List of anchor items to be used in a national data base
 - e. Codebook for entering and coding data using SPSS (commercially available statistical software)

B. Dissemination of the module

1. The preferred design also addresses the broader need for creating a capacity for evaluation in North American communities: A three-tiered seminar on evaluation
2. Prepare a proposal for an Evaluation Institute organized by CIJE
3. If the Evaluation Institute is approved and a staff person is hired to coordinate it, work with the staff person to plan and develop curriculum

III. Evaluating CIJE Initiatives

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

1. Prepare a proposal for evaluation of the Teacher-Educator Institute
2. Implement the evaluation if the proposal is approved

IV. Planning for the Future

A. Informal education -- MEF staff will work on conceptualization for policy research on informal education

1. Consult with CIJE staff
2. Consult with other experts on informal education

B. Community consultations -- currently we are providing ongoing advice to Atlanta and Cleveland

C. Possible seminar on CIJE: What have we learned from three years of MEF?

- about mobilizing communities
- about creating and working as a change agent
- about conducting MEF in communities
- The purpose of the seminar would be to take a step back and assess where we have been and what we have learned over the last three years. It is intended for staff and close advisors. One product of the seminar would be a summary document about what we have learned, for our internal use and for orienting new advisory committee members. A research paper might also result from the seminar, but we are not sure about that.
- Running this seminar would take a substantial investment of planning time from MEF staff

V. Products

A. Research Capacity

1. Research paper: "Teachers in Jewish Schools" (analysis of survey data from three communities): IN PROGRESS, DRAFT EXPECTED AUGUST 31
2. Policy Brief -- TO BE DECIDED
3. Reports on the characteristics of educational leaders
 - a. 3-city report: DRAFT COMPLETED, COMMENTS RECEIVED, REVISION IN PROGRESS, FINAL VERSION EXPECTED AUGUST 15
 - b. one for each community: DRAFT OF FIRST COMMUNITY EXPECTED AUGUST 15
4. Research papers
 - a. Levers for increasing professional growth activities: DRAFT COMPLETED AND PRESENTED AT RESEARCH CONFERENCE, COMMENTS RECEIVED, REVISION IN PROGRESS, FINAL VERSION EXPECTED OCTOBER 31
 - b. Teacher power: IN PROGRESS, DRAFT EXPECTED AUGUST 31
 - c. Quality of inservice experiences: IN PROGRESS, DRAFT EXPECTED SEPTEMBER 30

B. Evaluation Capacity

1. Module for Studying Educators in a Jewish Community: COMPLETED
2. Proposal for Evaluation Institute: COMPLETED

C. Evaluation of CIJE Initiatives

1. Proposal for evaluation of Teacher-Educator Institute: COMPLETED
2. (Assuming proposal is approved) Memo on aims and selection procedures in Teacher-Educator Institute: AUGUST
3. (Assuming proposal is approved) Interview protocol for participants in Teacher-Educator Institute (and other community members): AUGUST
4. (Assuming proposal is approved) Report on the current state of professional growth opportunities for teachers in selected communities: SEPTEMBER - DECEMBER

מכון מנדל
CJL-MEF
לתיק
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טופל

Work-In-Progress

For Review Only -- Please Do Not Quote, Cite, or Distribute

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

Adam Gamoran
Ellen Goldring
Roberta Louis Goodman
Bill Robinson
Julie Tamnivaara

Council for Initiatives in Jewish Education

Work-In-Progress
For Review Only -- Please Do Not Quote, Cite, or Distribute

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

ABSTRACT

A survey of teachers in day schools, supplementary schools, and pre-schools in three communities shows that only 19% of teachers have professional training in both Jewish content areas and in the field of education. Despite incomplete professional backgrounds, teachers in Jewish schools engage in relatively few professional development activities: pre-school teachers reported attending an average of 6.2 workshops over a two-year period, while supplementary teachers attended an average of 4.4 and day school teachers attended 3.8 workshops over the two year period. What can be done to enhance and expand professional growth activities for teachers in Jewish schools? Work in progress will examine three possible "levers" for change: state licensing requirements for pre-schools, state requirements for continuing education among professionally-trained teachers, and federation-led standards for training of supplementary teachers.

How can they
mix into
voluntary
system?

What about
financial incentives?

There seems to be
they would, but
pressure on both
teachers & providers

Work-In-Progress
For Review Only -- Please Do Not Quote or Cite, or Distribute

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

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

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

Conceptual Framework

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

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

What is the current state of the profession of Jewish education in these communities? What mechanisms are available to improve it, and how will we know whether improvement in the profession training of teachers fosters better teaching and learning? These questions cannot be addressed fully -- in particular, no data are available on the links between training, teaching, and learning -- but the current paper makes a start, focusing on the current situation and potential levers for change.

*general in
line?*

Data and Methods

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

We define training in education as a university or teachers' institute degree in education. We define training in Jewish studies as a college or seminary degree in education, or as certification in Jewish education. Information on these items were derived from survey responses. We also relied on survey data to indicate how much in-service

training teachers had received in the recent past. Information from interviews helped us understand the survey findings more thoroughly, and helped us frame our analytic questions more effectively.

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

Results

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

Descriptive Results

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

more often have professional backgrounds in education than teachers in supplementary schools (combine rows 1 and 2 in Table 1). However, the greater proportion of teachers trained in education in day and pre-schools reflects one- and two-year degrees as well as university degrees in education. If these were excluded, day school and pre-school teachers would have formal backgrounds in education about as often as supplementary teachers.

Perhaps the dearth of formal training is compensated by extensive in-service education. We asked teachers how often they had attended in-service workshops during the last two years. Table 2 shows that (excluding first-year teachers) day school teachers attended an average of 3.8 workshops during the two-year period, supplementary teachers averaged 4.4, and pre-school teachers attended just 6.2 workshops over a two-year period.

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

Analytic Results

Data are available for this portion of the paper, but the analyses have yet to be carried out. We will explore three possible mechanisms for raising in-service standards.

(1) State certification for pre-schools. Most of the pre-schools in our study are certified by the state, and we believe this accounts of the higher rates of in-service training among pre-school teachers compared to other teachers. This conclusion can be strengthened by comparing in-service training in the pre-schools that are not certified to the one that are. If this finding is supported, we will have a basis for arguing that state certification in the secular world fosters higher standards in Jewish education. This potential finding has implications for day schools as well as pre-schools.

Is this
control
maintain
for all
(and pre-
schools?)

(2) State requirements for continuing professional growth. The communities we studied are located in three different states. Two of the states have set a mandatory number of hours in workshop training for relicensing of teachers. (These standards far exceed those obtained by the average teacher in Jewish schools.) The third state has no such mandate. Are Judaica teachers in Jewish schools responsive to these mandates? In addition to comparing workshops attended for teachers in states that do and do not have mandates, we will examine patterns of workshops attended by teachers who are and are not already professionally trained. One would expect such teachers to be more sensitive to state mandates. If this finding emerges, we will be in position to argue that in states with in-service mandates, seeking certified teachers would raise not only background but in-service standards. In addition, this finding would strengthen the argument that it is possible to influence teachers in Jewish schools through secular requirements.

(3) Federation standards for supplementary teachers. In one community, but not the other two, federation policy requires supplementary school teachers to attend a minimum of three in-service workshops per year. How does the frequency of in-service in this community compare to that of the others, in supplementary schools? If it is higher, one may use this conclusion, admittedly speculative since it is may be confounded with other between-community differences, to argue that centralized mandates may stimulate more in-service in certain contexts.

Significance

The CIJE's ultimate hypothesis is that building Jewish education as a profession is critical for improving teaching and learning in Jewish education. This paper does not answer that question, but it addresses two crucial concerns along the way: What is the state of the profession? What can be done to improve it? By exploring three potential avenues for reform, we are furthering the broader endeavor.

Table 1. Professional Training of Teachers in Jewish Schools

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

Table 2. Average Number of Workshops Attended by Teachers in Jewish Schools

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

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

MEF JS

MINUTES: CIJE - MEF STAFF MEETING ON EDUCATIONAL LEADERSHIP

DATE OF MEETING: AUGUST 24, 1995, 9:30 a.m. EST

DATE MINUTES ISSUED: SEPTEMBER 19, 1995

PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz, Adam Gamoran, Ellen Goldring, Dan Pekarsky, Nessa Rapoport, Bill Robinson

COPY TO: Annette Hochstein, Ginny Levi, Debra Perrin

I. Examination of Pre-service and In-service Standards and Programs for Educational Leaders

EG presented information on the pre-service and in-service standards for educational leaders in public and private schools, and on the programs available in general education for educational leaders to meet these standards.

In summary: Widely accepted standards in general education throughout the United States hold that educational leaders should have credentials in three areas: education/pedagogy, a subject matter, and administration/supervision. Preparation in education/pedagogy consists of an academic program leading to a BA or MA and a license or certification in general education. Subject matter preparation for elementary school may include a broad range of academic subjects, while high school teaching usually requires majoring in an academic subject area. (For Jewish schools, the appropriate subject matter knowledge would be in a content area, such as Hebrew, Jewish history, Jewish literature, or a related field). After teaching for "x" number of years, one can go on to gain an additional degree in educational administration and be licensed as a principal.

In order to maintain their licenses, principals, like teachers, are required to participate in ongoing professional development. The number of hours differs from state to state, but such requirements are standard.

The group reviewed a selection of materials on professional standards, in both general and Jewish education, in order to better understand the requirements (standards and norms that exist) and the content of preparation and professional growth programs. These included:

- a. "The Landscape of Leadership Preparation", by Joseph Murphy;
- b. "The Licensure of School Administrator: Policy and Practice", by Carl R. Ashbaugh and Katherine L. Kasten;
- c. "Performance Domains of the Principalship", from the National Committee for the Principalship;
- d. "The Return of the Mayflower: British Alternatives to American Practice", by Paul A. Pohland;

1. Unlike teachers, the pool of educational leaders in Jewish schools is much smaller. Thus, it may be possible for the CIJE to have a direct impact upon all educational leaders. The CIJE may want to put forth a greater effort in impacting pre-service programs, rather than in-service activities.
2. At present the participation of educational leaders is voluntary. We need to move beyond encouragement, as we consider our approach to professional growth for educational leaders. Are there ways to learn from norms or standards, that exist both for pre-service and in-service programs for leaders in general education? The CIJE may need to begin a process, whereby standards for pre-service and in-service are articulated and widely distributed, and particular groups (e.g., The Solomon Schechter Day School Association) agree to begin implementing them.
3. We need to consider denominational differences in standards and the role of denominational institutions in setting such standards.
4. Recruiting people with Jewish content and enticing them to attend current leadership programs in non-Jewish universities (option #1c) may only be successful if a critical number -- e.g., cohort -- of Jewish educational leaders attend the program. Otherwise, they will find themselves isolated. In addition, such programs would not necessarily offer them the opportunities:
 - a. to reflect on matters of Judaic content, and their connection to leadership issues;
 - b. to deal with the specifics of the contexts in which they work, and their impact on leadership issues.
5. The CIJE could work with one of these leadership programs in a non-Jewish university, developing a Jewish component to help the students apply what they are learning to Jewish schools.
6. How can we influence an established institution to provide a more substantial pre-service program. Several possibilities were suggested:
 - a. set up a consultation on educational leadership with experts in the field, geared toward ourselves and faculties of AIHJLE (similar to the Teacher Educator Institute in which the CIJE brings in experts from general education);
 - b. encourage the development of substantial educational leadership programs, perhaps using funding as leverage;
 - c. assist them in recruiting more students;
 - d. train a faculty in Jewish educational leadership;
 - e. educate relevant constituencies ("seeding the culture").

*Association of Institutions
of Higher Jewish Learning (E for
Education?)*

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- e. "Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary and Secondary School", compiled by John Tryneski;
- f. "Guidelines and Requirements for Licenses" from the National Board of License for teachers and Principals of Jewish Schools in North America;
- g. standards from The Solomon Schechter Day School Association;
- h. the academic program of the Jewish Theological seminary; and
- i. selected statistics from the Digest of Educational Statistics.

A brief discussion followed, comparing standards and programs in Jewish education with those existing in general education.

II. Possible CIJE Responses

A. FIVE MODELS OF ACTION

- Gail Allen

GZD and EG outlined five possible models that the CIJE could pursue:

1. Pre-service Programs
 - a. impact what is currently occurring in education programs in institutions of Jewish higher learning
 - b. entice (other) universities to offer programs in Jewish educational leadership (such as the University of Wisconsin at Madison)
 - c. recruit people with Jewish content and entice them to attend current leadership programs in non-Jewish universities
2. Institute Model (professional growth model)
 - a. Harvard Model (subcontract out, but design content)
 - b. TEI Model (CIJE also does instruction)
 - c. ongoing programs
3. Principal Center Model (grassroots, resource centers)
4. Leadership Academy Model (state/district approach to professional development, tied to standards - analogue: BJEs?)
5. "Training of Trainers" Model

B. DISCUSSION OF MODELS

The group engaged in a critical discussion on these five possible models. During the discussion, the following key issues, concerns, and ideas were raised:

1. Unlike teachers, the pool of educational leaders in Jewish schools is much smaller. Thus, it may be possible for the CIJE to have a direct impact upon all educational leaders. The CIJE may want to put forth a greater effort in impacting pre-service programs, rather than in-service activities.
2. At present the participation of educational leaders is voluntary. We need to move beyond encouragement, as we consider our approach to professional growth for educational leaders. Are there ways to learn from norms or standards, that exist both for pre-service and in-service programs for leaders in general education? The CIJE may need to begin a process, whereby standards for pre-service and in-service are articulated and widely distributed, and particular groups (e.g., The Solomon Schechter Day School Association) agree to begin implementing them.
3. We need to consider denominational differences in standards and the role of denominational institutions in setting such standards.
4. Recruiting people with Jewish content and enticing them to attend current leadership programs in non-Jewish universities (option #1c) may only be successful if a critical number -- e.g., cohort -- of Jewish educational leaders attend the program. Otherwise, they will find themselves isolated. In addition, such programs would not necessarily offer them the opportunities:
 - a. to reflect on matters of Judaic content, and their connection to leadership issues;
 - b. to deal with the specifics of the contexts in which they work, and their impact on leadership issues.
5. The CIJE could work with one of these leadership programs in a non-Jewish university, developing a Jewish component to help the students apply what they are learning to Jewish schools.
6. How can we influence an established institution to provide a more substantial pre-service program. Several possibilities were suggested:
 - a. set up a consultation on educational leadership with experts in the field, geared toward ourselves and faculties of AIHJLE (similar to the Teacher Educator Institute in which the CIJE brings in experts from general education);
 - b. encourage the development of substantial educational leadership programs, perhaps using funding as leverage;
 - c. assist them in recruiting more students;
 - d. train a faculty in Jewish educational leadership;
 - e. educate relevant constituencies ("seeding the culture").

*Association of Institutions
of Higher Jewish Learning (E for
Education?)*

These possibilities are not mutually exclusive. For instance, after the consultation(s), the CIJE could work with interested institutions to develop a proposal for funding.

7. In general education, change occurred in the content of leadership programs, because professionals in the field began to demand greater emphasis be placed on leadership issues in these programs. This would support the argument to focus efforts toward "seeding the culture" (see issue #5e). The Institute Model (option #2), in concert with the creation of Principal Centers (option #3), could assist in this effort.

8. If we create an Institute Model (option #2), we could require that teams be sent (i.e., president of schools, key community lay people, and the principal).

9. The Institute Model (option #2), alone, is insufficient. There needs to be a vehicle for translating what is learned in the Institutes into the realities of institutional and communal life. The Principal Center Model can provide this linkage between the Institute Model and the classroom.

10. Following the Harvard Principals' Seminar, many educational leaders began meeting with their colleagues in their community to share what they learned and continue learning together. This spontaneous development can be capitalized upon to create the Principals Center Model (option #3). The CIJE could provide support for enhancing the effectiveness of community efforts in this area.

11. If we focus our efforts on "seeding the culture", we should proceed along three avenues:

- a. conduct institutes for educational leaders, complemented with follow-up support for back-home work;
- b. bring together leadership of the major institutions as a study group (using a CIJE Policy Brief as a primary text);
- c. bring the heads of major foundations together.

12. What will lead people to buying into our visions of what educational leadership should be? Perhaps, you could achieve buy-in by creating one institution that would be a living model of what excellence could be. This could be a new institution (i.e., The National Institute for Jewish Educational Leadership) or one already in existence.

13. If we create our own institution, we need to consider whether or not there will be a sufficient number of students and enough qualified faculty, as well as its impact on already existing institutions.

14. The Reform movement currently combines a Pre-service Program with an Institute Model (option #2) - in the form of the denominational colleges and NATE (where professional development experiences occur). Given encouragement and money, the Reform movement may be interested in setting up a Leadership Academy (option #5).

15. The Leadership Academy Model (option #4) is unlikely to be effective because of the limited capacity which currently exists within BJE's and the denominational movements.

16. Engaging in the "Training of Trainers" model (option #5) is a necessary basis for undertaking any of the other models.

C. CONSIDERING A DECISION

The group was divided about which models to pursue. Some preferred focusing on pre-service (option #1). There was disagreement, however, over whether our efforts should initially focus on enhancing the quality of current pre-service programs or increasing the number of persons attending these programs: quality versus quantity. Others preferred focusing on in-service: create continental Institutes (option #2) and support the development of local Principal Centers (option #3) following participation in the Institutes. There was limited support for the Leadership Academy Model. On the other hand, some felt that we need to engage in all five models in order to impact substantially upon the system. It was pointed out that since the CIJE does not have the capacity to engage in all of them (or even some of them) simultaneously, we would still need to prioritize among them. Most felt that, no matter upon which of the first four models we focus, we need to decide how to train the trainers who would (eventually) run the programs (option #5).

In making a decision about which models to pursue, the group raised several questions that would need to be considered:

1. What precise steps will be necessary to achieve each of our goals?
2. What type of role will the CIJE have in each process (e.g., mediator versus service deliverer)?
3. What is our own capacity (staff) for engaging in any one model or a combination of models?
4. From where will funding come?

Given our limited capacity and funding, if we decide that we should pursue a combination of models, how do we prioritize among them? One way to decide would be to consider which pieces have to be done no matter what else we did. Or, what things are so big and complex that we can't do them now? Another way to decide, which was suggested, concerned the venue under which we would consider the issue: Do we conceive of our initial efforts as primarily community mobilization ("seeding the culture") or as building the profession? If the former, we may want to do as many short-term Principal Institutes (option #2) as possible, which could lead to grassroots spin-offs (i.e., Principal Centers - option #3).

Finally, the importance of writing a design document, which details our desired outcomes (once the CIJE has determined what they are) and the actions we need to take in order to reach those outcomes, was noted.

III. Next Steps

A. LOCAL COMMUNITY REPORTS

We briefly discussed the individual community reports. In particular, the group thought that we should consider in more depth the issue of how best to use the reports (or some version of them) with the key lay persons and Federation professionals in each community. The staff was requested to have all comments on the Atlanta report sent to the MEF team by Tuesday. GZD affirmed the need to have all three community reports completed in time for the Lead Community consultation on October 1st and 2nd.

B. DISCUSSION PAPER AND POLICY BRIEF

We discussed the purpose and audience for the Discussion Paper on educational leaders, which presents a broad view of the data collected by the MEF team in the three Lead Communities. The following purposes/audiences were suggested for the Discussion Paper or some version of it:

1. a seminar with foundations and experts on leadership in general education;
2. the Research Network in Jewish Education;
3. faculties at institutions of higher Jewish learning and academic departments of Jewish studies;
4. other CIJE bodies (such as the Steering Committee);
5. local communities that are pursuing studies of their educational leaders (such as Cleveland).

Assignment

Consultations with these groups of people (i.e., key faculty members at institutions of higher Jewish learning and academic departments of Jewish studies, along with experts on leadership in general education), using the Discussion Paper as the primary text, could assist the CIJE in reaching a decision on which models to pursue, and help "seed the culture" in preparation for change.

ADH requested that the MEF team have this Discussion Paper and the integrated report on teachers in the three Lead Communities available in October. ✓

The group decided that the next CIJE Policy Brief will be on educational leaders. ✓

C. THE *MANUAL FOR THE CIJE STUDY OF EDUCATORS*

ADH noted that a letter is being sent out to key professional and lay leadership across North America informing them, among other things, of the availability of the *Manual for The CIJE Study of Educators*. Final revisions on the *Manual* need to be done as soon as possible.

Assignment

The importance of having local communities maintain the anchor items in their versions of the survey was re-affirmed. We briefly discussed ways that this could be accomplished. The implementation of the planned Evaluation Institute, as a means of accomplishing this goal, was re-affirmed. In addition, ADH requested that AG and EG compose a short letter that will be sent to communities who have requested and received the *Manual*, which will make the case for anchor items on a sophisticated level in language geared toward lay persons. The letter also should mention that the CIJE will be holding a conference or seminar on the anchor items or how to use the *CIJE*

Assignment

Educators Survey.

CIJE-MEF ASSIGNMENTS

CIJE-MEF Staff Meeting

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Decide upon inclusion of Cleveland in the subsample.	AG	July 26, 1995	COMPLETED
2.	Schedule meeting with ARH to discuss January meeting to review three years of the CIJE's work in the Lead Communities.	AG and EG	July 26, 1995	COMPLETED
3.	Write draft of discussion paper and Atlanta's community report on educational leaders.	MEF	July 26, 1995	COMPLETED
4.	Make final revisions to the <i>Manual for The CIJE Study of Educators</i>	MEF	July 26, 1995	September, 1995 (ASAP)
5.	Send ARH copy of the draft <i>Manual for The CIJE Study of Educators</i> .	BR	July 26, 1995	COMPLETED
6.	Send comments on Atlanta's community report on educational leaders to MEF.	Staff	August 24, 1995	August 30, 1995
7.	Compose letter to lay leaders that will follow delivery of the <i>Manual</i> to local communities.	AG and EG	August 24, 1995	September, 1995

updated August 24, 1995

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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FAX TRANSMISSION COVER SHEET

Date: November 14, 1995
To: Hold for guest: Seymour Fox
Fax: 202-637-7326
Re: please see attached
Sender: Debra Perrin

YOU SHOULD RECEIVE 7 PAGE(S), INCLUDING THIS COVER SHEET. IF
YOU DO NOT RECEIVE ALL THE PAGES, PLEASE CALL (212) 532-2360.

Dear Professor Fox,

The attached is the final draft of the Blaustein Report for your information.

Thank you,

Debra Perrin

CIJE PROJECT ON MONITORING EVALUATION AND FEEDBACK IN LEAD COMMUNITIES

**Report to Jacob and Hilda Blaustein Foundation
for the period ending July 1995**

I. INTRODUCTION

At the heart of the CIJE notion of the radical improvement and ultimate reform of Jewish education in North America lies a belief that intensive involvement in a small carefully selected group of communities will create laboratories of change which will encourage other communities to emulate and improve their own efforts.

In parallel, the enterprise needs to be informed by a coherent sense of what it is which one wants to achieve. This thoughtful process of articulating **Jewish educational goals** must lay the basis for assessing achievement and instruction, appropriate pedagogy and ultimately even the kinds of curricular materials which are used.

This approach immediately raises some important questions:

How will we know whether Lead Communities have succeeded in creating better structures and processes for Jewish education?

On what basis will CIJE encourage other cities to emulate the programs developed in Lead Communities?

How will this process result in the development of evaluation tools, manuals and other support for both

intensifying and expanding Jewish educational evaluation across North America?

Like any innovation, the Lead Communities Project requires a **monitoring, evaluation, and feedback (MEF)** component to document its efforts and gauge its success. Long accepted in the world's of public policy and business, the MEF project of the CIJE, funded in large part by the Blaustein Foundation, is the first comprehensive project in North American Jewish education which seeks both to document and evaluate this work from its earliest stages, while providing both local communities and the CIJE with on-line information about developments.

By **monitoring** we mean observing and documenting the planning and implementation of changes.

Evaluation entails interpreting information in a way that strengthens and assists each community's efforts to improve Jewish education.

Feedback consists of oral and written responses to community members and to the CIJE.

This progress report describes the activities of the project from its inception in 1992 through June 1995, and the products it has yielded. The main activities have been: (I) Monitoring and documenting of community planning and institution-building; (II) Development, implementation, and further refinement of data-collection instruments; (III) Data analysis and preparation of reports and (IV) The emergence of the Goals Project as CIJE's initiative which responds to the basic question of what it is that we wish to achieve and (V) Developing Consultative services for Jewish communities and institutions in North America which are designed to provide the assessment tools and implements for evaluating Jewish educational efforts.

II. MONITORING AND FEEDBACK: August 1992 - December 1994

To carry out on-site monitoring, we hired three full-time field researchers, one for each community. The field researchers' mandate centered on three questions:

- (1) What is the nature and extent of the mobilization of human and financial resources to carry out the reform of Jewish education in the Lead Communities?

(2) What characterizes the professional lives of educators in the Lead Communities?

(3) What are the visions for improving Jewish education in the communities?

The first two questions address the "building blocks" of mobilization and personnel, described in A Time to Act as the essential elements for Lead Communities. The third question raises the issue of goals, to elicit community thinking and to stimulate dialogue about this crucial facet of the reform process.

Monitoring activities involved observations at virtually all project-related meetings within the Lead Communities; analysis of past and current documents related to the structure of Jewish education in the communities; and, especially, numerous interviews with federation professionals, lay leaders, rabbis, and educators in the communities. Each field researcher worked to establish a "feedback loop" within his/her own community, whereby pertinent information gathered through observations and interviews could be presented and interpreted for the central actors in the local lead community process. We provided confidential feedback in both oral and written forms, as appropriate to the occasion. An important part of our mission was to try to help community members view their activities in light of CIJE's design for Lead Communities. For example, we asked questions and provided feedback about the place of personnel development in new and ongoing programs.

We also provided confidential periodic updates to CIJE, in which we offered fresh perspectives on the process of change in Lead Communities, and on the evolving relationship between CIJE and the communities. For instance, in July 1993 we presented views from the communities on key concepts for CIJE implementation, such as Lead Community Projects, Best Practices, and mobilization. Similarly, in December 1994 we presented an overview and update on changes in personnel planning in the Lead Communities. This feedback helped CIJE staff prepare to address community needs, and to plan new approaches for working with additional communities.

The intensive monitoring and feed-back phase of the project concluded in December 1994 as each community has either taken on this function or turned to CIJE to help train local indigenous Jewish educational capacity. We are continuing to provide periodic consultation on evaluation to several communities, but we no longer have a researcher

located in each community, and we are no longer carrying out day-to-day monitoring. In Atlanta, where there was a break in the tenure of the field researcher, we are bringing our full-time researcher to the stage of the two other communities - he will complete his work in July of 1996.

Communities were strongly encouraged to replace the CIJE-funded full-time MEF field-researcher with their own local evaluation capacity. The very obvious absence of such qualified people, with significant research and evaluation backgrounds throughout North America led CIJE to a **major new initiative** - beginning to create a national **Evaluation Institute** designed to help communities identify local experienced evaluators and then train them to become the locally retained Jewish educational evaluation expert. Such an expert will be available to consult within communities on the introduction of evaluation into **all** new community Jewish educational initiatives. He/she will also ultimately supervise the ongoing evaluation of the community's educational programs. CIJE will provide support and create a network of these local evaluators so that they can lean upon one another's expertise. The new instruments developed, under CIJE's guidance, will be available to this new network. A major consultation has recently (November 1995) been held on this Evaluation Institute and we are currently in the process of identifying an outstanding educationalist who will lead this exciting new venture. Eight communities have already expressed their readiness to identify such a local expert and provide the wherewithal for his/her training by CIJE. (*See Appendix 1: Proposal for Evaluation Institute and Appendix 2: CIJE/JESNA Joint Evaluation Consortium*).

III. DEVELOPMENT, IMPLEMENTATION AND REFINEMENT OF DATA COLLECTION INSTRUMENT: August 1992 - April 1995

A. Interview Protocols

The MEF team developed a series of interview protocols for use with diverse participants in the communities. These were field tested and then used beginning in late fall, 1992, and over the course of the year. The interview schema for educators were further refined and used more extensively in spring, 1993.

B. Survey of Educators

We also played a central role in developing an instrument for a survey of educators in Lead Communities. The MEF team worked with members of Lead Communities, and drew on past surveys of Jewish educators used elsewhere. The survey was conducted in Milwaukee in May and June, 1993, and in Atlanta and Baltimore in the fall of 1993.

The purpose of the educator survey was to establish baseline information about the characteristics of Jewish educators in each community. The results of the survey are being used for planning in such areas as in-service training needs and recruitment priorities. The survey was administered to all teachers in the Lead Communities, with an overall response rate of 82%. A parallel form was administered to educational leaders (principals, vice-principals, directors), with a response rate of 77%. Topics covered in the survey include a profile of past work experience in Jewish and general education, future career plans, perceptions of Jewish education as a career, support and guidance provided to teachers, assessment of staff development opportunities, areas of need for staff development, benefits provided, and so on.

C. Manual for the CIJE Study of Educators

After the survey and interview results were closely scrutinized, the instruments were further refined and placed together in a **manual** which may be used by other communities for similar studies. The manual also contains instructions on how to use the instruments. This evaluation manual is a first in Jewish education and "holds the hand" of evaluators, guiding them through the entire process.

In the long term CIJE plans to establish a national data base on Jewish educators. This unique manual has been requested by many communities that are anxious to conduct their own Study of Educators with local policy directions and implications. (See *Appendix 3: Manual for the CIJE Study of Educators*).

CIJE sees this manual as the first in a series of such hand-holding evaluation publications.

IV. DATA ANALYSIS AND REPORTS: January 1993 - present

A. Reports on the Professional Lives of Jewish Educators (*See Appendix 4 - a, b, c: The Professional Lives of Jewish Educators in Baltimore, Milwaukee, Atlanta*).

Each community received a report on the professional lives of educators, based on the interviews. These reports elaborated on elements of personnel described in A Time to Act, such as recruitment, training, rewards, career tracks, and empowerment. Examples of key findings are the extent of multiple roles played by Jewish educators (e.g., principal and teacher; teacher in two or three different schools), and the tensions inherent in these arrangements; the importance of fortuitous entry into the field of Jewish education, as opposed to pre-planned entry, and the challenges this brings to in-service training; and the diversity of resources available to professional development of Jewish educators, along with the haphazard way these resources are utilized in many institutions.

B. Analysis of Survey Data

Survey data we extensively analyzed, and a number of important patterns were uncovered. In particular, we noted that the lack of professional preparation among teachers was particularly striking alongside the minimal amount of professional growth activities in which they participate. Another striking finding was the inadequacy of benefits for teachers, even among those who work full time.

C. Reports on the Teaching Force of Jewish Schools (*See Appendix 5 - a, b, c: The Teaching Force of Baltimore, Milwaukee, Atlanta, Jewish schools*).

On the basis of the survey and the interview findings, we prepared a report for each community on the teaching force of its Jewish schools. Key findings include weaknesses in professional background and development, in career opportunities, and in benefits. At the same time, we noted a high level of commitment among many teachers. These findings suggested that the teaching force could be improved through professional growth opportunities such as high-quality in-service.

D. Policy Brief for a National Audience (See *Appendix 6: Policy Brief: Background and Professional Training of Teachers in Jewish Schools*).

After preparing reports for the three communities, we determined that the most significant national finding was the weaknesses in teacher preparation and in-service, along with their commitment to Jewish education. We prepared a **Policy Brief** which presented these findings, and CIJE staff added a plan of action as a response to this situation.

The Policy Brief was first presented at a session of the General Assembly of the Council of Jewish Federations in November, 1994. The story was widely reported in the Jewish press, with dozens of articles appearing, reaching an audience of several hundred thousand readers, across the country.

Most important, the Policy Brief data has directly resulted in major new areas of action like:

- a) An M.A. program for Jewish educators in Milwaukee with the Cleveland College of Jewish Studies.
- b) The Cummings-funded Teacher Educator Institute for developing teacher trainers for supplementary school teachers (Trainers of Trainers).
- c) The Harvard Principal's program -- now a twice-yearly fixture of CIJE's work.

E. Research Papers

We are preparing reports that address a broad range of issues related to characteristics of teachers and educational leaders, combining data from all three communities. In addition, we have elaborated our work on the professional preparation of teachers, examining conditions that may encourage more attendance at in-service programs. The results of our study suggest that certification requirements for pre-schools and community incentives for supplementary schools and their teachers have been

effective mechanisms for elevating the quantity of in-service in which teachers engage.

F. CIJE Reports on Mobilization and Visions

Several reports on mobilization, visions, and personnel planning were prepared for CIJE staff. These reports described the changes and developments we observed as we monitored the communities over time.

V. DEVELOPING CONSULTATIVE SERVICES

The first major new thrust in building consultation capacity for Jewish educational evaluation is the envisaged **CIJE Evaluation Institute**, planned to begin in 1996.

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 to carry out an evaluation that is knowledgeable, informative, and fair.

The CIJE Evaluation Institute will address each of these problems. It will 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 should, in its full-blown version, 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 will 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

The content of these seminars will be drawn up by whoever is engaged to direct the evaluation institute. Instructors for the seminars will be drawn from a wide variety of fields, including both general and Jewish education. Within CIJE, we have substantial expertise in the study of personnel, including leadership, and we expect this to form a part of the content for the first year. However, since we expect the Lead Communities together with 8-10 other communities to participate in the seminars, the personnel study must not constitute the entire curriculum.

Staff

To create this institute, it will be necessary to hire a director, who will work perhaps 12 hours per week PLUS the time spent at the seminars themselves. The institute director will be supervised by the CIJE executive director. CIJE office staff will provide support for the director and the seminar.

VI. GOALS PROJECT

It was during the work of the North American Commission for Jewish Education that David Hirshhorn asked the question: **What does it mean to succeed in Jewish education?** This question stimulated, after the Commission, the Educated Jew Project of the Mandel Institute and the Goals Project of CIJE.

The Goals Project is designed to help Jewish educating institutions become more effective through careful attention to their guiding goals. The project's assumptions are straight-forward. First, educational effectiveness depends substantially on the extent to which the work of educating institutions is organized around goals that are clear and compelling to the key stake holders. Such goals enhance the motivation of educators;

they make possible evaluation and accountability; and they play a critical role in guiding basic decisions concerning such varied matters as personnel, in-service education, and curriculum design.

Second, many Jewish educating institutions suffer from a failure to be meaningfully organized around clear and compelling goals. Third, efforts to improve Jewish education usually deal inadequately with goals. Often, institutions by-pass serious issues relating to goals altogether; and when the stake holders in an educating institution do address the question of goals, the process is usually not one that asks them to examine Jewish sources that might illuminate their deliberations. Nor are systematic efforts typically made to organize and evaluate educational practice in the light of the goals arrived at; too often, and for reasons that need to be seriously addressed, mission-statements just gather dust!

The Goals Project of CIJE in partnership with the Mandel Institute in Jerusalem launched its work with communities through a seminar in the summer of 1994 intended for lay and professional educational leaders from a number of communities in the United States. This seminar, was designed to educate the participants concerning the important place of goals and vision in Jewish education and to encourage them to engage their local educating institutions back home in a process of becoming more thoughtful concerning their goals and the relationship between these goals and educational practice.

CIJE promised to support such local efforts by means of a series of seminars in the local communities aimed at key stake holders in their educating institutions. It was assumed that the clientele for these seminars would be generated by these communities. It was also assumed that among institutions participating in these seminars, some would decide that the goals-agenda did not meet their needs; that others would use the opportunities provided by these seminars to improve their educational efforts; and that from among the latter group of institutions a few would emerge as candidates for intensive work with CIJE beyond the period of these local seminars. These institutions might become the nucleus of a kind of coalition of institutions seriously striving to be vision-driven.

Recent and current activities

The Jerusalem Seminar has stimulated a variety of goals-related efforts over the last several months. For example, in Cleveland, a seminar organized around the theme of goals and led by Professor Walter Ackerman has become a vehicle for bringing together

key lay and professional leaders in Jewish education from across the community for regular meetings. In addition, Rabbi Robert Toren of the Jewish Education Center of Cleveland has been hard at work with his Drisha Project, which is designed to engage local educating communities (schools and congregations) in a serious self-improvement process in which issues pertaining to goals play a very prominent role. CIJE has been consulting to Rabbi Toren in this process, and he has suggested CIJE-involvement in working with the institutions that participate in this local project. Also in Cleveland, CIJE has been in conversation with the Agnon School concerning collaborative work around a goals-agenda. In Milwaukee, a four-session seminar on goals began in February for a constituency that includes over 35 people representing 4 Day Schools, the JCC, and two congregations.

Alongside these efforts, CIJE collaborated with lay and professional leaders in Atlanta around the development of an all-day seminar on goals in February for some sixty key stake holders in a new Community High School. There have also been conversations concerning Goals Project involvement with a number of JCC camps and possibly with one or more congregations that seem particularly interesting.

In Baltimore a one-day Goals Retreat for the leadership of the Central Agency for Jewish Education is planned for Fall 1995 (November).

Projected activities

In 1996, the Goals Project is scheduled to begin working with a limited number of select institutions interested in undertaking a systematic effort to develop and organize practice around a set of clear and compelling goals. Such collaborations will benefit these institutions and will contribute significantly to our own knowledge-base. But our success in such partnerships will depend heavily on our ability to build capacity in two major areas.

First, the success of our work with individual institutions on a goals-agenda will depend on our ability to expand our base of knowledge and know-how. Of special importance is finding ways to engage the stake holders in these institutions in wrestling with issues of Jewish content in the face of their tendency to rush impatiently towards a consensus based on the beliefs they bring to the table.

Second, since CIJE's core-staff will not itself be able to work with individual institutions around the country in any sustained way, we need to recruit and cultivate a national cadre of resource-people or coaches to work with these institutions. Since the pool of people with the requisite background and talent is small, and they are the kind of people whose energies are typically already fully engaged, this is a difficult challenge.

Our work in spring 1995 and summer 1995 has been organized around this "building capacity" agenda. Upcoming activities will include at least one substantial workshop designed to bring on-board potential resource-people for our project and to further our own learning concerning ways of working with institutions on a serious goals-agenda.



1. Need to re-position the agenda

2. ISSUES TO BE DEALT WITH

A. RESPONSE TO HIRSHHORN'S DEMAND THAT EVALUATION GUIDANCE BE GIVEN

B. CLEVELAND ET AL GUIDANCE AND SERVICE REQUESTS

C. WHAT HAVE WE LEARNED ABOUT THE FEEDBACK PROCESS REGARDING:

a. what can we learn about CIJE's role

b. what can we get about these

D. the Module:

1. intro doc to communities

2. revised survey instrument

on the merits of a piloted and revised survey

review method

what about leaders?

3. All instruments presented -- they have been revised - if comments -
tell them rapidly

E. Who will do the module?

NO DECISION WAS TAKEN

X.. possible decisions

* Jerusalem 3-year review meeting.

MEF 778



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June 2, 1995

Annette,

The enclosed paper will be presented at the Jewish ed. research conference on June 11. I'd be grateful for any comments ya, Mike, or Seymour may have.

Would July 5 be a good target date for comments?

In keeping with our policy, I am asking for approval of our advisory subcommittee on publications (now consisting of you and Mike) before submitting the paper for external publication. If you can let me know about that in July, that would be fine, or if you want to wait for another draft of the paper, that would be fine too.

Adam

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

Adam Gamoran
Ellen Goldring
Bill Robinson
Roberta Louis Goodman
Julie Tammivaara

Council for Initiatives in Jewish Education

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

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

ABSTRACT

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

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

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

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

Background

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

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

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

Professional Preparation and Development in Jewish Education

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

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

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

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

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

The possible levers we encountered were as follows:

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

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

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

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

Data and Methods

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

Statistical Methods

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

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

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

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

Variables

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

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

resulting in a sample of 574 teachers, or 85% of the eligible cases. On average, teachers in our sample said they were required to attend 4.75 workshops over a two-year period.

(Means and standard deviations of all variables are listed in the appendix.)

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

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

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

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

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

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

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

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

Results

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

Descriptive Results

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

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

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

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

Analytic Results

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

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

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

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

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

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

Discussion

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

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

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

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

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

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

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Table 1. Professional Training of Teachers in Jewish Schools

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

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

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

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

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

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

*p < .05 **p < .01

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

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

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

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=169 teachers.

Equation also includes controls for missing data on experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

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

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

*p < .05 **p < .01

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

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

Independent Variable

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

*p < .05 **p < .01

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

APPENDIX

Means and Standard Deviations of Variables

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

Note: N = 574 teachers.

May 31, 1995

To: Members of the MEF Advisory Committee and CIJE Staff
From: The MEF Team
Re: Report on Educational Leaders

Enclosed is a draft of our report on educational leaders, using survey and interview data from all three cities. We would very much appreciate your comments on the report. Is the report clear? Does it address what you think are the key issues? Which issues, if any, would you like to see as the focus of a Policy Brief? Which issues do you see as most important to emphasize in separate reports for the three communities? Our plan in that regard is to provide shorter, more focused versions to the communities including combined data from all three communities and disaggregating data where important differences appear.

Your response would be most helpful if it reached us by Monday, June 19.
Many thanks.

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Council for Initiatives in Jewish Education
Discussion Paper No. 1

**EDUCATIONAL LEADERS IN JEWISH SCHOOLS:
A STUDY OF THREE COMMUNITIES**

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Adam Gamoran
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May 31, 1995

EDUCATIONAL LEADERS IN JEWISH SCHOOLS

1. Introduction and Purpose

Leadership in today's schools is complex and challenging, encompassing numerous roles.

Educational leaders supervise and evaluate teachers, implement curriculum and instructional strategies, and monitor student development and achievement. They create the conditions whereby those working in their schools may accomplish goals with a strong sense of personal efficacy. They motivate, coordinate, and legitimize the work of their teachers and other staff. Leaders also serve as the link between the school and the community including parents, lay leaders, rabbis, and other educators.

Despite these complexities, research on effective schools has documented the following:

- * Educational leaders are key to effective schools.
- * The quality of an educational program depends on its leaders.
- * Leadership is an important factor in providing teachers with continual growth and development
- * The principal is a crucial factor in determining a school's culture.

How can educational leaders in our Jewish schools meet these challenges? How can they best be prepared to lead their schools effectively? How can they develop practices that enhance Jewish content and Jewish learning? This report presents information about educational leaders in day schools, supplementary schools, and pre-schools in three Jewish communities in North America: Baltimore, Atlanta, and Milwaukee. The purpose of this report is to stimulate discussion and planning for the professional growth and development of educational leaders in Jewish schools.

This report addresses four main questions: (1) How are educational leaders recruited to Jewish education and what are their career tracks? (2) What are the training experiences and professional growth opportunities for educational leaders? (3) What are the work conditions and sentiments of the educational leaders? (4) What is the nature of interaction between educational leaders and rabbis, teachers, parents, and lay leaders?

The report highlights the long-term commitment of the educational leaders to Jewish education, their strong backgrounds in education, but their inadequate preparation in Jewish studies and in administration and supervision. Furthermore, it presents their dissatisfaction with salary and benefits and their desire for more active community involvement in Jewish education. The report addresses the need for continual professional growth and development for all educational leaders.

2. Methods

A survey of educational leaders was conducted in Atlanta, Baltimore, and Milwaukee, the three Lead Communities of the CIJE. During the Fall and Spring of 1993, the survey was administered to all directors of day schools, supplementary schools, and pre-schools, as well as other supervisors and administrators in these schools below the rank of director, such as vice-principals, directors of Judaic studies, and department heads. A total of 100 surveys were administered, and 77 persons responded. Survey forms were delivered by mail or in person, and the forms were either picked up at the school or returned by mail to the local research administrator.

Although the survey sample is broadly inclusive and highly representative of educational leaders in the three communities, the numbers are small, particularly when respondents are divided by setting (day school, supplementary school, and pre-school). Inferential statistics (e.g., t-values) are not presented because the respondents constitute almost the whole population, but readers should not give great weight to small differences in percentages. Because of the small number of respondents, data from all three communities are combined for all analyses, and data are divided by setting (or in other ways) only when that was essential for understanding the responses. As additional support for the survey analyses, we include data from in-depth interviews with 58 educational directors from the three communities. The interviews, which concerned educators' backgrounds, training, work conditions, and professional opportunities, were designed and conducted by Roberta Louis Goodman, Claire Rottenberg, and Julie Tammivaara. All quotations in this report come from those interviews.

Positions and Types of Schools

Most of the educational leaders (77%) who responded to the survey are principals or directors of their schools. The remaining 23% hold administrative or supervisory positions below the top leadership positions in their school. Thirty-six percent of the educational leaders work in day schools, 43% in supplementary schools, and 21% in pre-schools.

Thirty-one percent of the educational leaders work in Orthodox schools. Twenty-two percent work in schools affiliated with the Conservative Movement and the same percentage are with schools connected to the Reform Movement. Eleven percent of the respondents are leaders in schools that are designated as community schools, while 7% indicated that their schools are traditional, and 4% reported their schools are located within Jewish Community Centers. The remaining 4% stated that their schools are independent or have no affiliation.

The educational leaders work in schools with a wide range of student enrollments: pre-schools varied from 8 to 250 students; supplementary schools range in size from 42 to approximately 1000 students; and the day schools have student enrollments from 54 to about 1075 students

Demographics

Two-thirds of the educational leaders surveyed are women, including all the pre-school directors, 61% of supplementary school leaders, and 52% of day school administrators. Ninety-five percent of the educational leaders are married, and their median age is 44. The educational leaders are predominantly American-born (88%). Only 7% were born in Israel, and 5% in other countries.

The educational leaders identify with a variety of religious denominations. Thirty-three percent are Orthodox, and 12% call themselves traditional. Twenty-eight percent identify with the Conservative movement, 26% see themselves as Reform, and the remaining 1% is Reconstructionist. Almost all (97%) belong to a synagogue.

3. Careers in Jewish Education: Recruitment and Experience

Most educational leaders do not enter the field of Jewish education specifically to pursue a career in leadership, administration, or supervision. They do not prepare for a career in educational leadership without first entering the field of Jewish education as teachers. Consequently, most of the educational leaders are attracted to the field of Jewish education for reasons similar to those of teachers. In addition, because the large majority of leaders have been teachers, they have a wealth of experience in the field of Jewish education as they have moved through the ranks from teacher to administrator. They are truly committed to a career in Jewish education. Understanding the reasons that led the educational leaders into the field of education and exploring their career paths and prior work experiences are crucial for assessing the types of professional development activities that will assist them as change agents in their schools.

Entering Jewish Education

The reasons educational leaders enter Jewish education closely parallel the factors reported by teachers. Most do not enter the field of education with a plan to pursue leadership and administrative positions. Educational leaders in the three communities enter the field of Jewish education for a variety of reasons, mostly related to teaching. Those factors which are intrinsic to the practice of Jewish education (e.g., working with children, teaching about Judaism) are more important than extrinsic factors (e.g., salary, career advancement). As Table 1 indicates, working with children (83%), teaching about Judaism (75%), and serving the Jewish community (62%), were rated as very important motivating factors by the highest percentage of educational leaders. As one educational director commented, "I have a commitment. I entered Jewish education because I felt that I wanted to develop [the children's] souls. My number one priority is to develop their love for who they are Jewishly." Another educational leader explained that he was attracted to "the idea of working, seeing children develop and grow. It's something special to be at a wedding of a child that you entered into kindergarten. It does have a special meaning to know you've played a role or to have

students come to you years later, share with you that they remember your class, the role you played in their lives."

Those factors which are extrinsic to the actual process of teaching but nevertheless have strong intrinsic value, such as working with teachers (43%) and learning more about Judaism (49%), were considered by almost half of the educational leaders as very important motivating factors for entering Jewish education.

In contrast, extrinsic factors were rarely considered as important. Only 25% of the educational leaders said the full-time nature of the profession was a very important reason for entering the field. Similarly, opportunities for career advancement was rated as very important by 18%, while 49% of the educational leaders considered it to be unimportant. The level of income was considered by only 7% of educational leaders to be a very important reason for entering Jewish education and by 59% as unimportant. Finally, the status of the profession was rated as very important by only 9%, while 66% of the educational leaders considered it to be unimportant.

Nature of Employment

Almost 83% of educational leaders are employed in only one, single Jewish educational setting (either a day, supplementary, or pre-school). Sixteen percent are employed in two settings, and only 1% in more than two settings. (These figures did not differ much across settings.) Of the 17% who work in more than one Jewish educational setting, two-thirds do so in order to earn a suitable wage. Of this same 17%, the large majority (70%) work only 6 hours or less per week in their second setting.

Seventy-eight percent of the educational leaders indicated that they are employed full-time as Jewish educators. Ninety-six percent of day school educational leaders reported being employed full-time, as did 81% of pre-school educational leaders. In contrast, only 61% of educational leaders working in a supplementary setting work full-time in Jewish education. Of the supplementary school leaders who work

part-time, half would rather to be working full-time in Jewish education, while the other half prefer their part-time status.

Types of Educational Experience

As Table 2 illustrates, the educational leaders of the three communities show considerable diversity of experience in their educational careers. All the respondents have previous experience in formal or informal education before assuming their current positions, and there is considerable movement between settings. Sixty-one percent of them have worked in general education. Eighty-seven percent have taught in a Jewish day, supplementary, and/or pre-school and more than half (52%) have worked in a Jewish camp or youth group. The large majority of educational leaders (83%) have had experience as teachers or administrators in a school setting (i.e., day, supplementary, or pre-school) other than the one in which they are currently employed. However, there are important differences among educational leaders from the different settings.

Among day school educational leaders, 68% have taught in a day school prior to assuming their current administrative position. Of the remaining 32%, all have had experience as teachers or administrators in supplementary settings. In total, 61% of day school educational leaders have taught in a supplementary setting, while only 4% have taught in a pre-school. Fifty-four percent of day school educational leaders have worked in Jewish camps, 43% in adult education, 25% in youth groups, and 14% in a JCC.

Among supplementary educational leaders, 79% have taught in a supplementary school before assuming their current position. Whereas almost two-thirds of day school leaders have taught in supplementary schools, only 30% of supplementary school leaders have taught in day schools. Few day school or supplementary school leaders have taught in a pre-school. Fifty-two percent of supplementary educational leaders have worked in adult education, 45% in youth groups, 39% in camps, and 27% in a JCC.

Among pre-school educational leaders, 81% have taught in a pre-school prior to assuming their current position. Thirty-one percent of pre-school educational leaders have taught in supplementary settings

and the same percentage (31%) have worked in camps. Only 12% have taught in day schools, and the same for youth groups, adult education, and JCCs.

Compared to their colleagues currently working in day and supplementary settings, pre-school educational leaders have relatively segregated career paths. Among pre-school leaders, 44% have had experience as teachers or administrators only in a pre-school setting during their career in Jewish education, while this can be said of only 11% of day school leaders and 9% of supplementary school leaders. Moreover, while 61% of day school educational leaders have taught in a supplementary setting and 30% of supplementary school educational leaders have taught in a day school, only 4% and 12% (respectively) have taught in pre-schools.

Recent Recruitment

Most educators have moved from (at least) one city to another during their career in Jewish education. Thirty-six percent of educational leaders have spent all their years in Jewish education in the current community, including 56% of pre-school leaders, 36% of day school leaders, and 27% of supplementary school leaders. When asked if they had moved to the community in order to take their current position, 38% percent of day school and 28% of supplementary school educational leaders said yes. Notably, none of the pre-school educational directors had moved to the community in order to take their current position.

As shown in Table 3, the majority of educational leaders (63%) found their current positions through recruitment efforts by individual schools. Nineteen percent of all educational leaders found their current job through personal contacts with a friend or mentor. Only 14% found it through recruitment efforts by other institutions beyond the school (i.e., central agency, graduate school placement, national professional association). Even among those who moved to a new community to take their current position, only 43% found their position through institutions other than the school. The remaining 4% (all employed in pre-schools) found their positions through other means, such as by being a parent of a child in the school.

None of the pre-school educational leaders found a position through recruitment efforts by institutions other than the school.

As with their initial decision to enter the field of Jewish education, the large majority of educational leaders did not value the extrinsic, material aspects of their job as very important factors in making their decisions to work in the school in which they are currently employed. As indicated in Table 4, opportunity for career advancement was considered a very important factor by only 27% of educational leaders. Also, the hours available for work (25%), salary (21%), and their spouse's work (14%) were rated by comparably few educational leaders as very important considerations in choosing their current place of employment.

Instead, the religious affiliation of the school (62%) and the community in which the school was located (53%) were rated as very important considerations by the highest percentage of educational leaders. Since most of the leaders are women, the importance of a specific community may well be related to the employment opportunities of their spouses.

Among educational leaders who work in schools affiliated with a religious movement (i.e., Orthodox, Traditional, Conservative, Reform), almost all the educational leaders have a personal affiliation that is either the same or more observant. For instance, 81% of educational leaders who work in schools identified with the Conservative movement, personally identify themselves as Conservative. The remaining 19% identify themselves as traditional. Overall, 43% of educational leaders work in the synagogue to which they belong, and among supplementary school leaders, this proportion is 64%.

Only 36% of those working in day and in supplementary schools rate the reputation of the school as a very important reason for taking a particular position. In contrast, 62% of pre-school leaders said this was a very important consideration. The rabbi or supervisor was rated by 45% of supplementary school educational leaders as a very important consideration in choosing a school, by 31% of day school educational leaders and by 29% of those that work in pre-schools.

Religious affiliation and geographic mobility may create career track constraints for educational leaders. Many educational leaders, especially women, are constrained in their choices of positions because they are not geographically mobile. In addition, most educational leaders are committed to an institutional ideology or affiliation. Therefore, they cannot easily move from one institution to another.

Length of Experience in Jewish Education

In addition to the diversity of their careers, most of the educational leaders of the three communities have worked in the field of Jewish education for a considerable length of time. As Table 5 indicates, 78% of the educational leaders have been working in Jewish education for more than 10 years. Thirty percent have been employed in Jewish education for over 20 years, while only 9% have 5 years or less experience. Day school educational leaders show the greatest seniority with 89% having worked in Jewish education for over 10 years. While comparatively lower, still 69% of supplementary school educational leaders have worked in Jewish education for over 10 years and only 15% for five years or less. Among pre-school educational leaders, 69% have been employed in Jewish education for over 10 years. Thus, for example, one educational director began his career in Jewish education by tutoring Hebrew at the age of 14. From tutoring, he moved on to teaching in a congregational school while in college. A rabbi suggested that he pursue a seminary degree, which he did. Upon graduation he spent 14 years as educational director of various supplementary schools. Now he directs a day school.

While they have considerable tenure in the field of Jewish education, the educational leaders are comparatively new to their current communities. Forty-five percent of the educational leaders have worked in their current communities for over 10 years, while 30% have worked in their current communities for 5 years or less. Pre-school educational leaders show the most communal stability, with only 6% having worked in the community for 5 years or less.

After moving to their current communities, the majority of educational leaders (54%) have remained in the same setting. Nevertheless, due in part to moves from one community to another, most of them (53%)

have only worked in their current setting for 5 years or less. Thirty-two percent have worked for over 10 years and only 7% of the educational leaders have worked for over 20 years in their current setting. Day school educational leaders show the highest degree of stability in their current settings with 43% having worked in the same setting for 5 years or less and 43% having worked for over 10 years. Pre-school educational directors show a similar degree of stability with 44% having worked 5 years or less and 38% having worked for over 10 years in the same setting. Only within the supplementary setting has the majority of educational leaders (66%) worked in their current settings for 5 years or less. Only 19% of supplementary school educational leaders have worked in their current settings for over 10 years. The relative mix of novice and experienced educational leaders, provide rich opportunities for professional growth experiences through mentoring, networking and peer coaching.

Future Plans

While most of the educational leaders have spent 5 years or less in their current setting, given their future plans their institutional tenure is likely to rise over time. As illustrated in Table 6, the large majority of educational leaders (78%) plan to remain as administrators or supervisors in the same school in which they are currently employed. A slightly higher percentage of day school educational leaders (86%) desire to remain in their current schools, as compared to supplementary (73%) and pre-school (75%) educational leaders. In total, only 6% plan to become educational leaders in a different school, none of the educational leaders want to work in any other type of Jewish educational institution (such as a central agency), and only one percent plans to leave the field of Jewish education. Nine percent of education leaders are unsure about their future plans. The remaining 5% plan to pursue avenues such as returning to teaching and retirement.

Implications

The educational leaders in the three communities are attracted to Jewish education first and foremost as teachers. They are extremely committed to a continuous career in Jewish education as evidenced by their overall long tenure in the field of Jewish education, diversity of past experiences in both formal and informal

Jewish education settings, and their future plans to remain in their current positions. Given their future plans, and the fact that 95% of the educational leaders consider Jewish education to be their career, professional growth and training of the educational leaders will most likely make a beneficial contribution to their ongoing effectiveness as leaders.

Most of the educational leaders have extensive experience in the field of Jewish education but not as leaders. They have moved from one setting to another and from one community to another during their careers. These findings suggest four important implications: First, the educational leaders have been socialized into Jewish education over a long number of years. They have widespread experiences in teaching and learning. Without new professional growth, it may be difficult for leaders to revise impressions, ideas and orientations that they acquired as teachers. Second, only 14% of the educational leaders were recruited into their current positions through non-school institutions such as central agencies and national associations. There is seemingly a market for national-level recruitment and networking efforts. Third, there are both novice and experienced educational leaders, and educators have past experience in varied settings. In particular, day school and supplementary school educators often have experience in one another's settings. (In contrast, pre-school leaders have more segregated career paths.) This mix may provide opportunities for professional development at the communal level.

A fourth point, which will be addressed in the next section in greater detail, is that since educational experiences and factors that motivated the leaders to enter Jewish education are closely related to teaching, perhaps more emphasis is needed on training, internships, and professional development in areas directly related to leadership. This suggestion is further supported given the relatively short tenure of the educational leaders in their current positions relative to their overall experience in Jewish education. Professional renewal is extremely important for educational leaders, especially since most of the educational leaders desire to remain in their present positions.

4. Professional Training

The professional background and training of educational leaders in Jewish schools has three components: general education, Judaica, and leadership. According to the highest standards, educational leaders in Jewish schools should have credentials in all three of these areas. This is the model followed in public schools. Principals have training in education along with teaching certification, and have a degree in a content area. (In the case of Jewish education, content areas include Jewish studies, Hebrew, or related fields.) These two credentials are not sufficient for incumbents of leadership positions: high standards call for intensive administrative training as well. Leadership and administration pose new and different challenges for educators. These new challenges and job requirements require knowledge, skill, and understanding as well as opportunities for reflection and conceptualization in areas such as leadership, planning, budgeting, decision-making, supervision, change and understanding the larger organizational and social context in which education takes place. According to this view, the knowledge base in the field of educational administration should be mastered by those in leadership positions.

This section describes the backgrounds in education, Jewish content areas, and educational administration of the educational leaders in the three communities. The educational leaders are well educated generally. Many have professional backgrounds in education or Jewish content areas, but few have training in educational administration, and fewer have substantial preparation in all three areas. Pre-school educational leaders have the least amount of formal preparation for leadership in Jewish schools.

Pre-Collegiate Jewish Educational Backgrounds

How were the educational leaders socialized towards Jewish education as children? Table 7 indicates that the large majority of educational leaders had formal Jewish schooling before the age of 13; only 8% of all educational leaders had no Jewish schooling before the age of 13. However, 19% of pre-school educational leaders did not receive any Jewish education before the age of 13. In all settings, more leaders went to supplementary schools than day schools or schools in Israel before age 13.

After the age of 13, 21% of the educational leaders had no formal Jewish schooling. As many as 33% of the pre-school educational leaders had no Jewish schooling post bar-mitzvah age. There is also a small group of day and supplementary school leaders, 18%, who did not have any Jewish education after age 13. Among those who did receive Jewish schooling post bar-mitzvah, most attended at least 2 days per week. But a notable minority of pre-school and supplementary educational leaders attended Sunday school only. It seems that as children, many pre-school educational leaders did not have intensive Jewish schooling.

Although some educational leaders received no formal Jewish education as children, this percentage is much below the national average as reported by Dr. Barry Kosmin and colleagues in the "Highlights of the CJF 1990 National Jewish Population Survey". He reported that 22% of males and 38% of females who identify as Jews received no Jewish education as children; the analogous figures for the educational leaders are just 4% for males and 10% for females when childhood education both before and after age 13 are considered.

Informal education is an important aspect of Jewish socialization experiences. Sixty-seven percent of the educational leaders report that they attended Jewish summer camp as children, with an average attendance of four summers. Day school leaders attended 5 summers on average, supplementary 3, and pre-school leaders went to Jewish summer camp approximately for 4 summers. Moreover, 86% of the leaders have been to Israel, and 43% of those who have been to Israel have lived there for 3 months or more. Leaders in all settings are equally as likely to indicate that have visited Israel, but pre-school leaders are the least likely to have lived in Israel. Only 23% of pre-school educational leaders have lived in Israel for more than three months as compared to 46% of day and 50% of supplementary school educational leaders.

Collegiate Background and Training

The educational leaders in the three communities are highly educated. Table 8 shows that 97% of all of the leaders have college degrees, and 70% have graduate degrees. Day school educational leaders are the most likely to hold graduate degrees, followed by supplementary school leaders. Almost two-thirds of

the leaders (65%) hold university degrees in education. In addition, 61% of all leaders have previous experience in general education settings.

Pre-school educational leaders are less likely to have college degrees than leaders in other settings. Eighty-seven percent of pre-school leaders hold a college degree and only 13% have graduate degrees. Pre-school educational leaders are also more likely to have training from teachers' institutes (mainly one- or two-year programs in Israel or the U.S.) than are educational leaders in other settings.

Formal background in Judaica. Very few educational leaders are formally trained in Jewish studies or Jewish education. A total of 37% of all leaders are certified in Jewish education, and only 36% hold degrees in Jewish studies (see Table 9). Supplementary and day school leaders are the most likely to hold certification and/or degrees in Jewish education. Forty-three percent of day and 48% of supplementary school leaders are certified in Jewish education, and similar numbers hold degrees in Jewish studies. No pre-school educational leaders hold degrees in Jewish studies, and only 12% are certified in Jewish education.

Educational administration. Educational leaders in Jewish school have very little formal preparation in the areas of educational administration, leadership or supervision (see Table 10). We define formal preparation in educational administration as either being certified in school administration or holding a degree with a major in administration, leadership or supervision. These preparation programs cover such topics as leadership, decision-making, organizational theory, planning, and finance. We have not counted a masters in Jewish education as formal preparation in administration, although we consider these Jewish education degrees as training in Jewish studies and in education. Advanced degrees in Jewish education often include a number of courses in school administration and supervision, and some even have an internship program, but the emphases and intensity are not equivalent to a complete degree with a major in administration, leadership or supervision.

As presented in Table 10, only 25% of all the leaders are certified or licensed as school administrators, and only 11% hold degrees in educational administration. Day school educational leaders are

the most likely to have formal preparation in educational administration. Forty-one percent of day school leaders, compared to only 19% of supplementary and pre-school educational leaders are trained in educational administration. In total, 27% are trained on educational administration. Of the rest, 35% received some graduate credits in administration without receiving a degree or certification, but we do not know how intensive their studies were.

Training for Educational Leadership Positions

To fully explore the background of educational leaders it is important to consider simultaneously training in general education, Judaica, and educational administration. Only 35% of the educational leaders have formal training in both education and Judaic studies (see Figure 1). Another 41% are trained in education only, with 14% trained only in Jewish studies. Eleven percent of the educational leaders are not trained: they lack both collegiate or professional degrees in education and Jewish studies.

Forty-eight percent of supplementary school leaders are trained in both education and Jewish studies as compared to 33% of the leaders in day school settings. More extensive formal training among supplementary leaders is most likely due to programs in Jewish education offered by some of the institutions of higher learning affiliated with synagogue movements.

The pre-school educational leaders have the least amount of training in education and Jewish content (see Table 11). A total of 25% of pre-school educational leaders have neither professional or collegiate degrees in education or Jewish studies. Even in day schools, where we may expect high levels of formal preparation, two-thirds of the educational leaders are untrained in either education or Jewish studies.

As explained earlier, training in educational administration is an important complement to formal preparation in education and content areas. Sixteen percent of educational leaders are very well trained, that is, they hold professional or university degrees in education, Jewish studies and educational administration (see Figure 2). An additional 10% are trained in educational administration and either Jewish studies or

education, but not all three. Thus, looking at the three components of leadership preparation, a total of 84% are missing one or more parts of their formal preparation for leadership positions.

An important qualification to these findings is that they emphasize formal schooling and credentials. Jewish content and leadership skills are not only learned in formal settings. Focusing only on formal preparation thus underestimates the extent of Jewish knowledge and leadership abilities among the educational leaders. Nonetheless, the complexities of educational leadership in contemporary Jewish settings demand high standards which include formal preparation in pedagogy, content areas, and leadership and management.

Professional Growth

What sort of professional growth activities do the educational leaders undertake? Given that almost all consider Jewish education to be their career, we might expect substantial efforts in this area. In addition, one might think that shortages of formal training in administration and shorter tenure in leadership positions would make this field the most common area of ongoing study. More generally, we may consider whether educational leaders tend to desire professional development in areas in which they have less extensive preparation.

The educational leaders reported attending few in-service workshops: on average, they attended 5.1 over a two year period. As shown in Figure 3, supplementary and pre-school administrators attended more workshops than did the day school leaders.

Besides workshops, about one-third of the respondents said they attended a class in Judaica or Hebrew at a university, synagogue, or community center during the past year. Three-quarters reported participating in some form of informal study, such as a study group or reading on their own. Overall, the survey results show little sign of extensive professional development among the educational leaders in these communities.

Other opportunities for professional growth include participation in national conferences, and organizations. Some educational directors belong to national organizations and attend their annual meetings, such as Jewish Educators Assembly (Conservative); Torah U'Mesorah (Orthodox), and National Association of Temple Educators (Reform). Other educational leaders are members of general education professional organizations such as Association for Supervision and Curriculum Development (ASCD) and The National Association for Education of Young Children (NAEYC). These national professional organizations provide the leaders with avenues of staying abreast of changes in the field of education through journals, newsletters, and curricula.

An additional type of professional growth is achieved through informal and formal networking with other educational leaders in the same community. Some leaders participate in their local principal's organization as a mechanism to share ideas, network, learn about resources, and brainstorm. However, even with these organizations, some educational leaders reported infrequent help and support from their colleagues within their communities. Supplementary school educational leaders indicate the highest level of collegial support and pre-school leaders report the lowest.

Other resources for professional growth include local universities, central agencies, and the national movements. About 70% to 75% of educational leaders seldom or never receive support from a local university. Similarly, across all settings, half or more of the educational leaders seldom or never receive support from their national movements. In total, only 5% receive support frequently. In contrast, most (61%) of educational leaders receive frequent or occasional support from central agency personnel. Supplementary school educational leaders receive the most support and day school leaders the least.

Although they attend few in-service workshops, many respondents generally think their opportunities for professional growth are adequate. Over two-thirds (68%) said that opportunities for their professional growth are adequate or very adequate, including 74% of day school administrators, 59% of supplementary school leaders, and 75% of pre-school directors. Some educational leaders are not as satisfied

with their professional growth opportunities. They specifically expressed a desire for an evaluation process that would help them grow as professionals and provide them with constructive feedback. For example, two pre-school education directors each stated that they would like a peer, someone in the field, who would comment on their work. In describing this person and elaborating on their role, one director said, "They would be in many ways superiors to myself who have been in the field, who understand totally what our goals are and who can help us grow." Another educational director stated similar desires: "I'd like to be able to tell people what I consider are strengths and weaknesses. I'd like to hear from them whether I'm growing in the areas that I consider myself weak in. And I'd like to hear what areas they consider that there should be growth." Table 12 shows that respondents would like to improve their skills in a variety of areas, most notably in curriculum development (74%) and staff development (70%). Just 61% desire improved skills in school management, but this mainly reflects stronger desires among those without formal training in administration to improve in this area. Those who are not formally trained in administration were also more likely than others to desire improved leadership skills (see Table 12).

The educational leaders also wish to improve their knowledge in a variety of content areas. Table 13 indicates that Hebrew language (59%) is the most sought-after area. (Overall, about 45% of respondents reported limited or no proficiency in spoken Hebrew, and yet the proportion desiring increased Hebrew knowledge was only slightly higher for this group than for others.) Table 13 shows that aside from the area of Rabbinic literature, those who lack formal training in Jewish studies express greater desire to improve their knowledge of Judaica.

However, Figure 4 illustrates differences by setting in the topics the leaders wish to study, among those leaders not trained in Jewish studies. For example, pre-school educational leaders are most interested in learning more about customs and ceremonies and Jewish history, while day and supplementary school administrators wish to increase their knowledge in Jewish History and Bible.

Implications

The educational leaders have solid backgrounds in education, but few are well trained overall. Most educational leaders have inadequate backgrounds in Judaica and administration. Supplementary school educational leaders are better prepared than their counterparts in other settings while pre-school educational directors have the greatest need for further training. The pre-school educational leaders are notably weak in the area of Jewish studies.

Despite the limited formal training of many educational leaders, they do not participate in widespread professional growth activities, even though the majority of educational leaders work full-time, in one school, and are committed to a career in Jewish education. Although most of the educational leaders report that opportunities for professional develop are adequate, they do not participate very frequently in activities in local universities, national organizations, and other programs offered both in and outside of their communities. Furthermore, although many report that they receive financial support for professional growth activities, 31% of those who are offered financial support for professional development choose not to avail themselves of the money.

The educational leaders would like to improve their knowledge and skills in a number of areas, including specific topics where they are deficient, such as Hebrew and supervision. They would also like to be able to benefit from senior colleagues who could observe them at work to help develop a shared professional community that could provide a framework for continued renewal and feedback. One way of developing a professional sense of community is for in-service education and professional development activities to take place across settings and across communities. Given the extent to which the educational leaders have experiences in different settings and in numerous communities, they could serve as important resources for one another.

It is clear that training and professional growth go beyond the obvious notion that principals should be knowledgeable in the content that their teachers are teaching. Although the data were presented in regard

to separate training components, it is important to point out that we are not advocating a bifurcated program of leadership development: skills that are general to all leaders (decision making, planning) and then separate courses in Judaica (text, Hebrew). These two need to be explicitly linked both in the minds of leaders and also in the training and development experiences we provide. Often, BJE's offer in-service workshops in one or the other as isolated events. Where do these meet? Often participants are left to make connections on their own. A challenge is to offer various kinds of training and professional growth experiences that can enhance this type of integration.

5. Conditions and Sentiments about Work

What are the conditions of employment for the educational leaders? Do they receive adequate health and other benefits? How satisfied are they with salaries, benefits, and other conditions of work? These questions are important as they suggest implications for the willingness of educational leaders to engage and involve themselves in their work, including continual professional growth activities

Earnings

As Table 14 indicates, despite the predominantly full-time nature of the work, one-third of the educational leaders earn less than \$30,000 per year. Another 37% earn between \$30,000 and \$59,999, and 30% earn more than \$60,000 per year.

Earnings among day school educational leaders are considerably higher than those for their colleagues in the other two settings. Among those employed in day schools, only 7% earn less than \$30,000 per year, while 58% earn over \$60,000 per year. Forty-seven percent of supplementary school educational leaders earn less than \$30,000 per year, and only 20% earn over \$60,000. Among pre-school educational leaders, 50% earn less than \$30,000, and none of them reported earning more than \$60,000 per year. (When only those who work full-time are considered, earnings from day schools are still highest, although the contrasts are not quite as great.)

For the majority of educational leaders, the salary they earn from Jewish education accounts for more than half their family income. The percentages differ across settings in a manner similar to the differences in salary level for each setting (as detailed above). For day school educational leaders, roughly 85% obtain half or more of their family income from their work in Jewish education. Among those who work in supplementary schools, about half have family incomes based mostly on their earnings from Jewish education. For pre-school educational leaders, roughly one-quarter earn the majority of their family income from their employment in Jewish education. (The pattern of findings is the same when only those who work full-time are considered.)

As shown in Table 15, only 9% of all educational leaders reported that they are very satisfied with their salaries. Fifty-five percent indicated being somewhat satisfied, while 36% percent reported being either somewhat or very dissatisfied. The day school educational leaders indicated the most satisfaction, with 14% being very satisfied and 54% being somewhat satisfied. Only 4% of day school educational leaders reported being very dissatisfied. Among those working in supplementary schools, only 3% reported being very satisfied while 21% indicated that they are very dissatisfied. Pre-school educational leaders displayed the widest distribution with 12% being very satisfied and 19% being very dissatisfied. However, almost half (44%) of pre-school educational leaders indicated being either somewhat or very dissatisfied.

Benefits

As Table 16 indicates, fringe benefits differ widely by setting. Given the full-time nature of the educational leader positions, many educational leaders do not receive a substantial benefit package. Day school educational leaders seem to receive the most benefits. Seventy-nine percent of day school educational leaders are offered health benefits and 71% pensions, while only 18% have the benefit of synagogue privileges (such as High Holiday tickets). Only 48% of supplementary educational leaders are offered health benefits and 42% pensions, while 58% are offered synagogue privileges. Among supplementary leaders who work full-time, however, the figures for health and pension benefit availability (75% and 65%, respectively),

are more comparable to those found in day schools. This contrasts with the situation in pre-schools, where although 81% work full-time, only 44% are offered health benefits, 38% pensions, and 25% synagogue privileges. Finally, 86% of day school, 76% of supplementary school, and 81% of pre-school educational leaders are offered some financial support for professional development.

While benefits may be offered, not every educational leader chooses to accept each type of benefit. They may receive a better benefit package from their spouse's employment or the quality of the benefit may make it not worthwhile. For instance, 47% of the educational leaders who are offered health benefits elect not to receive them. Thirty-one percent of those who are offered financial support for professional development choose not to avail themselves of the money. Twenty-one percent of the educational leaders who are offered synagogue privileges do not accept the offer, and 15% of those who are offered pensions choose not to accept them.

As shown in Table 17, only 20% of the educational leaders reported being very satisfied with their benefits. Twenty-three percent indicated that they are somewhat satisfied. The majority of the educational leaders (57%) reported that they are either very or somewhat dissatisfied with their benefits. The numbers across settings range from 59% of supplementary school educational leaders who are dissatisfied to 54% of pre-school educational leaders. Among those employed in day schools, 57% indicate being either very or somewhat dissatisfied. The level of satisfaction with benefits expressed by the educational leaders is dependent primarily upon the availability of two types of benefits: synagogue privileges, and pensions. That is, educational leaders would be more satisfied with benefits package if they were offered synagogue privileges and pensions. For those educational leaders working in a supplementary setting, health care and financial support for professional development are also important determinants of their level of satisfaction of their benefits packages.

Sentiments about Other Work Conditions

Compared to their expressed dissatisfaction with benefits and salary, the educational leaders indicated relative satisfaction with the other conditions of their work. Only 18% of the educational leaders reported being dissatisfied with the number of hours of employment available, while 34% were very satisfied. Twenty-six percent were dissatisfied with the resources available, while 25% were very satisfied. Though 36% percent expressed dissatisfaction with the physical setting and facilities, 25% indicated that they were very satisfied. When educational leaders were dissatisfied with resources it often pertained to issues facing them in relation to their staff. In interviews, several education directors spoke of wanting to provide benefits for staff such as pension or health care. Others spoke of not being able to find staff with sufficient Judaic and Hebrew knowledge who also had educational credentials. A few education directors commented about not having enough support staff, while others mentioned inadequate resources for professional development of teachers.

Some educational leaders feel they do not receive sufficient recognition and appreciation from the community. As one leader mentioned, "That's something I don't think educators get enough of, strokes. I think we get challenged a lot... They do not stroke the professionals. . . So recognition is an area that is very low. It's an area that needs to be worked on."

While the educational leaders may be satisfied with the number of hours of employment available, they were not uniformly satisfied with the amount of time they spend on their various roles (see Table 18). Across all settings, the educational leaders were most satisfied with the amount of time they spend on parent and constituent relations. Eight-eight percent reported being either satisfied or very satisfied in this area. The day and supplementary school educational leaders were the least satisfied with the amount of time they spend on training and staff development (only 50% and 41%, respectively). As one educational leader said, "I'm always on the run and always saying 'I'll catch you later.' Sometimes I feel like I don't give the teachers

enough one on one..." Pre-school educational leaders were the least satisfied with the amount of time they spend on curriculum and program development (62%), and public relations and marketing (62%).

In general, educational leaders found the juggling that is necessary in an administrative role to be very difficult. They often have to take on roles for which they were neither prepared nor anticipated. One leader commented, "Education, that's my field, but then you have to be a psychologist, psychiatrist, social worker, administrator, bookkeeper, computer expert. You have to know how to fix every kind of imaginable equipment because you can't get people out on time, deal with people, run budgets run meetings. Its' everything. It's everything and anything beyond what principals must have done years ago." Beyond the complexity of the role, complaints include that administrative tasks take too much time, taking time away from curriculum development and nurturing relationships with students. When asked what would enhance their overall effectiveness, more than 50% of the educational leaders indicated additional funding for programs. Almost half of the supplementary and pre-school leaders expressed a desire for additional support staff.

Implications

Overall, educational leaders in Jewish schools are overwhelmingly employed full-time in one school. Most think their salaries are adequate but some do not; similarly benefits are seen as satisfactory by many but inadequate by others. Reported levels of benefits for pre-school educational leaders seem especially meager. Day school educational leaders receive more benefits and the highest salaries, compared to other settings; this holds whether all leaders or only those working full-time are considered.

Given the long tenure of educational leaders in the field of Jewish education it is important to consider a system of incentives that can be in place to ensure the continual professional development and commitment of these professionals. For example, many of the educational leaders are not satisfied with their salaries and benefits packages, although they did not enter the field of Jewish education for these extrinsic rewards. As one progresses in a career, these extrinsic rewards may become more important.

Salary and benefits do not seem to be connected to background and professional growth. For example, there are similar levels of pre-service and in-service training among day school and supplementary school educational leaders, but there is disparity in salary and benefit levels.

At present the availability of other benefits, such as free tuition for adult education and sabbatical leave may not be important determinants of the educational leaders' satisfaction because they do not expect to receive these benefits. However, as the standards to which Jewish educational leaders are held accountable begin to emulate to the higher standards found in general education (especially in the areas of pre-service and in-service training), so may the benefits that one expects to receive. Therefore, increasing the availability of sabbatical leaves (while not currently expected), may be an important means of compensating educational leaders for their increased efforts at professional development and a means of increasing the opportunities available for them to develop professionally.

Other conditions at work may increase the likelihood that educational leaders will contribute to the professional development of the occupation. These include such things as access to national conferences, joint planning for activities, and time for observing colleagues on the job.

6. Leading a School Community

To mobilize widespread support and involvement in education, educational leaders often try to build a sense of community around common values and goals. Hence, educational leaders not only lead the internal functioning of their schools, working with students, colleagues and staff, but must also assume a leadership role with rabbis, parents, and lay leaders.

Educational leaders often assume the role of entrepreneur for the school in the wider context. This role includes: coordinating the design of the school's mission and its relevant programs with the values and beliefs of the community and or the synagogue; carrying this mission to the varied community constituencies; developing and nourishing external support; and mobilizing resources. Effective leaders see their work as extending beyond the boundaries of the school.

In this reality educational leaders often serve as mediators between the school's numerous constituencies. They are located both in the middle of the school's hierarchy and in the middle of a political environment. Principals must simultaneously manage four sets of relationships: upward with their superiors and supervisors, downward with subordinates, laterally with other principals, and externally with parents and other community groups. This configuration of relationships is complex, and managing one set of relationships successfully may interfere with or hinder another set of relationships.

Furthermore, each of these role partners may have different, often conflicting, expectations of the educational leader. Leaders are dependent upon the interests of numerous role groups for their cooperation and support in order to meet goals.

This section describes educational leaders' perceptions of their relationships with rabbis and supervisors, teachers, parents and lay leaders.

Rabbis and Supervisors

A central aspect of building a school community is the involvement of rabbis and other supervisory personnel. It is not surprising that educational leaders, across all settings, report high regard for Jewish education from rabbis and supervisors (see Table 19). Ninety-one percent of all educational leaders report that rabbis and supervisors view Jewish education as very important.

Some of the educational leaders reported considerable involvement of rabbis and supervisors in educational programs. As depicted in Table 20, almost half of the educational leaders indicated there is a great deal of involvement in defining school goals, and participating in curriculum discussions. It should not be overlooked, however, that about 18% of the educational leaders reported that there is no involvement from their rabbis and supervisors.

For about half the day school and supplementary school respondents, rabbis seem highly involved in their programs. In some schools the rabbis are dominant figures. As one leader commented, "It was very

important for me to work with other colleagues who shared my values and my approach. Here the fellowship and the support is [strong]. There is a value in learning from your elders."

However, in both day and supplementary schools, about 15% of the educational leaders reported that rabbis are not involved. Moreover, there is much less rabbinical involvement in pre-schools. Thirty-three percent of educational leaders from pre-school settings indicate that there is no such involvement from rabbis or supervisors in defining school goals, and 44% report there is no involvement in discussing the curriculum.

Educational leaders feel fairly well supported in their work by their rabbis and supervisors: fifty-eight percent are very satisfied and 31% are somewhat satisfied, while only 10% are dissatisfied with the level of support from rabbis (see Table 21). Once again, it is the pre-school educational leaders who report somewhat less satisfaction with the support they receive from rabbis and supervisors. Only 44% of the pre-school educational leaders are highly satisfied with the level of support, compared to 64% of day school leaders and 61% of supplementary school leaders who are very satisfied.

In summary, some educational leaders seem to enjoy respect, support and involvement from the rabbis and supervisors in their communities and schools. There is a small group, about 10-20%, across all settings, who indicate that this level of support and involvement is not forthcoming. The pre-school educational leaders receive the least amount of support and involvement from rabbis and supervisors. Some educational leaders lamented that they lack status in the community. They are often not represented in Federation committees thus they are neither well connected nor visible. For instance, one educational leader mentioned that only two education directors, one of whom is a rabbi and the other a doctor, have been asked to teach in the Adult Academy, an adult education program sponsored by several congregations.

Teachers and Colleagues (Staff)

One of the most crucial aspects of the educational leaders' role is nurturing and developing school staff. As one would expect, teachers have a high regard for Jewish education. Overall, 81% of educational

leaders report that teachers regard Jewish education as very important, while the remaining 19% report that teachers regard Jewish education as somewhat important (see Table 19).

Professional growth of teachers is often achieved by providing opportunities for staff involvement in decision-making and curriculum design. The educational leaders believe that teachers and staff should be involved in defining school goals, and should give advice before decisions are made regarding school policies (see Table 22). However, teachers are not as involved in actual practice as the leaders believe they should. About 20% of the leaders across all settings reported that presently, the teachers and staff are not involved in defining school goals, and are not consulted before important decisions are made regarding educational issues.

The lowest level of actual teacher involvement seems to occur in supplementary schools. Thirty-percent of supplementary educational leaders reported that teachers are not consulted before critical decisions are made about educational issues, and 24% of supplementary educational leaders stated that teachers are not involved in defining educational goals.

Interviews revealed that teachers and principals rarely interact about issues of pedagogy outside the classroom. Teachers are generally hired for teaching time, and time when class is not in session is perceived as extra. Teachers' roles are not defined in a way that would incorporate involvement in school policy issues.

The ability to develop and nurture a school's staff is also related to supporting leaders in their schools and communities. Across all settings, 73% of the educational leaders are satisfied with feeling part of a community of educators, while 17% are dissatisfied with their professional community. Similarly, 78% are satisfied with the respect they have as an educator, while 22% are dissatisfied. As in previous cases, the preschool educational leaders seem to sense the greatest dissatisfaction with their professional communities. Twenty-five percent of pre-school leaders indicate that they are somewhat dissatisfied with feeling part of a community of educators, and 31% are somewhat dissatisfied with the respect they have as an educator. There is also a sizeable group of supplementary school educational leaders who are also somewhat

dissatisfied, about 20% on average. The day school educational leaders are the most satisfied with their professional community, with only 11% indicating some level of dissatisfaction.

Lay Leader and Parent Involvement

Jewish education is built on the foundation of leadership and involvement from lay people. Most educational leaders reported on the survey forms that lay leaders and parents regard Jewish education as important. Day school educational leaders indicated that lay leaders and parents regard Jewish education as more important than do supplementary school and pre-school educational leaders, although in general, all leaders believe that lay leaders and parents regard Jewish education as important. Fifteen percent of supplementary school leaders noted that parents do not view Jewish education as important.

However, the leaders are not as satisfied with support from lay leaders. Fifteen percent of the educational leaders are dissatisfied with the support they receive from lay leaders, while 40% are somewhat satisfied and 44% are very satisfied. The most dissatisfaction was expressed by leaders in the pre-schools and day schools, with an average of 18% in each setting indicating dissatisfaction with lay leader support. Twelve percent of supplementary leaders also reported dissatisfaction with lay leader support.

A substantial majority of educational leaders believe that lay leaders should be involved in defining educational goals and discussing curriculum and programs (see Table 23). About 20% of the educational leaders do not believe there should be this level of involvement from lay leaders. There is much less actual involvement of lay leaders in discussing educational programs than educational leaders believe there should be. Although 77% believe there should be lay leader involvement, only 59% reported that lay leaders are actually involved in discussing programs and curriculum.

There is equal amount of actual and preferred lay leadership involvement in defining school goals across all settings. There is virtually no actual lay leader involved in pre-schools. Seventy-one percent of pre-school educational leaders strongly disagree with the statement, "lay leaders generally do participate in discussions regarding curriculum and programs".

Implications

Across all settings, educational leaders indicate that rabbis and teachers regard Jewish education as important, whereas there is less of a sense of this importance from lay leaders and parents (see Table 19). In addition, educational leaders are more satisfied with the sense of support from rabbis than they are from fellow educators and lay leaders (see Table 21)

The interviews revealed that most educational directors participate in some community organizations. This participation presents opportunities for input into decisions that affect their schools. However, their access and support in community organizations is not widespread.

Some educational leaders, most commonly those in pre-schools, are more isolated from the wider community context. At the same time, pre-school directors reported the least support from rabbis and lay leaders, and as reported earlier, they have the most segregated career paths which probably curtails the forming of relationships with leaders in other types of settings. Note also that most pre-school leaders are not offered health and pension benefits, even though a substantial majority (81%) work full-time. The isolation and lack of support for pre-school educational leaders is a likely barrier to establishing successful learning communities

7. Conclusions: Learning and Leading

The role of educational leadership in school improvement efforts is paramount. This report describes the careers, professional backgrounds and sentiments of educational leaders in Jewish schools in three communities in North America. It is designed to stimulate discussion and provide a basis for planning for the professional development of a cadre of educational leaders in our Jewish schools.

Critical Findings

- 1) The majority of educational leaders report they have a career in Jewish education, and they work full-time in one school setting.
- 2) Educational leaders have long tenure in the field of Jewish education across various settings, but they have less seniority in leadership positions.

- 3) The large majority of educational leaders plan to stay in their current positions.
- 4) The educational leaders are highly trained in general education, but have significantly less preparation in Jewish content and administration and supervision. Only 25% of all the leaders are certified or licensed as school administrators, and only 11% hold degrees in educational administration. Only 35% of the educational leaders have formal training in both education and Jewish studies, while only 16% have preparation in education, Judaic content, and administration.
- 5) Although many educational leaders report that opportunities for professional growth are adequate in their communities, they do not participate in widespread professional development activities.
- 6) Educational leaders are not overwhelmingly satisfied with their salary and benefits packages. Pre-school educational leaders are the least likely to have access to health and pension benefits.
- 7) Educational leaders would like to be more involved in communal decisions and to receive more support in their work. Pre-school educational leaders receive the least amount of support from rabbis and lay leaders.

These findings suggest a number of important implications for schools, local communities and the continental Jewish community as a whole.

School Level

Educational leaders would like the participation and support of teachers, rabbis, and lay leaders. The boards of schools, congregations, and JCC's may want to consider a process whereby roles and relationships can be explored to ensure a high level of support and involvement from all partners in the educational process.

Educational leaders should be supported in their efforts to work with teachers and other staff to implement changes, mobilize resources, and develop programs. The teacher-leader relationship should not be bound by teacher contract hours. A culture that promotes on-going collaboration and group problem solving should be encouraged.

Local Communal Level

Since most educational leaders work full-time and view Jewish education as their career, it seems that a higher level of professional development can be expected. Furthermore, given their long tenure in the profession, ongoing professional renewal is important.

Educational leaders have experience in various settings. Day school leaders have taught in supplementary schools and visa versa. The only exception seems to be pre-school leaders who have much less experience in other settings. Therefore, it seems that community-wide professional growth activities can be very beneficial. In addition, given their wealth of experience, educational leaders should be a valuable recourse for the community for teacher in-service as well. Educational leaders need opportunities to interact with their colleagues across all settings for networking, support, and feedback. All educational leaders should be highly involved in developing individual and community-wide professional growth plans.

The educational leaders have expressed interest in increasing their knowledge in skills in both Jewish content areas and leadership and supervision. It is important to note the complete lack of formal training in Judaica among pre-school educational leaders.

Communities may want to consider the level of fringe benefits offered to educational leaders. This is perhaps most pressing in pre-schools where the large majority of educational directors work full-time but do not receive health or pension benefits. Communities may want to consider linking certain benefits, such as sabbaticals, release time, and merit pay to participation in professional growth activities.

In addition, it would be important to address the part-time nature of the some of the educational leadership positions in supplementary schools. Given the experience and backgrounds of these leaders they could serve important roles in the school and the community if they were to be employed full-time.

Educational leaders desire more involvement and status in the Jewish community. Although they feel that Jewish education is respected by others, they do not feel very empowered as participants in decision-making. Pre-school educational leaders are particularly isolated from rabbis and lay leaders and should be integrated more fully with congregations, JCC's, and other communal institutions. Community institutions may want to consider ways of expanding the participation of educational leaders in these organizations.

National level

Educational leaders are highly trained in general education but have less formal preparation in Jewish content and administration. Therefore, at the national level, substantial thought and resources should be placed on developing comprehensive pre-service and in-service programs that join both Jewish content and the latest thinking about leadership development.

As national institutions emerge to prepare and certify educational leaders a wider network can be put into place to advertise and recruit highly trained educational leaders for local institutions.

Learning and Leading

Recently, Roland Barth, founder of the Harvard Principal's Center said: "School principals have an extraordinary opportunity to improve schools. A precondition for realizing this potential is for principals to put on the oxygen mask--to become learners. In doing so, they telegraph a vital message: Principals can become learners and thereby leaders in their schools. Effective leaders know themselves, know how they learn, know how they affect others, and know they can't do it alone"

The findings in this report suggest that local and national partnerships, shared with the experiences and wisdom of the educational leaders themselves, can enhance the leading and learning of all educational leaders.

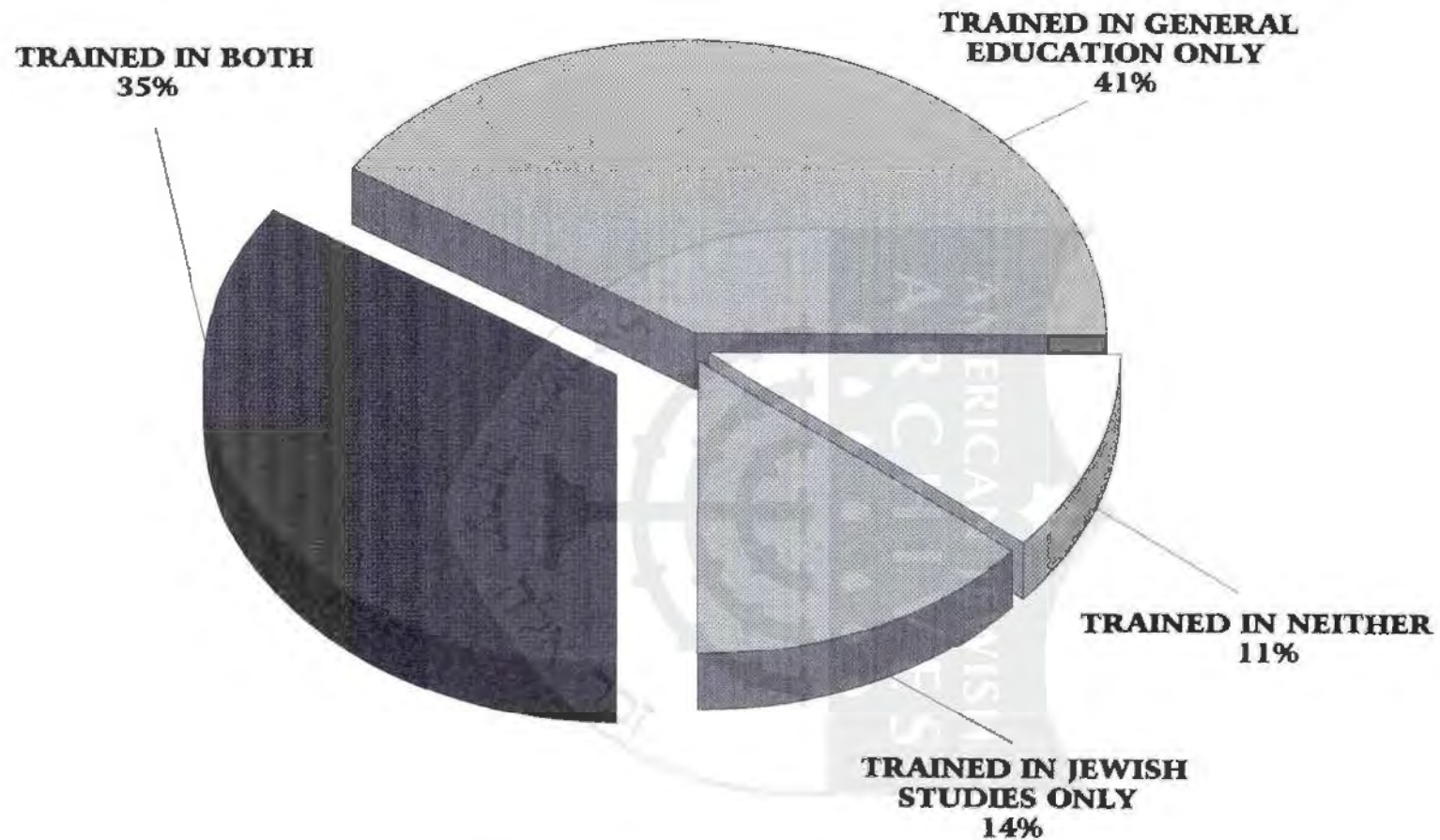


Figure 1: Extent of Professional Training in General Education and Jewish Studies

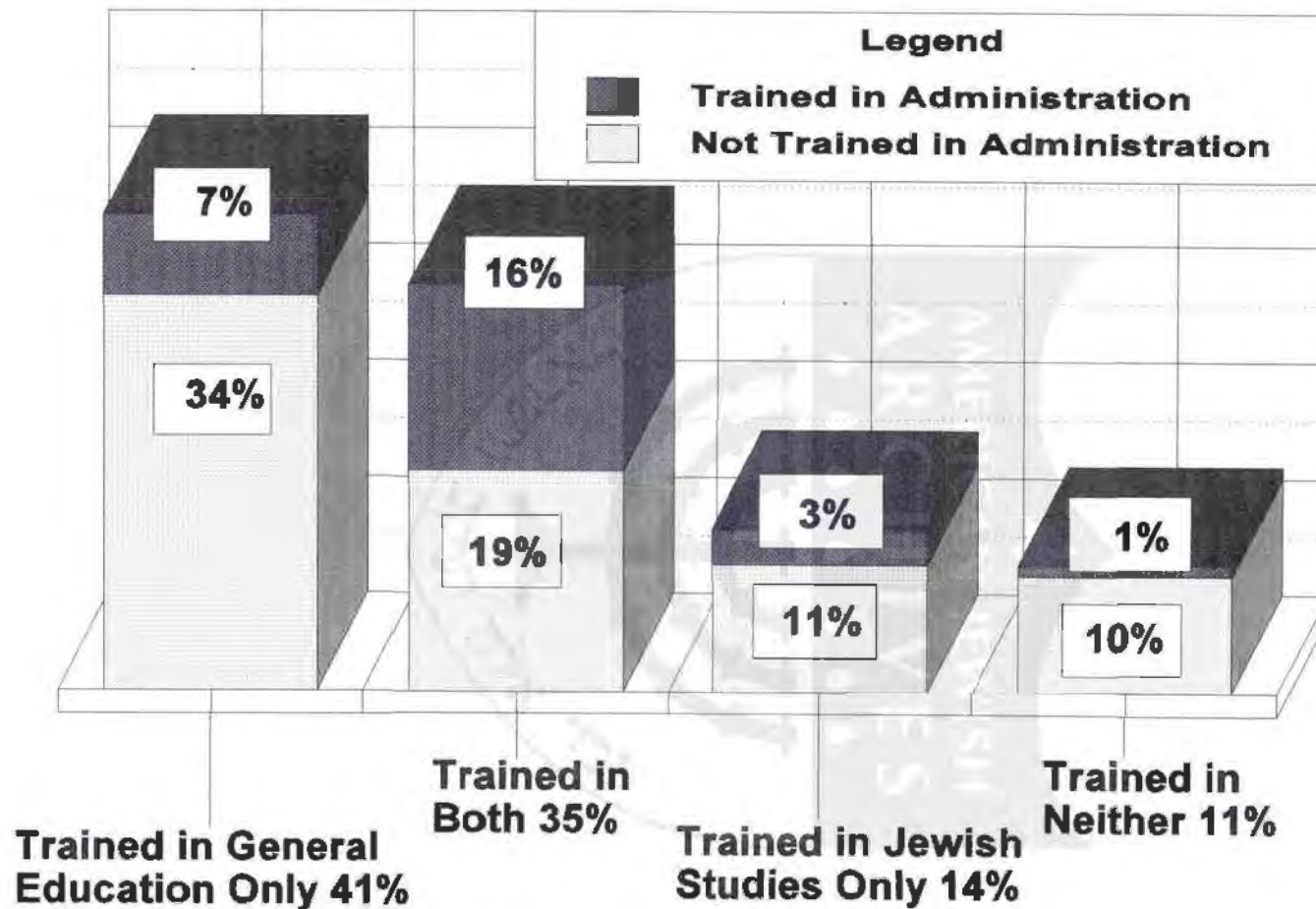


Figure 2: Extent of Professional Training in General Education, Jewish Studies, and Administration

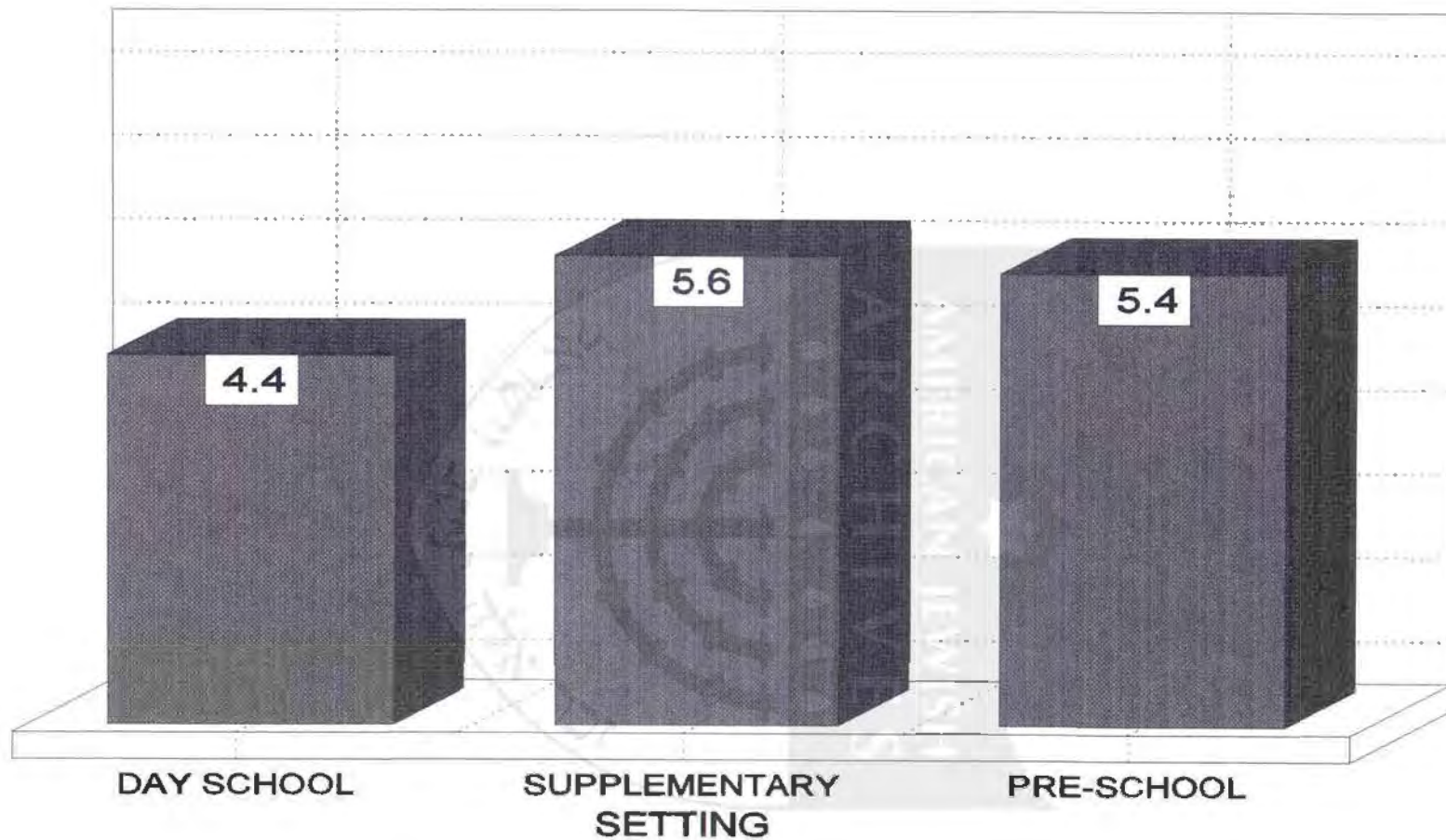


Figure 3: Average Number of Workshops
Taken Over a Two Year Period

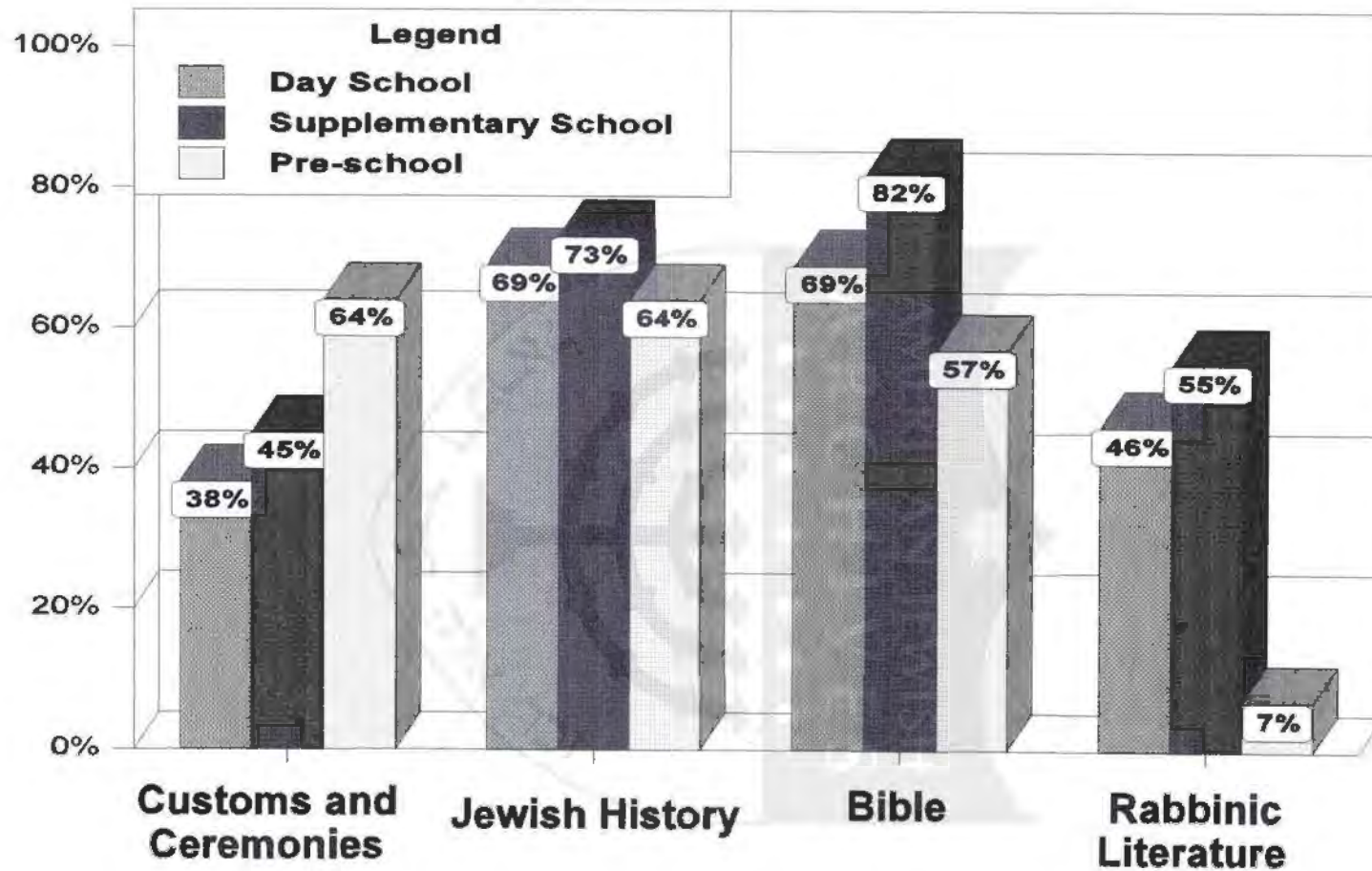


Figure 4: Percentage of Educational Leaders Not Trained in Jewish Studies who Desire Increased Knowledge

Table 1. Reasons Educational Leaders Enter Jewish Education

REASON	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
Working with Children	83%	17%	- -	- -
Teaching about Judaism	75%	21%	3%	1%
Serving the Jewish Community	62%	32%	1%	4%
Learning More About Judaism	49%	37%	9%	5%
Working with Teachers	43%	42%	9%	6%
Full-time Nature of the Profession	25%	36%	20%	20%
Opportunities for Career Advancement	18%	34%	25%	24%
Status of the Profession	9%	25%	33%	33%
Level of Income	7%	35%	35%	24%

Note: Rows may not sum to 100% due to rounding

Table 2. Diversity of Experience of Educational Leaders

PRIOR EXPERIENCE	CURRENT SETTING			TOTAL
	Day School	Supplementary	Pre-School	
General Education	64%	55%	69%	61%
Day School Teacher	68%	30%	12%	40%
Supplementary School Teacher	61%	79%	31%	62%
Pre-School Teacher	4%	12%	81%	23%
Camps	54%	39%	31%	43%
Adult Education	43%	52%	12%	40%
Youth Groups	25%	45%	12%	31%
Jewish Community Center	14%	27%	12%	19%

Table 3 How Educational Leaders Found Their Current Positions

MEANS	Day School	Supplementary	Pre-School	TOTAL
Recruitment Efforts by Schools	52%	68%	69%	63%
Friend or Mentor	30%	13%	12%	19%
Recruitment Efforts by Institutions Other than Schools (i.e., central agencies, graduate schools, etc.)	17%	19%	--	14%
Other (e.g., being a parent of a child in the school)	--	--	19%	4%

Note: Columns may not sum to 100% due to rounding

Table 4. Reasons Educational Leaders Chose to Work in their Current Schools

REASON	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
Religious Affiliation	62%	22%	12%	4%
Community	53%	35%	7%	5%
Reputation of the School	42%	36%	12%	9%
Rabbi or Supervisor	37%	29%	12%	22%
Opportunities for Career Advancement	27%	42%	21%	10%
Hours Available for Work	25%	27%	27%	21%
Salary	21%	44%	19%	16%
Spouse's Work	14%	13%	14%	59%

Note: Rows may not sum to 100% due to rounding.

Table 5. Stability and Continuity of Teachers

TOTAL YEARS OF EXPERIENCE IN JEWISH EDUCATION

	Day School	Supplementary	Pre-School	TOTAL
1 year or less	--	--	--	--
2 to 5 years	4%	15%	6%	9%
6 to 10 years	7%	12%	25%	13%
11 to 20 years	57%	39%	50%	48%
More than 20 years	32%	33%	19%	30%

TOTAL YEARS OF EXPERIENCE IN THEIR CURRENT COMMUNITY

	Day School	Supplementary	Pre-School	TOTAL
1 year or less	4%	--	--	1%
2 to 5 years	32%	36%	6%	29%
6 to 10 years	11%	24%	50%	25%
11 to 20 years	39%	27%	25%	31%
More than 20 years	14%	12%	19%	14%

TOTAL YEARS OF EXPERIENCE IN THEIR PRESENT SETTING

	Day School	Supplementary	Pre-School	TOTAL
1 year or less	4%	9%	--	5%
2 to 5 years	39%	56%	44%	47%
6 to 10 years	14%	16%	19%	16%
11 to 20 years	36%	16%	25%	25%
More than 20 years	7%	3%	12%	7%

Note. Columns may not sum to 100% due to rounding.

Table 6 Future Plans of the Educational Leaders

	Day School	Supplementary	Pre-School	TOTAL
Continue as an Administrator in the Same School	86%	73%	75%	78%
Administrative Position in a Different Jewish School	4%	9%	6%	6%
Work in an Educational Institution Other than a School (i.e., central agency)	--	--	--	--
Seek a Position Outside of Jewish Education	--	3%	--	1%
Other (e.g., retirement, go back to school)	4%	3%	12%	5%
Undecided	7%	12%	6%	9%

Note: Columns may not sum to 100% due to rounding.

Table 7. Pre-Collegiate Jewish Educational Backgrounds of the Educational Leaders

BEFORE AGE 13				
SETTING	None	1 Day per Week Only	2 Days or More Days per Week	Day School, School in Israel, or Cheder
Day School	11%	7%	46%	36%
Supplementary School	--	25%	47%	28%
Pre-school	19%	31%	25%	25%
TOTAL	8%	20%	42%	30%

AFTER AGE 13				
SETTING	None	1 Day per Week Only	2 Days or More Days per Week	Day School, School in Israel, Yeshiva, or Jewish College
Day School	18%	14%	29%	39%
Supplementary School	19%	28%	22%	31%
Pre-school	33%	27%	13%	27%
TOTAL	21%	23%	23%	33%

Note: Rows may not sum to 100% due to rounding.

Table 8 General Education Backgrounds of the Educational Leaders

SETTING	College Degree	Grad/Prof. Degree	<u>Degree in General Education</u>		Worked in General Educ.
			From University	From Teacher's Institute	
Day School	100%	96%	67%	- -	64%
Supplementary School	100%	73%	69%	- -	55%
Pre-school	87%	13%	56%	12%	69%
TOTAL	97%	70%	65%	3%	61%

Table 9. Collegiate and Professional Jewish Studies Backgrounds of the Educational Leaders

SETTING	Certification in Jewish Education	Degree in Jewish Studies	Trained in Jewish Studies*
Day School	43%	48%	52%
Supplementary	44%	41%	66%
Pre-school	12%	--	12%
TOTAL	37%	36%	49%

*Educational leaders may have both a certification in Jewish education and a degree in Jewish studies.

Table 10. Collegiate and Professional Administration Backgrounds of the Educational Leaders

SETTING	Certification in Administration	Degree in Educational Administration	Trained in Educational Administration*
Day School	36%	19%	41%
Supplementary	19%	9%	19%
Pre-school	19%	-	19%
TOTAL	25%	11%	27%

*Educational leaders may have both a certification in administration and a degree in educational administration.

Table 11. Extent of Professional Training of Educational Leaders in General Education and Jewish Studies

SETTING	<i>Trained in General Education Only</i>	Trained in Both	<i>Trained in Jewish Studies Only</i>	Trained in Neither
Day School	41%	33%	19%	7%
Supplementary School	29%	48%	16%	6%
Pre-school	62%	12%	- -	25%
TOTAL	41%	35%	14%	11%

Note: Rows may not sum to 100% due to rounding

Table 12. Percentage of Educational Leaders Desiring to Improve Their Skills

AREA	Trained in Administration	Not Trained in Administration	TOTAL
Curriculum Development	75%	74%	74%
Staff Development	70%	70%	70%
School Management	35%	70%	61%
Working with Parents	30%	57%	50%
Strategic Planning	55%	48%	50%
Leadership	40%	52%	49%
Communication Skills	30%	44%	41%
Child/Adult Development	30%	43%	39%

Table 13. Percentage of Educational Leaders Desiring to Increase Their Knowledge

AREA	Trained in Jewish Studies	Not Trained in Jewish Studies	TOTAL
Hebrew Language	46%	71%	59%
Jewish History	32%	68%	51%
Bible	32%	68%	51%
Rabbinic Literature	62%	34%	48%
Synagogue Skills/Prayer	24%	45%	35%
Customs and Ceremonies	16%	50%	33%
Israel and Zionism	19%	42%	31%

Table 14 Educational Leaders' Earnings from Jewish Education

	Less than \$30,000	\$30,000 to \$59,000	\$60,000 or More
Day School	7%	35%	58%
Supplementary	47%	33%	20%
Pre-School	50%	50%	- -
TOTAL	33%	37%	30%

Note: Rows may not sum to 100% due to rounding

Table 15. Educational Leaders' Satisfaction with Their Salaries

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Day School	14%	54%	29%	4%
Supplementary	3%	61%	15%	21%
Pre-School	12%	44%	25%	19%
TOTAL	9%	55%	22%	14%

Note: Rows may not sum to 100% due to rounding.

Table 16. Availability of Fringe Benefits for Educational Leaders: Percentage of Educational Leaders who are Offered Various Fringe Benefits

BENEFITS	Day School	Supplementary	Pre-School	TOTAL
Financial Support for Professional Development	86%	76%	81%	81%
Free Tuition for Child	89%	58%	88%	75%
Free or Reduced Membership	64%	79%	44%	66%
Health	79%	48%	44%	58%
Pension	71%	42%	38%	52%
Synagogue Privileges	18%	58%	25%	36%
Free Tuition for Adult	11%	24%	31%	21%
Day Care	7%	15%	31%	16%
Sabbatical Leave	7%	3%	- -	4%

Table 17. Educational Leaders' Satisfaction with Their Benefits

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Day School	25%	18%	32%	25%
Supplementary	19%	22%	40%	19%
Pre-School	13%	33%	27%	27%
TOTAL	20%	23%	35%	23%

Note. Rows may not sum to 100% due to rounding

Table 18. Educational Leaders' Satisfaction with Time Spent on Roles: Percentage who Indicated Being Satisfied or Very Satisfied

ROLES	Day School	Supplementary	Pre-School	TOTAL
Parent and Constituent Relations	88%	82%	100%	88%
Overall School Management	80%	76%	75%	77%
Recruiting Staff	80%	63%	73%	71%
Public Relations and Marketing	75%	72%	62%	71%
Fund Raising or Resource Development	77%	67%	67%	70%
Teacher and Staff Supervision	69%	53%	80%	64%
Curriculum and Program Development	62%	64%	62%	63%
Training and Staff Development	50%	41%	73%	51%

Table 19. Perceived Regard for Jewish Education by School Constituencies

CONSTITUENCY	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
Rabbis and Supervisors	91%	9%	--	--
Teachers	81%	19%	--	--
Lay Leaders	42%	55%	4%	--
Parents	31%	61%	6%	1%

Note: Rows may not sum to 100% due to rounding

Table 20. **Extent of Involvement of Rabbis or Supervisors:**

AREA	Involved a Great Deal	Involved Somewhat	No Involvement
In Defining School Goals	49%	32%	19%
In Curriculum Discussions	45%	37%	18%
In Every Aspect of the Educational Program	32%	42%	26%

Note: Rows may not sum to 100% due to rounding.

Table 21. Educational Leaders' Satisfaction with the Support They Receive from:

GROUP	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Rabbis or Supervisors	58%	31%	9%	1%
Fellow Educators	35%	48%	14%	3%
Lay Leaders	44%	40%	10%	5%

Note: Rows may not sum to 100% due to rounding.

Table 22 Educational Leaders' Views and Perceptions on Teachers and Staff Involvement: Percentage who Agree with the Following Statements

	Day School	Supplementary	Pre-School	TOTAL
Teachers and staff should be involved in defining school goals.	100%	100%	100%	100%
Teachers and staff are involved in defining school goals	82%	76%	94%	82%
Teachers and staff should be consulted before decisions are made on important issues.	96%	97%	100%	97%
Teachers and staff are consulted before decisions are made on important issues.	93%	70%	81%	81%

Table 23. Educational Leaders' Views and Perceptions on Lay Leader Involvement: Percentage who Agree with the Following Statements

	Day School	Supplementary	Pre-School	TOTAL
Lay leaders should have the opportunity to participate in defining school goals, objectives and priorities.	75%	88%	73%	80%
Lay leaders generally do have the opportunity to participate in defining school goals, objectives and priorities.	79%	85%	80%	82%
Lay leaders should participate in discussions regarding curriculum and programs.	78%	81%	64%	77%
Lay leaders generally do participate in discussions regarding curriculum and programs.	68%	66%	29%	59%
Lay leaders should be involved actively in every aspect of the educational program.	18%	52%	36%	36%
Lay leaders generally are involved actively in every aspect of the educational program	25%	33%	21%	28%

Debra & Gail,

Here are a compilation of Adam's, Ellen's, and my notes on the CIJE staff meeting. Sorry for the delay.

Bill

1. Gail and Barry explained the "virtual college" Training of Trainers for which the CIJE has received a Cummings Grant. Most of what was explained is contained in the grant. Of note (and not in the grant) is the following. The first cadre of trainers will be people whose current job involves training teachers (i.e., central agency people and principals). The second cadre of teachers may contain those who do not (currently) have positions in which they train people. It was decided to do it this way, because the CIJE could not promise (yet) that there would be appropriate jobs available for those who went through the program.
2. The MEF will evaluate the Training of Trainers virtual college. This assignment was written into the Cummings Grant. Some tentative ideas on how the evaluation could be done were included in the grant. Adam & Ellen will outline the possible options for evaluation, focusing upon the entry points for evaluation. Bill will attend the planning meeting for this project on May 31st and June 1st.
3. The planned Teachers Training Teachers (TTT) project was briefly explained. As the Training of Trainers is for supplementary schools (given the interest of the Cummings Foundation), the TTT will be for day schools. They are both part of the same "virtual college" and it is envisioned that they could be merged down-the-line.
4. Barry and Dan explained the Training of Goals Coaches, the community seminars Dan ran in Milwaukee and plans to run elsewhere, and the relation of these to the institutional-based part of the Goals Project. Of note, Dan envisions that only 3-4 institutions will take in goals coaches and begin the institutional-based part of the Goals Project.
5. The MEF has been asked to evaluate the Goals Project. There was much discussion concerning the point at which evaluation should begin. Four options were delineated: (a) with the community seminars; (b) with the training of goals coaches; (c) when institutions begin to create visions/goals; and (d) when institutional practices are supposed to begin changing in response to new visions. Either (a) or (b) could be evaluated without evaluating the other, but once either is done evaluation will continue through points (c) and (d). If evaluation starts with point (c), then it will continue through point (d).
6. The general feeling was that evaluation should probably start at point (c), when institutions commit to taking on a goals coach (and begin to engage in creating goals and linking them to practice). However, Adam also delineated a possible evaluation strategy by which three groups would be compared: those who participated in the community seminars but elected not to continue, those who participated in the community seminars and elected to continue with the Goals Project, and those who did neither.

7. Dan mentioned that evaluation should not only acquire base-line data (etc.), but should be an integral part of the process. Evaluation (in this case, "taking stock") should facilitate the process of creating goals and linking them to practice, as it evaluates this process. [This was also reiterated in relation to the Training of Trainers] Thus, it was suggested that the Training of Goals Coaches include a presentation and discussion of institutional stock taking. Bill and Dan have been assigned to delineate the options for evaluating the Goals Project. Bill will attend (and possibly present the piece on taking stock at) the Training of Goals Coaches seminar from July 30th to August 2nd.

8 Nessa mentioned that we need to always think about (and act upon) what needs to be in place (nationally and locally) to support our projects. This was not given substantial consideration during the meeting.

9 After the two memos on evaluation options are written, another staff meeting will be held with Alan (possibly over the phone) to review the memos and decide upon the directions that evaluation should take.

10. There was a preliminary discussion of informal education. Barry pointed out, citing Chazan, that the formal/informal distinction is something of a false dichotomy, in that there are informal aspects of formal education, and formal aspects of informal education. Informal settings were listed, including.

- camps
- day / residential
- secular but attended by Jews / Jewish communal with little Jewish content / Jewish educational
- youth groups
- Israel trips
- cultural arts programs
- college campus activities
- family education
- informal adult education
- cyberspace (virtual education)
- retreats
- holiday programs

Adam maintained that although informal education occurs in institutions such as JCCs and synagogues, one would not want to simply list these as settings because formal education and, in the case of JCCs, secular activities occur in these institutions as well. It is probably better to think about programs within JCCs and synagogues for our purposes -- just as we have for formal education.

One idea discussed was a survey of key actors in informal education; Dan advocated focusing on camp directors, youth group leaders, Israel trip leaders, retreat program directors, and museum directors. Others added Hillel directors, synagogue family programming directors, and regional

youth directors. This could be a survey of professionals working in informal education. However, the purpose of such a survey was not discussed.

That's it.

Date: Fri, 28 Apr 1995 09:35:56 -0600 (CST)
Subject: message I sent to julie and roberta
To: 73321.1220@compuserve.com
Cc: 76322.2406@compuserve.com
Message-id: <01HPV8YPLWDKIB9AGY@ssc.wisc.edu>
X-VMS-To: ALAN
X-VMS-Cc: DEBRA
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

April 28, 1995

Dear Julie and Roberta,

After long and persistent efforts, I am pleased to say that CIJE would like to commission you to write two research papers, one on "teacher power" and the other on "teacher in-service." The papers are to be based largely on the corresponding chapters in "The professional lives of Jewish educators in Baltimore," but we are asking for two additional features: (1) Data from the Milwaukee "professional lives" study are to be incorporated as appropriate; (2) The studies are to be placed in the context of other research on their topics so they can speak to a broader audience (but still within the world of Jewish education)

CIJE is offering total fees for these papers, including all authors and all expenses, of \$4000 per paper.

The papers would undergo the following review process: Initial draft to be reviewed by CIJE staff (including me), after revision, second draft to be reviewed by CIJE academic advisors, after further revision, final draft submitted. Fees would be payable on the following schedule: 50% upon submission of first draft; 40% upon submission of second draft; 10% upon acceptance (not submission) of final draft.

Upon acceptance of the final draft, CIJE will disseminate each paper in a "CIJE Discussion Paper" series. After that dissemination, you will be free to submit the papers for journal publication.

I would like to schedule a conference call to discuss this project, including the scope of work and the terms and conditions of work. If you agree to do it, we will also need to select appropriate deadlines. Please think carefully about the timing of the project; I have great flexibility in selecting the deadlines, but once they are set it will be important to adhere to them

This letter is not an official contract; as you know I don't have the authority to make an official offer. After we (I hope) agree

on the terms, Alan Hoffmann will send you an official contract for you to sign.

It is easiest to reach me by e-mail, but you can also reach me by phone or fax (608) 265-5389.

Best,

Adam

MEF

9/2/95

incl. Revised

Instrument

THE CIJE STUDY OF EDUCATORS

I. The Survey

A. Procedures

B. Questionnaire

II. The Interviews

A. Procedures

B. Teacher Interview

C. Principal Interview

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

I. A.

Procedures for the Study of Educators

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

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

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

Specific Procedures

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

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

In regard to multiple work settings, throughout the survey teachers are asked to respond to questions about a second school if they work in more than one school. (Very few teachers work in more than two schools therefore we decided to limit the collection of information of the multiple settings to two.) Teachers who work in multiple work settings respond to the survey once at the first school where it is administered, but in that survey they answer questions about both of their settings. When the survey is administered at their second school, an announcement is made that any teacher who has already taken the survey at another school should not respond a second time.

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

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

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

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

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

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

For more information contact: ?????

I. B.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educator,

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

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

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

Thank you very much for your participation and cooperation.

Council for Initiatives in Jewish Education

EDUCATORS SURVEY

I. ATTITUDES

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

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

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

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

Yes 1

No 2

II. EXPERIENCE

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

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

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

4. Have you ever worked in general education?

Yes 1 No 2

If Yes, how many years? _____

III. TRAINING AND STAFF DEVELOPMENT

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

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

Yes 1 No 2

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

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

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

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

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

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

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

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

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

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

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

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

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

12. In which of the following areas would you like to increase your knowledge?

Check only the three most important.

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

13. How proficient are you in Hebrew?

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

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

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

IV. SETTINGS

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

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

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

Yes 1

No 2

17. How many hours per week are you employed at each school?

(List them in order, so that you work the most hours at the first school and so on.)

First school _____

Second school _____

Third school _____

Fourth school _____

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

First school _____

Second school _____

Third school _____

Fourth school _____

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

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

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

21. What is the affiliation of each school?

(Check one response for each school)

First school

Second school

a. Reform

1

1

b. Conservative

2

2

c. Traditional

3

3

d. Orthodox

4

4

e. Reconstructionist

5

5

f. Community

6

6

g. Jewish Community Center

7

7

h. Other (specify) _____

8

8

22. How many students are in each school?

First school _____ Second school _____

23. In what settings do you work?

(Do not check more than one for each school)

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

24. What subjects do you primarily teach this year?

(Check all that apply)

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

25. In what grade levels are your primary assignments?

First School	Second school
_____	_____
_____	_____

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

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

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

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

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

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

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

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

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

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

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

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

32. Are you a full-time Jewish educator?

Yes 1

No 2

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

Yes 1

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

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

in one school 1

in several schools 2

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

a. Salary _____

b. Benefits _____

c. Job security, tenure _____

d. Opportunities for career advancement _____

e. Opportunities to work closely with other educators _____

f. Availability of training opportunities _____

g. More resources at work _____

h. Change in family status _____

k. Other (specify) _____

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

_____ a. tutor students privately in Judaica or Hebrew

_____ b. work with a Jewish youth group

_____ c. work in a Jewish camp

_____ d. work in a Jewish adult education program

_____ e. do other work in an informal Jewish educational setting
(please specify) _____

_____ f. I do not work in an informal Jewish educational setting

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

V. BACKGROUND

Next we are going to ask you about yourself.

37. Are you Jewish?

Yes 1

No 2

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

1 Reform

2 Conservative

3 Traditional

4 Orthodox

5 Reconstructionist

6 Unaffiliated

7 Other (specify) _____

39. Are you currently a member of a synagogue?

Yes 1

No 2

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

Yes 1

No 2

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

___ a. Light candles on Friday evening

___ b. Attend a Seder in your home or somewhere else

___ c. Keep Kosher at home

___ d. Light Hanukkah candles

___ e. Fast on Yom Kippur

___ f. Observe Sabbath

___ g. Build a Sukkah

___ h. Fast on the fast of Esther

___ i. Celebrate Israel Independence Day

41. During the past year, did you:

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

42. Have you ever been to Israel?

Yes 1 No 2

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

Yes 1 No 2

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

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

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

Yes 1 No 2

If Yes, how many summers? _____

45. Did you belong to a Jewish youth group?

Yes 1 No 2

If Yes, how many years? _____

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

(Check all that apply)

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

47. Have you attended a yeshiva after age eighteen?

Yes 1 No 2

If Yes, for how many years? _____

48. What is your age? _____

49. What is your sex?

Male 1 Female 2

50. Where were you born?

- 1 USA
- 2 Other, please specify country _____

51. Marital status

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

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

Yes 1

No 2

53. What is your annual salary from your teaching?

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

54. What is your approximate total family income?

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

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

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

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

Yes 1

No 2

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

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

57. Are you currently enrolled in a degree program?

Yes 1

No 2

If Yes, for what degree? _____

in what major(s)? _____

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

(Check Yes or No for each item)

Yes

No

a. Jewish education

1

2

If Yes, from where? _____

b. General education

1

2

If Yes, from where? _____

c. Other (specify) _____

1

2

If Yes, from where? _____

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

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

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

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

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

Thank you very much for your cooperation!

CIJE MONITORING, EVALUATION, AND FEEDBACK PROJECT

PROFESSIONAL LIVES OF JEWISH EDUCATORS: METHOD

by

Julie Tammivaara and Roberta Goodman
November 1994

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

Sampling

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

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

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

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

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

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

Procedure

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

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

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

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

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

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

Analysis

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

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

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

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

CIJE MONITORING, EVALUATION AND FEEDBACK PROJECT

PROFESSIONAL LIVES OF EDUCATORS

Interview Protocol: Teachers

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

I. Background

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

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

II. Recruitment

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

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

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

III. Training

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

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

IV. Conditions of the Workplace

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

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

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

V. Career Rewards and Opportunities

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

VI. Professional Issues

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

II. C.

CIJE MONITORING, EVALUATION AND FEEDBACK PROJECT

PROFESSIONAL LIVES OF EDUCATORS

Interview Protocol: Principals

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

I. Background

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

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

II. Recruitment

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

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

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

III. Training

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

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

IV. Conditions of the Workplace

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

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

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

V. Career Rewards and Opportunities

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

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

VI. Professional Issues

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

CIJE MONITORING, EVALUATION AND FEEDBACK PROJECT

PROFESSIONAL LIVES OF EDUCATORS

Interview Protocol: Teachers

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

I. Background

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

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

II. Recruitment

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

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

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

III. Training

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

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

IV. Conditions of the Workplace

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

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

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

V. Career Rewards and Opportunities

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

VI. Professional Issues

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

Procedures for the Study of Educators

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

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

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

Specific Procedures

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

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

In regard to multiple work settings, throughout the survey teachers are asked to respond to questions about a second school if they work in more than one school. (Very few teachers work in more than two schools therefore we decided to limit the collection of information of the multiple settings to two.) Teachers who work in multiple work settings respond to the survey once at the first school where it is administered, but in that survey they answer questions about both of their settings. When the survey is administered at their second school, an announcement is made that any teacher who has already taken the survey at another school should not respond a second time.

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

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

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

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

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

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

For more information contact: ?????

II. C.

CIJE MONITORING, EVALUATION AND FEEDBACK PROJECT

PROFESSIONAL LIVES OF EDUCATORS

Interview Protocol: Principals

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

I. Background

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

II. Recruitment

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

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

2. What were the main attractions Jewish education held for you?
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III. Training

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

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

IV. Conditions of the Workplace

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

1. How did you secure your current job?
2. What advice did you receive when you began as a principal here? *[Probe: Who gave the advice? Under what circumstances?]*
3. Now I'd like to ask you about the people with whom you interact as a principal. For each of the categories I will name, please tell me to what extent and how you interact with:

- fellow principals
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- communal resource [i.e., central agency] people
- federation personnel
- school board or committee
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4. What kinds of scheduled, periodic gatherings, such as teachers' meetings, do you participate in?
5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your teaching staff? *[Probe: explanation of metaphor.]*
8. Now I would like to turn to some questions regarding your salary and any benefits you may receive.
 - What difference in your quality of life does your salary make? *[Probe: is principal main family breadwinner? How would life change if salary not available?]*
 - What benefits do you receive?
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9. Thinking of a typical week, how is your time divided among your professional responsibilities?

V. Career Rewards and Opportunities

1. As far as you are concerned, what are the major satisfactions you receive as a Jewish educator?
2. What rewards are available in a Jewish educational setting that may not be available in others?
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5. In what ways does your school and community recognize your work as a principal?
6. What things frustrate you in your work? What would need to happen to significantly change this situation?

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

VI. Professional Issues

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

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MEMORANDUM

January 31, 1995

TO: MEF Advisory Committee Members and CIJE Staff

FROM: Adam Gamoran

SUBJECT: February 9th MEF Advisory Committee Meeting

Enclosed are materials in preparation for our MEF Advisory Committee Meeting on February 9th. They include:

- 1) A summary of our last meeting (August 24, 1994) written in the form of a memo from me to the field researchers. The memo includes a long list of tasks we were to undertake last fall, and I have annotated this list by noting in capital letters the status of each task.
- 2) The approved MEF Workplan for 1995. The Workplan was based on our August meeting and on follow-up conversations among Alan, Ellen, and myself.

These two documents are important for our February 9th discussions.

In addition, I am enclosing some materials which may serve as additional (but not essential) background:

- 3) A, B, & C - Three updates on the progress of personnel action plans in the three lead communities. These updates are the final reports from our intensive field monitoring of the lead communities. Each community has also received its report on the "Teaching Force" of its Jewish schools, and you've seen those already.
- 4) The long-delayed report on mobilization in Atlanta during 1992-93. (This was completed six weeks ago, but I didn't have a chance to send it out.) You may want to skim this report before reading the update for 1994.

slb

To: Alan Hoffmann

From: Adam Gamoran and Ellen Goldring

CC: MEF Advisory Committee Members

Re: MEF Work Plan for 1995

Date: October 1, 1994

This memo describes our proposed plan for the Monitoring, Evaluation and Feedback Project for next year, January 1 to December 31, 1995. The plan was developed after consultation with our advisory committee and follow-up discussions with you. It organizes our work into three areas: 1) Analysis and dissemination of Lead Community data and methods; 2) Monitoring and evaluation of CIJE-initiated projects; 3) Monitoring Lead Communities through "Leading Educational Indicators."

1) DISSEMINATION OF CIJE DATA AND METHODS

a. Further analysis of teachers in Lead Communities

We propose to continue analyzing and writing about the teachers in Lead Communities using the survey data. Our precise task for 1995-96 depends on how the first Research Brief is received in 1994. If that is well-received, we will either draft a full report in 1994, revise and complete it in 1995, and write new Research Briefs in 1995, or we will begin immediately writing additional Research Briefs, and continue that as well as writing a full report in 1995. Even if we first produce more Research Briefs, we will complete the full report by the end of 1995. Possible topics for additional Research Briefs include:

- Salaries and Benefits of Teachers in Jewish Schools (I'd give this highest priority)
- Career Opportunities and Plans of Teachers in Jewish Schools
- What Do Teachers Want to Know? Teachers' Preferences for Professional Development

b. Analysis of survey data on educational leaders

In the Lead Communities, we surveyed the educational directors, but we have not yet had an opportunity to analyze this data. During 1995, we will analyze and report on the characteristics of educational directors in the Lead Communities. We will produce a brief, separate report for each community, as well as a report for CIJE based on data from all three communities.

c. Research papers on teacher power and on in-service experiences

Our interview studies contain important insights on these topics, but at present they are available only in community-specific reports. During 1995, we will commission research papers on these two topics, based on the interview materials. We propose to disseminate them through a new series of "CIJE Discussion Papers." In addition, they will be submitted for publication in journals, after review by the MEF advisory board.

d. Development of a "module" for studying educators in a Jewish community

Many other communities would like to use our methods to study their own educators. It is important that we make our procedures, survey materials, and interview protocols available to the public. To do this, we need to spend time revising the surveys and writing descriptions of the procedures.

2) MONITORING AND EVALUATION OF CIJE-INITIATED PROJECTS

Beginning in 1995, we will no longer conduct day-to-day monitoring of the Lead Communities. However, we will monitor and evaluate the progress of two important CIJE projects: the development and implementation of Personnel Action Plans, and the Goals Project. We will primarily examine the Lead Communities, but we will attend to other locations that may become involved in these projects to the extent our staffing permits.

To monitor these projects, we will hire a half-time researcher to make periodic visits to the Lead Communities (and possibly elsewhere) to interview key informants and write reports on the extent to which these projects are having an impact on Jewish education in the communities. (Depending on staff availability, we may hire more than one person and divide the task, but we will limit our cost to that of one half-time researcher.)

CIJE may soon begin to work with informal educational programs, and we have at present no design for the study of informal education. During 1995, we will work on conceptualizing an appropriate way for CIJE to study informal education.

3) LEADING EDUCATIONAL INDICATORS

Our advisory board suggested that in place of day-to-day monitoring of the Lead Community process, we should develop "Leading Educational Indicators" to monitor change in the Lead Communities. They further recommended that the CIJE implementation staff decide what these indicators should be. We will propose a method for collecting the necessary data -- and collect it, if our resources permit -- as soon as we receive guidance from the CIJE implementation staff.

An example of a Leading Indicator might be the percentage of teachers in the community who are professionally trained in both education and Jewish studies. As of 1994, that figure is 21% for the three communities combined. Another indicator might be the average number of workshops attended (currently around 2 per year). A third might be the percentage of teachers who work full-time (just under a quarter, as of 1994). A fourth might be the percentage of full-time teachers who are eligible for health benefits (around 20% in 1994).

4) CONCLUSION: TOWARDS A RESEARCH CAPACITY

Through this plan, we will be moving towards a CIJE research capacity in two ways. First, we will begin disseminating research on Jewish education in North America that will provide a baseline and standard for future research. Second, by reducing the supervisory responsibilities of the project directors, we anticipate that beginning in fall of 1995 we will be ready to work with the CIJE Committee on Research and Evaluation to develop strategies for creating a research capacity in North America.

List of Products for 1995

1. Research Paper: "Teachers in Jewish Schools" (analysis of survey data from three communities).
2. Research Brief: At least one new research brief on teachers, possibly more than one, depending on how they are received.
3. Reports on the characteristics of educational leaders: One for each community, and one on all three communities.
4. Research Papers: One on teacher power, another on the quality of in-service experiences.
5. Reports on development and implementation of Personnel Action Plans and the development of "vision-driven institutions" -- one report for each community during 1995.
6. Module for "Studying Educators in a Jewish Community."
7. Proposal for collecting data on Leading Indicators, in response to the decisions of the CIJE implementation staff. Depending on the nature of the Indicators and the availability of resources, we may collect a round of Indicator data during 1995.

7/11/95

Issues for Consideration in the Preparation of the Educator
Survey Module

MEF ADVISORY COMMITTEE- 2/9/95

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

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

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

1) Communities on Their Own

The instrument is prepared with guidelines for use. These materials are available to anyone who wants them. Communities are on their own to find staff to carry out whatever components of the module they wish to use. Private consultants may be available to carry out this work.

Advantage: Minimal cost to CIJE both financial and in terms of time. Flexibility to the communities to use the module as best meets their needs.

Disadvantage: CIJE has little control over the process.

2) External National Agency Model

In this option, the communities would implement the module in terms of data collection and would forward the collected data to a central "address" such as JESNA or CUNY. This national agency would then analyze the data, write the report, and house the data. The national agency would also be responsible for fielding questions during the data collection stage.

Advantages: The national agency would quickly become experts in this type of work. This could enhance quality control, as well as ensure that the data is compiled in a comparable manner and housed in a central location. This could also enhance the distribution of reports from a more national perspective. Furthermore, this may allow for greater "objectivity" in the process as it is removed from community pressures. Often information coming from outsiders are viewed more favorable with

higher status and expertise. There would have to be one major training session by CIJE for the national agency. The national agency could be responsible for periodic reports of cross-community reports as well as advertising the availability of the data for secondary use for dissertations, grant proposals, and other research projects.

Disadvantages: This is not a "capacity building" model. That is, the communities are not learning to use this type of methodology as an option in their ongoing planning. In addition, it would be important to address whether the communities could modify the instrument to suit their needs and financial/personnel resources? The process and product could be viewed by communities as highly centralized and constraining.

In this model the responsibility on the national agency is very great. Hence the choice of such an agency would be of central concern and their mandate would have to be clear. For example, would the national agency be able to modify the instrument?

Other issues for consideration:

a) Cost

b) Nature of the relationship between the communities and the national agency—such as, level of interaction, time spent with each community, etc.

3) Comprehensive Package Model

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

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

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

The advantages of this comprehensive approach is:

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

Personnel Action Plans by helping communities participate in the process "from data to Personnel Action Plans to evaluating change".

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

Other issues for consideration:

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

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

c) Requirements of communities to submit data to a central repository

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

e) Who will be responsible for collecting raw data, compiling it, advertising its availability, at the national level?.

Procedures for the Study of Educators

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

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

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

Specific Procedures

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

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

In regard to multiple work settings, throughout the survey teachers are asked to respond to questions about a second school if they work in more than one school. (Very few teachers work in more than two schools therefore we decided to limit the collection of information of the multiple settings to two.) Teachers who work in multiple work settings respond to the survey once at the first school where it is administered, but in that survey they answer questions about both of their settings. When the survey is administered at their second school, an announcement is made that any teacher who has already taken the survey at another school should not respond a second time.

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

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

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

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

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

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

For more information contact: ?????

MEF Advisory Committee Meeting: Boston
February 9, 1995, 9:00am - 4:30pm

Agenda

I. Developing a Module for the Study of Jewish Personnel

A. Preparing the Module for Use in Communities

We will come to the meeting on 2/9 with a draft of the module, including Part I: Survey, and Part II: Interviews. The draft will include directions on how to administer the data collection.

B. Data Collection: How do we assure quality? What is CIJE's role? Should an outside group be involved?

C. Data Analysis: Who will analyze data? Private consulting group? A university, researched-based institute (CUNY?). How to ensure quality, comparative bases, and opportunities for secondary analyses from other researchers?

D. What is the dissemination plan for the module itself?

E. How can the data be disseminated and accessed for "public" use?

F. How can findings be disseminated and reported? In individual communities? Beyond individual communities? Reports of secondary analyses?

II. Review of experience of the Policy Brief: What went well, what did not go well, where are we in the dissemination plan, etc?

III. Questions about the 1995 Work Plan in light of previous discussion (note that reports on educational leaders are in progress):

A. Should we go ahead with additional policy briefs? If so, what topics are highest priority?

B. Do we still want a single report on personnel that incorporates the various topics (background and training, salaries and benefits, careers) across communities?

C. Research papers or other issues.

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From: Adam Gamoran and Ellen Goldring

CC: MEF Advisory Committee Members

Re: MEF Work Plan for 1995

Date: October 1, 1994

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August 25, 1994

Sent via e-mail to MEF field researchers:

I'm writing you from the plane after the meetings in Cleveland. We are moving house on Friday and through the weekend, so I'm not sure when I'll be able to send this, or read e-mail again -- probably not 'till Monday. In this message I'll try to summarize the key outcomes of the MEF meeting.

1) The work plan for Aug - Dec 1994 we discussed in our last conference call was accepted. That is, the MEF team is expected to fulfill the following tasks:

a. "Research Brief" on background and training of teachers in Jewish schools. Present to GA in November. Dry run to CIJE Board on October 5-6. Responsibilities: Bill, data analyses; Adam/Ellen, first draft of text. We spent a lot of time talking about the content and tone of this Brief. COMPLETED.

b. "The Teaching Force of Atlanta's Jewish Schools. (Integrated report for Atlanta.) Deadline for draft: September 30. Responsibilities: Adam/Ellen, first draft of text; all, comments and suggestions on text. COMPLETED.

c. Cross-community integrated report on teachers in Jewish schools. Deadline: December 31. Responsibilities: Bill, data analysis. Adam and Ellen, first draft of text. DELAYED.

d. Mobilization reports on Milwaukee and Atlanta. I was questioned on why these were not completed. They should be done as soon as possible. I was asked for a definite date on when they would be done, and was embarrassed not to be able to give one. In particular, there was interest in the Atlanta report since they have not seen it at all yet. Can we say, September 14 for Milwaukee and October 4 for Atlanta? Responsibility: Roberta. Julie will also contribute. COMPLETED, ENCLOSED.

e. Professional lives of Jewish educators in Baltimore. Julie, you've got the comments I received from Annette. She was very favorable, with a few suggestions. Apparently there are comments coming from Gail also. Mike Inbar said it was "very very good," and offered only one comment: In describing the respondents, we should make comparison to the survey of teachers, to point out departures from representativeness. This is not to say the interview sample was a random one, only to point out how it differs from the community as a whole. I thought this was a good idea for a footnote. It would work for teachers, not principals, since we haven't looked at the principal survey data. Deadline:

Would Sept. 15 be reasonable? (Assuming comments from Gail come soon.) Responsibility: Julie. COMPLETED.

f. Revision of Baltimore integrated report: Thanks much for all the feedback, Julie. I'll send you a revision in a couple of weeks. It will say, among other things, that of teachers in Orthodox day schools, something like 28% have a college or university degree in education, and 31% have seminary or institute degrees in education (as opposed to 59% with degrees in education!). You called that one right! COMPLETED.

g. Monitoring of development and implementation of Personnel Action Plans in Atlanta, Baltimore, Milwaukee. We will provide a written update for each community to CIJE on this subject on December 31. This will not be a full-blown report, but it should be detailed enough to provide a solid record of what's happened on this front. Responsibilities: Julie, Roberta, Bill. (Related to this, Roberta can attend the Leadership Seminar, assuming the Milwaukee and Atlanta reports are finished.) We should view the Leadership Seminar as part of the Personnel Action Plan, in the sense of "the action before the action plan." COMPLETED, ENCLOSED.

h. Monitoring and evaluation of Machon L'Morim and the Peer Coaching project in Milwaukee day schools. We didn't really discuss these, but it is clear to me we can continue as planned. I did bring them into the discussion of getting the communities to pay for field research (see below). COMPLETED.

i. Development of a "module" of the qualitative component of a study of educators for use by other communities. This will be a refinement of the interview protocols, with instructions on how to use them. (The protocol probably needs to be shortened, emphasizing the questions that contributed to the reports we wrote. If the questions need to be improved, now's the time to do so. Ultimate deadline is December 31, but perhaps it could be completed earlier. I propose that Julie take primary responsibility for this, with help from Roberta. COMPLETED.

j. Putting all documents, tapes, etc. in shape for CIJE storage. Deadline, December 31. Responsibilities: Julie, Roberta, Bill. (But Bill has much less stuff.) COMPLETED.

k. Research papers on Teacher Power and on Professional Development. This is legitimate to work on, and you can travel to collaborate, but we have to make sure the other tasks get done. Responsibilities: Julie, Roberta. DELAYED.

At first glance this appears to be a long list, but much of it is almost finished or well underway. Still, I'm sure it will keep

us busy for the next four months. Note that institutional profiles is not in this work plan at present.

2) Work plan for 1995. After a lengthy discussion, the committee advised Alan that the highest priorities for MEF should be:

- a. Further analyses of teacher survey data, including revision of the cross-community integrated report, and possible additional "Research Briefs" if the first one is well received.
- b. Analysis and write-up of educational leader survey data. UNDERWAY.
- c. Completion of the "module" for studying Jewish educators in a community. This would incorporate the interview protocols and procedures which are to be completed by the end of December, as well as the survey instrument which must be revised in 1995. UNDERWAY.
- d. Monitoring and evaluation of the development and implementation of Personnel Action Plans in Lead Communities.
- e. Monitoring and evaluation of the Goals Project, as it is manifested in Lead Communities. (Institutional Profiles may enter here.)

(NOTE: ALAN SUBSEQUENTLY REMINDED US TO ADD "LEADING INDICATORS" AND PLANNING FOR A STUDY OF INFORMAL EDUCATION TO THIS LIST.)

Writing a cross-community mobilization report was seen as desirable but not as high priority as these items. Ditto for monitoring of community change in general, apart from these two key CIJE initiatives (goals and personnel plan).

3) The committee advised Alan to consider alternative staffing modes to field researchers (e.g., consultants who visit communities for short visits). Some were more reluctant than others to move away from field research, but the tenor of the discussion was generally not supportive of continuing CIJE-sponsored field research. Also, there are apparently budgetary factors of which I am not yet aware -- but it seems our budget will shrink dramatically after December 31.

We discussed the possibility of the communities sponsoring their own field research. I explained how that would change the relationship between the work of the field researchers and CIJE (i.e., little CIJE control). I think the message came across, and to the extent it did, it was not seen as a positive factor. Still, they would very much like the communities to pay for evaluation. Some thought this would occur, while others were

skeptical. All agreed that Alan has a serious task ahead if he is to convince the communities to do so.

My conclusion is that there has been no change in CIJE's decision that CIJE will no longer pay for ongoing field research after December 31. At best, they will pay for a CIJE survey data analyst. The notion of a 50/50 split (CIJE/community) for field researchers was not completely ruled out, but I would not be optimistic about it.

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION
FAX COVER SHEET**

MEF
+
TRIP

Date sent: 21.10.94

Time sent: 4:30 pm EDT

No. of Pages (incl. cover): 11

To: S. Fox, A. Hochstein, M. Inbar

From: Nessa Rapoport

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

COMMENTS:

Friday Oct. 21, 1994

TO: Adam Gamoran, Ellen Goldring
CC: Seymour Fox, Annette Hochstein, Mike Inbar
FROM: Nessa Rapoport

This final draft of the policy brief is the result of several complete revisions by each of us, which were then integrated into this version. I will need your feedback and specific suggestions by Monday noon to meet our very tight deadline. (Adam, I know you already have some minor changes, in addition to anything else this version engenders.)

Please feel free to call me at any time if there are concerns or issues you feel need discussion-- on Sat. night or Sunday at (212) 873-8385, or at CIJE on Monday morning. (Because the layout is quite complex, we will not be able to make drastic changes in length or sequence at this point. In fact, the greater length of the "outcomes" section already presents a design challenge.)

With many thanks.

themselves traditional. Twenty-five percent identify with the Conservative movement; 31% see themselves as Reform; and the remaining 4% list Reconstructionist and other preferences. Twenty-five percent work full-time in Jewish education (i.e., they reported teaching 30 hours per week or more), and about 20% work in more than one school.

Text for Box 2: [for appendix]

Box 2. About the study of educators.

The CIJE study of educators was coordinated by the Monitoring, Evaluation, and Feedback (MEF) team of CIJE. It involved a survey of nearly all [AD/EL: WHY NOT "ALL"?] the formal Jewish educators in the community, and a series of in-depth interviews with a more limited sample of educators. The survey form was adapted [WORD IS USED TWICE IN THIS SENTENCE] from previous surveys of Jewish educators, with many questions adapted [MODIFIED?] from the Los Angeles Teacher Survey.

The survey was administered in spring 1993 or fall 1994 to all Judaic and Hebrew teachers at all Jewish day schools, congregational schools, and pre-school programs in the three communities. General studies teachers in day schools were not included. Non-Jewish pre-school teachers who teach Judaica were included. Lead community project directors in each community coordinated the survey administration. Teachers completed the questionnaires and returned them at their schools. (Some teachers who did not receive a survey form at school were mailed a form and a self-addressed envelope, and returned their forms by mail.) Over 80% of the teachers in each community filled out and returned the questionnaire, for a total of almost 1000 respondents. (A different form [AD/EL: IS THIS "DIFFERENT FORM" CORRECT?] was administered to education directors; those data will be analyzed in a future report.)

The interview questions were designed by the MEF team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as education directors and educators at central agencies and institutions of Jewish higher learning. In total, 126 educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews.

The questionnaire form and the interview protocols will be available for public distribution in 1995.

This policy brief was prepared by CIJE's MEF team: Adam Gamoran, Ellen Goldring, Roberta Louis Goodman, Bill Robinson, and Julie Tammivaara. The authors are grateful for suggestions from CIJE staff, the MEF advisory board, and lead community participants. They are especially thankful to the Jewish educators who participated in the study.

Text for Box 3: [next to text] *sk mention. High etc will*

Box 3. According to "Highlights of the CJF 1990 National Jewish Population Survey," by Dr.

Barry Kosmin and colleagues, 22% of men and 38% of women who identify as Jews received no Jewish education as children. In contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in childhood.

Text for Box 4: [for appendix]

Box 4. Technical notes.

In total, 983 teachers responded out of a total population of 1192 in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 302 day school teachers, 392 supplementary school teachers, and 289 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary school teachers would look more like day school teachers, because 61 day school teachers also work in supplementary schools.

Missing responses were excluded from calculations of percentages. Generally, less than 5% of responses were missing for any one item. An exception was the question about certification in Jewish education. In at least one community, many teachers left this blank, apparently because they were not sure what it meant. On the assumption that teachers who did not know what the term certification meant were not themselves certified, we present the percentage who said they were certified out of the total who returned the survey forms—not out of the total who responded to this item. [AD/EL: NO MATTER HOW I TRY TO CLARIFY THIS LATTER SENTENCE, IT'S DIFFICULT TO UNDERSTAND. DO WE REALLY NEED TO INCLUDE IT?]

10/21/94

all mention of
certification is
confusing cause
no one knows

Overview

Judaea Jewish Studies
(Jewish) Teachers Institutes
add Jewish

A major new study of classroom Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day school, pre-school, and supplementary school settings.

Almost 80% of the teachers surveyed lacked professional training in either education, Judaica--or both. Yet teachers receive little in-service training to overcome their lack of background, far less than is commonly expected of fully licensed teachers in general education.

In day schools, teachers of Judaica have much less background as well as less in-service training in their subject areas than general studies teachers in the same schools. Only 40% of those teaching Jewish content are certified as Jewish educators.

into the impact
but leave out
here
though
correct

In supplementary schools, 80% of the teachers lack advanced degrees or certification in Judaica. Almost 30% had no Jewish schooling after the age of 13. In-service opportunities are infrequent and usually not connected to each other in a comprehensive plan for professional development.

disqual

Pre-school teachers are the least prepared in Jewish content when they enter their positions. Although early childhood educators have more staff development opportunities because of state-mandated licensing requirements, the majority of these opportunities are in education rather than in Judaica and Jewish education. Ten percent of these teachers are not Jewish; in one community the figure is as high as 20%.

And yet, in all settings, the study shows that teachers are strongly committed to Jewish education as a career. They are enthusiastic and devoted to working with children and to contributing to the Jewish people.

This finding is a compelling argument for addressing a central problem identified by the study: the insufficient preparation of teachers. Research in the field of education confirms that carefully crafted in-service training can indeed improve the quality of teaching.

Who said so?

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can make a decisive difference, yielding rich rewards for the entire North American Jewish community.

indicate implications for all of America without
question will also see that

None (PS) Beginning
Release Time
Leadership Confusing Prof. v. CC

Box 2.
Jewish Studies
Teachers
Judaic & Hebrew
must not be used

Name Bond 2 story

The Jewish community of North America is facing a crisis of major proportions. Large number of Jews have lost interest in Jewish values, ideals, and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests primarily with education.

—*A Time to Act*

In November 1990, the Commission on Jewish Education in North America released *A Time to Act*, a report calling for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education—whatever the setting or age group—will depend on two vital strategic tasks: **building the profession of Jewish education**; and **mobilizing community support for Jewish education**. The Council for Initiatives in Jewish Education (CIJE) was established to implement the Commission's conclusions.

Since 1992, CIJE has been working with three communities—Atlanta, Baltimore, and Milwaukee—to create models of systemic change at the local level. A central tenet of CIJE is that policy decisions in education must be informed by solid data. These communities boldly engaged in a pioneering, comprehensive study of their educational personnel in day schools, supplementary schools, and pre-schools. All the education directors [AD/EL: WHAT SHOULD BE THE TERM THROUGHOUT: "EDUCATION DIRECTOR," per your box, OR "EDUCATIONAL DIRECTOR"?] and classroom teachers were included in the survey, and a sample of each was interviewed in depth. The goal: To create a communal plan of action to build the profession of Jewish education in each community and thereby develop a model for North American Jewish communities who wish to embark on this process.

Two years later, the initial results of this study are illuminating not only for the three communities but particularly as a catalyst for reexamining the personnel of Jewish education throughout North America. Despite the differences among these communities, the findings in each are so similar that we believe the profile of Jewish educators offered by the study is likely to resemble those of most other communities. (A reading of the Boston, Miami, and Philadelphia studies lends credence to this hypothesis.) [PLEASE REVIEW WORDING FROM "DESPITE": CAN IT BE MORE PRECISE?]

This policy brief summarizes the study's findings in a critical area: the background and professional training of teachers in Jewish schools (box 1).

Are teachers in Jewish schools trained as Jewish educators?

Most are not. The survey indicates that only 21% were trained as Jewish educators, with a university or teacher's institute degree in education as well as a college or seminary degree in Jewish studies. An additional 39% are partially trained, with a degree in education but not Judaica. Ten percent of the teachers have a degree in Jewish studies, but not in education. The

remaining 30% of teachers are untrained, lacking formal professional training in either education or Judaica (fig. 1). [AD/EL: PLEASE REVIEW THESE FIGURES FOR BOTH ACCURACY AND CLARITY]

Does the teachers' training differ according to educational setting?

In general. yes;

Training in education: About half the teachers in each setting (pre-schools, day schools, and supplementary schools) reported university degrees in education (table 1). An additional 15% to 19% of pre-school and day school teachers have education degrees from teacher's institutes, as do 6% of supplementary school teachers. These institutes are usually one- or two-year programs in lieu of university study.

Training in Jewish studies: Day school teachers of Judaica are more likely than teachers in other settings to have post-secondary training in Jewish studies. Still, only 40% percent of day school Judaica teachers are certified as Jewish educators; 38% have a degree in Jewish studies from a college, graduate school, or rabbinic seminary (table 2). In supplementary and pre-schools, the proportions are much smaller. Overall, around 80% of all teachers lack advanced degrees and [AD/EL: IS THIS "AND" OR "OR"?] certification in Judaica, and even in the day schools 60% lack such grounding.

← What Jewish education did the teachers receive as children?

Almost all the teachers received some Jewish education as children, but for many their education was minimal. Before age 13, 25% percent of supplementary school teachers and 40% of pre-school teachers attended religious school only once a week; 11% of supplementary teachers and 22% of pre-school teachers did not attend at all. After age 13, even greater proportions received minimal or no Jewish education (figs. 2, 3; box 3).

One of the more startling findings is that many pre-school teachers are teaching Jewish subject matter to Jewish children—but are not themselves Jews. Overall, 10% of the teachers in Jewish pre-schools are not Jewish. In one community, the figure is as high as 20%. [AD/EL: SHOULD THIS BE 18%?]

Why is this the case? One pre-school director we interviewed shed light on the question:

I have an opening for next year. I have a teacher leaving who is not Jewish. I'm interviewing three teachers, two of whom are Jewish, one of whom is not. And to be frank with you...I should hire one [who is]...Jewish. Unfortunately, of the three people I am interviewing, the non-Jewish teacher is the best teacher in terms of what she can do in the classroom. So it creates a real problem.

In this instance, the Jewish candidates were better versed in Jewish content and were Jewish role models, but the non-Jewish applicant was more qualified as an educator, and that consideration

carried more weight. Many pre-school directors described an acute shortage of qualified Jewish teachers with appropriate training in education.

← Do present levels of in-service training compensate for background deficiencies?

No. Most teachers attend very few in-service programs each year. Close to 80% of all teachers were required to attend at least one workshop during a two-year period. Of these teachers, around half attended no more than four workshops over a two-year time span. (A workshop ranges from a two-hour session to a one-day program.)

Pre-school teachers: These teachers typically attended 6 or 7 workshops in a two-year period, which is more than teachers in other Jewish settings (fig. 4). Most pre-schools are licensed by the state, and teachers are required to participate in state-mandated professional development. Given the minimal background of many of these teachers in Judaica, however, present levels of in-service training are not sufficient.

Day school teachers: Although state requirements apply to general studies teachers in day schools, Judaica teachers are not bound by state standards. We found little evidence of sustained professional development among the day school teachers we surveyed. On average, those who were required to attend workshops did so about 3.8 times every 2 years -- or less than 2 workshops a year.

How does this compare to standards in public education? In Wisconsin, for example, teachers are required to attend 180 hours of workshops over a five-year period to maintain their teaching license. Day school teachers in our study engaged in about 29 hours of workshops over a five-year period (assuming a typical workshop lasts 3 hours). This is less than one-sixth of the requirement for state-licensed, full-time teachers in Wisconsin. (Despite variations among states in our study, we found little difference across communities in the extent of professional development among day school teachers.)

Supplementary school teachers: These teachers reported slightly higher average workshop attendance, about 4.4 sessions in a two-year period. But since most supplementary school teachers had little or no formal Jewish training after bar/bat mitzvah, and only about 50% are trained as educators, the current status of professional development for these teachers is of pressing concern. Even those who teach only a few hours each week can be nurtured to develop as educators through a sustained, sequential program of learning.

Summary: Atlanta, Baltimore, and Milwaukee offer a number of valuable in-service opportunities for their teachers. All three communities have occasional one-day teacher conventions, held city-wide, and all three offer some form of incentive for professional development. Still, in-service education tends to be infrequent and haphazard, particularly for day and supplementary school teachers. Even workshops and courses are isolated events, lacking the continuity of an overall system and plan for professional development. Veteran and

beginning teachers may be offered the same workshops; teachers with a strong background in Judaica but little training in education will often be offered the same opportunities as teachers with strong backgrounds in education but little Judaica.

How will change take place? An important factor will be the teachers' willingness to participate in professional development. Hence, ~~the study of educators examined teachers' commitment to Jewish education.~~

the importance of data illuminating this question

← Are teachers in Jewish schools committed to the profession of Jewish education?

Yes. Almost 60% of the teachers view Jewish education as their career. Even among part-time teachers (those teaching fewer than 30 hours a week), half described Jewish education as their career (fig. 5). In supplementary schools, where almost no teachers are full-time educators, 44% consider Jewish education their career.

There is also considerable stability in the teaching force. Thirty-eight percent of the teachers have taught for more than 10 years, while only 6% were in their first year as Jewish educators when they responded to the survey (table 3). Sixty-six percent intend to continue teaching in their same positions, and only 6% plan to seek positions outside Jewish education in the near future.

A Plan for Action

In Communities:

Transition sentence
With the data reviewed as background

→ How can a community design a comprehensive plan to improve its teachers?

1. Like Atlanta, Baltimore, and Milwaukee, a community can profile its teachers and education directors to learn precisely where their strengths lie and which areas need improvement. The CIJE Educators' Survey module will be available for this purpose during 1995.

2. A community can then tailor a plan to meet the specific needs of its own educators. Such a plan should take into account:

a. Content: The plan should address the content needs of individual teachers in education, Jewish studies, and in the integration of the two.

b. Differentiation: The plan should address the distinct needs of novice and veteran teachers; the different ages and affiliations of students; and the various settings in which classroom education takes place—day schools, pre-schools (including those in JCCs), and supplementary schools.

c. Systematic Training Opportunities: One-shot workshops do not change teachers or teaching. Rather, seminars, courses, and retreats—linked to carefully articulated requirements,

goals, and standards--should be offered in the context of a long-term, systematic plan for professional development.

d. **Community Incentives:** Any plan should motivate teachers to be involved in substantive, ongoing in-service education. Community-sponsored incentives for teachers' professional development include stipends, release time, scholarships, and sabbaticals. Ultimately, professional development must be linked to salary and benefits. (One community, for example, bases its day school allocation on teacher certification and upgrading rather than on the number of students.)

e. **Reflective Practice:** The plan should allow opportunities for teachers to learn from each other through mentoring, peer learning, and coaching. A plan should also include carefully crafted teacher supervision with clear criteria for evaluation.

f. **Leadership:** The plan should recognize what we have learned from educational research: The education director is indispensable in creating a successful environment for teaching and learning. For teachers to implement change, they must be supported by leaders who can foster vision. These leaders must also be committed, knowledgeable, skilled--and engaged in their own professional development. In 1995, CIJE will release a policy brief on the background and professional training of the education directors in our survey.

g. **Models of Success:** The plan should take into account successful Jewish educational practice. CIJE itself is engaged in a long-term project documenting examples of Best Practices in diverse educational settings. The initial two Best Practices volumes focus on the supplementary school and on early childhood Jewish education. Volumes currently under preparation will examine Best Practices in the JCC setting and in Jewish camping.

h. **Evaluation:** The plan should make provision for monitoring ongoing initiatives, providing feedback to policy makers and participants, and evaluating outcomes.

i. **Compensation:** The plan should make it possible for qualified teachers who wish to teach full-time to be able to do so and receive both salary and benefits commensurate with their educational background, years of experience, and ongoing professional development. (Several communities have created the position of "community teacher," which enables a teacher to work in more than one setting, holding the equivalent of a full-time position with the appropriate salary and benefits.) A future CIJE policy brief will focus on issues of salary and benefits for Jewish educators.

Most important, a well-designed plan for the professional development of Jewish educators in a community is not only a matter of redressing their lack of background. It is also a dynamic process of renewal and growth that is imperative for all professionals. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas and techniques, and to be invigorated by contact with other educators.

At the Continental Level

As an ever-increasing number of communities are engaged in the creation and implementation of their individual plans, the major continental institutions and organizations can begin to address professional development from their own vantage point. This effort should be spearheaded by those seminaries, colleges, and universities that offer degrees in Jewish education; by the denominational movements; and by those national organizations whose primary mission is Jewish education.

In collaboration with communal efforts, such educational institutions and organizations should design their own plans to conceptualize in-service training elements for the field. They could also contribute to building the profession of Jewish education by: energetically recruiting candidates for careers in Jewish education; developing new sources of personnel; expanding training opportunities in North America and Israel; creating professional development opportunities for educational leaders; advocating improved salaries and benefits; making possible career tracks in Jewish education; and empowering educators to have an influence on the curriculum, teaching methods, and educational philosophy of the institutions in which they work.

The Jewish people has survived and flourished because of a remarkable commitment to the centrality of teaching and learning. The North American Jewish community has continued this commitment, with the result that American Jews are among the most highly educated citizens in this country. We need to bring the same expectations to Jewish education as we do to general education, for the sake of the unique heritage we alone can transmit through our teachers to our children.

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[Add logo]

Text for Box 1: [next to text]

Box 1. About the Jewish educators of Atlanta, Baltimore, and Milwaukee.

Teachers in the Jewish schools of these communities are predominantly female (84%) and American-born (86%). Only 7% were born in Israel, and less than 1% each are from Russia, Germany, England, and Canada. The large majority, 80%, are married. The teachers identify with a variety of Jewish religious denominations. Thirty-two percent are Orthodox, and 8% call

Hi Annette,

For r2b
please

Here's the Atlanta
crosstabs. Talk to you
soon.

Paul



SETTINGS & CAREERS

CAREER 2-DO YOU HAVE A CAREER IN JEWISH EDUCATI by SET SETTING

Page 1 of 1

		SET				Page 1 of 1	
Count		DAY	SCHO	SUPPL	SC	PRESCHOO	OTHER
Row	Pct	OL		HOOL	L		
Col	Pct						
Tot	Pct	1	2	3	4		Row Total
CAREER	1	37	49	54	12		152
	YES	24.3	32.2	35.5	7.9		46.6
		72.5	32.2	50.5	75.0		
		11.3	15.0	16.6	3.7		
NO	2	14	103	53	4		174
		8.0	59.2	30.5	2.3		53.4
		27.5	67.8	49.5	25.0		
		4.3	31.6	16.3	1.2		
Column		51	152	107	16		326
Total		15.6	46.6	32.8	4.9		100.0

Number of Missing Observations: 3



GENED 8a-HAVE YOU WORKED IN GENERAL EDUCATION? by SET SETTING

Page 1 of 1

		SET				
		Count	DAY SCHO	SUPPL SC	PRESCHOO	OTHER
		Row Pct	OL	HOOL	L	
		Col Pct				
		Tot Pct	1	2	3	4
GENED	YES	1	29	85	53	7
			16.7	48.9	30.5	4.0
			59.2	55.9	50.5	43.8
			9.0	26.4	16.5	2.2
NO	2		20	67	52	9
			13.5	45.3	35.1	6.1
			40.8	44.1	49.5	56.3
			6.2	20.8	16.1	2.8
Column			49	152	105	16
Total			15.2	47.2	32.6	5.0
						100.0

Number of Missing Observations: 7

CAREERS 61-WHAT ARE YOUR CAREER PLANS? by SET SETTING

Page 1 of 2

CAREERS	Count Row Pct Col Pct Tot Pct	SET				Row Total
		DAY	SCHO	SUPPL	SC	
		OL	HOOL	L	PRESCHOO	
		1	2	3	4	
1		35	66	65	10	176
CONTINUE WHAT I		19.9	37.5	36.9	5.7	54.5
		70.0	44.3	60.2	62.5	
		10.8	20.4	20.1	3.1	
2			2	1		3
TEACH IN DIFFERE			66.7	33.3		.9
			1.3	.9		
			.6	.3		
3		2	9	2		13
TEACH IN A DAY S		15.4	69.2	15.4		4.0
		4.0	6.0	1.9		
		.6	2.8	.6		
4			3		1	4
ADMINISTRATOR			75.0		25.0	1.2
			2.0		6.3	
			.9		.3	
5		1		1	2	4
JEWISH ED IN NON		25.0		25.0	50.0	1.2
		2.0		.9	12.5	
		.3		.3	.6	
6				1		1
JEWISH ED IN ISR				100.0		.3
				.9		
				.3		
7		2	16	11		29
POSITION OUTSIDE		6.9	55.2	37.9		9.0
		4.0	10.7	10.2		
		.6	5.0	3.4		
8			2			2
NO PLAN TO WORK			100.0			.6
			1.3			
			.6			
Column		50	149	108	16	323
(Continued)	Total	15.5	46.1	33.4	5.0	100.0

CAREERS 61-WHAT ARE YOUR CAREER PLANS? by SET SETTING

Page 2 of 2

		SET					
		Count	DAY	SCHO	SUPPL	SC	PRESCHOO
		Row Pct	OL	HOOL	L	OTHER	
		Col Pct					
		Tot Pct	1	2	3	4	Row Total
CAREERS	9		1	1	2		4
	RETIREMENT		25.0	25.0	50.0		1.2
			2.0	.7	1.9		
			.3	.3	.6		
	10		7	43	19	2	71
	DON'T KNOW		9.9	60.6	26.8	2.8	22.0
			14.0	28.9	17.6	12.5	
			2.2	13.3	5.9	.6	
	11		2	7	6	1	16
	OTHER		12.5	43.8	37.5	6.3	5.0
			4.0	4.7	5.6	6.3	
			.6	2.2	1.9	.3	
Column			50	149	108	16	323
Total			15.5	46.1	33.4	5.0	100.0

Number of Missing Observations: 6

FULLTIME 36-ARE YOU A FULL-TIME JEWISH EDUCATOR? by SET SETTING

Page 1 of 1

		SET				Page 1 of 1
Count		DAY SCHO	SUPPL SC	PRESCHOO	OTHER	
Row Pct	Col Pct	OL	HOOL	L		Row
Tot Pct		1	2	3	4	Total
FULLTIME	1	27	14	35	7	83
		32.5	16.9	42.2	8.4	28.6
		65.9	9.9	38.0	46.7	
		9.3	4.8	12.1	2.4	
YES	2	14	128	57	8	207
		6.8	61.8	27.5	3.9	71.4
		34.1	90.1	62.0	53.3	
		4.8	44.1	19.7	2.8	
NO		41	142	92	15	290
		14.1	49.0	31.7	5.2	100.0

Number of Missing Observations: 39



FULTIMER FULL OR PART TIME TEACHER by SET SETTING

Page 1 of 1

		SET				
		DAY SCHO	SUPPL SC	PRESCHOO	OTHER	
		OL	HOOL	L		
Count						
Row Pct						
Col Pct						
Tot Pct						
		1	2	3	4	Row Total
FULTIMER						
	1	32	12	32	5	81
WORKS FULLTIME		39.5	14.8	39.5	6.2	25.9
		64.0	8.3	31.1	33.3	
		10.2	3.8	10.2	1.6	
	2	18	133	71	10	232
WORKS PARTTIME		7.8	57.3	30.6	4.3	74.1
		36.0	91.7	68.9	66.7	
		5.8	42.5	22.7	3.2	
Column		50	145	103	15	313
Total		16.0	46.3	32.9	4.8	100.0

Number of Missing Observations: 16

HOWMANYS 20-JEWISH SCHOOLS YOU WORK IN by SET SETTING

Page 1 of 1

		SET				Page 1 of 1
HOWMANYS	Count	DAY SCHO	SUPPL SC	PRESCHOO	OTHER	Row Total
	Row Pct	OL	HOOL	L		
	Col Pct	1	2	3	4	
	Tot Pct					
	1	42	115	89	10	256 80.0
		16.4	44.9	34.8	3.9	
		85.7	76.7	84.8	62.5	
		13.1	35.9	27.8	3.1	
	2	4	32	14	4	54 16.9
		7.4	59.3	25.9	7.4	
		8.2	21.3	13.3	25.0	
		1.3	10.0	4.4	1.3	
	3	2	3	2	2	9 2.8
		22.2	33.3	22.2	22.2	
		4.1	2.0	1.9	12.5	
		.6	.9	.6	.6	
4	1				1 .3	
	100.0					
	2.0					
	.3					
Column		49	150	105	16	320
Total		15.3	46.9	32.8	5.0	100.0

Number of Missing Observations: 9

HOURSTRE total hours/recoded by SET SETTING

Page 1 of 1

HOURSTRE	Count		SET				Row Total
	Row Pct	Col Pct	DAY SCHO OL	SUPPL SC HOOL	PRESCHOO L	OTHER	
			1	2	3	4	
1-10	1		7 4.6 14.0	122 80.3 84.1	16 10.5 15.5	7 4.6 46.7	152 48.6
11-20	2		9 23.7 18.0	4 10.5 2.8	23 60.5 22.3	2 5.3 13.3	38 12.1
21-30	3		2 4.8 4.0	7 16.7 4.8	32 76.2 31.1	1 2.4 6.7	42 13.4
More than 30	4		32 39.5 64.0	12 14.8 8.3	32 39.5 31.1	5 6.2 33.3	81 25.9
Column Total			50 16.0	145 46.3	103 32.9	15 4.8	313 100.0

Number of Missing Observations: 16

HOURS1RE hours at first school/recoded by SET SETTING

Page 1 of 1

		SET				Page 1 of 1		
HOURS1RE	Count	DAY	SCHO	SUPPL	SC	PRESCHOO	OTHER	Row Total
	Row Pct	OL		HOOL		L		
	Col Pct	1	2	3	4			
1-10	1	9	125	18	7			159
		5.7	78.6	11.3	4.4			50.8
		18.0	86.2	17.5	46.7			
11-20	2	8	7	25	3			43
		18.6	16.3	58.1	7.0			13.7
		16.0	4.8	24.3	20.0			
21-30	3	3	4	30	1			38
		7.9	10.5	78.9	2.6			12.1
		6.0	2.8	29.1	6.7			
more than 30	4	30	9	30	4			73
		41.1	12.3	41.1	5.5			23.3
		60.0	6.2	29.1	26.7			
Column		50	145	103	15			313
Total		16.0	46.3	32.9	4.8			100.0

Number of Missing Observations: 16

HOURS2RE hours at 2nd school/recoded by SET SETTING

Page 1 of 1

		SET				
		Count	DAY SCHO	SUPPL SC	PRESCHOO	OTHER
		Row Pct	OL	HOOL	L	
		Col Pct				
		Tot Pct	1	2	3	4
HOURS2RE						Row Total
1-10	1	5	32	15	5	57
		8.8	56.1	26.3	8.8	96.6
		83.3	97.0	100.0	100.0	
		8.5	54.2	25.4	8.5	
11-20	2		1			1
			100.0			1.7
			3.0			
more than 30	4	1				1
		100.0				1.7
		16.7				
		1.7				
Column		6	33	15	5	59
Total		10.2	55.9	25.4	8.5	100.0

Number of Missing Observations: 270

CAREER 2-DO YOU HAVE A CAREER IN JEWISH EDUCATI
by SET2 setting of 2nd school

Page 1 of 1

		SET2				Page 1 of 1	
CAREER	Count	day	scho	suppleme	preschoo	other	Row Total
	Row Pct	ol	ntary	sc l			
	Col Pct						
	Tot Pct	1	2	3	4		
YES	1	9	22	5	6		42
		21.4	52.4	11.9	14.3		70.0
		81.8	62.9	83.3	75.0		
		15.0	36.7	8.3	10.0		
NO	2	2	13	1	2		18
		11.1	72.2	5.6	11.1		30.0
		18.2	37.1	16.7	25.0		
		3.3	21.7	1.7	3.3		
Column		11	35	6	8		60
Total		18.3	58.3	10.0	13.3		100.0

Number of Missing Observations: 269



GENED 8a-HAVE YOU WORKED IN GENERAL EDUCATION? by SET2 setting of 2nd school

Page 1 of 1

		SET2				
Count		day	scho	suppleme	preschoo	other
Row Pct	Col Pct	ol	ntary	sc l		
Tot Pct		1	2	3	4	Row Total
GENED						
	1	9	18	3	4	34
YES		26.5	52.9	8.8	11.8	57.6
		81.8	52.9	50.0	50.0	
		15.3	30.5	5.1	6.8	
	2	2	16	3	4	25
NO		8.0	64.0	12.0	16.0	42.4
		18.2	47.1	50.0	50.0	
		3.4	27.1	5.1	6.8	
Column		11	34	6	8	59
Total		18.6	57.6	10.2	13.6	100.0

Number of Missing Observations: 270

CAREERS 61-WHAT ARE YOUR CAREER PLANS? by SET2 setting of 2nd school

Page 1 of 1

		SET2				
		Count	day scho	suppleme	preschoo	other
		Row Pct	ol	ntary sc l		
		Col Pct	1	2	3	4
		Tot Pct				
CAREERS						Row Total
	1		5	19	5	5
CONTINUE WHAT I			14.7	55.9	14.7	14.7
			45.5	54.3	83.3	62.5
			8.3	31.7	8.3	8.3
	3			4		
TEACH IN A DAY S				100.0		
				11.4		
				6.7		
	4			1		
ADMINISTRATOR				100.0		
				2.9		
				1.7		
	5		1			1
JEWISH ED IN NON			50.0			50.0
			9.1			12.5
			1.7			1.7
	7			2	1	
POSITION OUTSIDE				66.7	33.3	
				5.7	16.7	
				3.3	1.7	
	9			1		
RETIREMENT				100.0		
				2.9		
				1.7		
	10		5	6		
DON'T KNOW			45.5	54.5		
			45.5	17.1		
			8.3	10.0		
	11			2		2
OTHER				50.0		50.0
				5.7		25.0
				3.3		3.3
Column			11	35	6	8
Total			18.3	58.3	10.0	13.3
						60
						100.0

Number of Missing Observations: 269

FULLTIME 36-ARE YOU A FULL-TIME JEWISH EDUCATOR?
 by SET2 setting of 2nd school

Page 1 of 1

		SET2				Page 1 of 1	
		Count	day scho	suppleme	preschoo	other	
		Row Pct	ol	ntary sc l	3	4	Row
		Col Pct	1	2	3	4	Total
		Tot Pct	1	2	3	4	Total
FULLTIME	YES	1	5	13	1	4	23
			21.7	56.5	4.3	17.4	40.4
			45.5	39.4	20.0	50.0	
			8.8	22.8	1.8	7.0	
NO		2	6	20	4	4	34
			17.6	58.8	11.8	11.8	59.6
			54.5	60.6	80.0	50.0	
			10.5	35.1	7.0	7.0	
Column		11	33	5	8	57	
Total		19.3	57.9	9.8	14.0	100.0	

Number of Missing Observations: 272

FULTIMER FULL OR PART TIME TEACHER by SET2 setting of 2nd school

Page 1 of 1

		SET2				
		Count	day scho	suppleme	preschoo	other
		Row Pct	ol	ntary sc l	l	
		Col Pct	1	2	3	4
		Tot Pct				
FULTIMER	1		4	14	2	2
	WORKS FULLTIME		18.2	63.6	9.1	9.1
			36.4	40.0	33.3	28.6
			6.8	23.7	3.4	3.4
	2		7	21	4	5
	WORKS PARTTIME		18.9	56.8	10.8	13.5
			63.6	60.0	66.7	71.4
			11.9	35.6	6.8	8.5
Column			11	35	6	7
Total			18.6	59.3	10.2	11.9

Number of Missing Observations: 270



HOURS2RE hours at 2nd school/recoded by SET2 setting of 2nd school

		SET2				Page 1 of 1	
		Count	day scho	suppleme	preschoo	other	
		Row Pct	ol	ntary sc l	1	3	4
		Col Pct	1	2	3	4	Row Total
		Tot Pct	1	2	3	4	Total
HOURS2RE	1-10	1	7	34	5	5	51
			13.7	66.7	9.8	9.8	98.1
			87.5	100.0	100.0	100.0	
			13.5	65.4	9.6	9.6	
11-20	2		1				1
			100.0				1.9
			12.5				
			1.9				
Column			8	34	5	5	52
Total			15.4	65.4	9.6	9.6	100.0

Number of Missing Observations: 277



SET2 setting of 2nd school by SET SETTING

Page 1 of 1

		SET				Row Total
Count		DAY SCHO	SUPPL SC	PRESCHOO	OTHER	
Row Pct	Col Pct	OL	HOOL	L		
Tot Pct		1	2	3	4	
SET2						
day school	1	3	7		1	11
		27.3	63.6		9.1	18.3
		42.9	20.6		20.0	
		5.0	11.7		1.7	
supplementary sc	2	1	23	9	2	35
		2.9	65.7	25.7	5.7	58.3
		14.3	67.6	64.3	40.0	
		1.7	38.3	15.0	3.3	
preschool	3	1	2	3		6
		16.7	33.3	50.0		10.0
		14.3	5.9	21.4		
		1.7	3.3	5.0		
other	4	2	2	2	2	8
		25.0	25.0	25.0	25.0	13.3
		28.6	5.9	14.3	40.0	
		3.3	3.3	3.3	3.3	
Column		7	34	14	5	60
Total		11.7	56.7	23.3	8.3	100.0

Number of Missing Observations: 269

FULTIMER FULL OR PART TIME TEACHER

by CAREER 2-DO YOU HAVE A CAREER IN JEWISH EDUCATION

Page 1 of 1

		CAREER		
		YES	NO	
Count				
Row Pct				
Col Pct				
Tot Pct				
		1	2	Row Total
FULTIMER				
	1	54	27	81
WORKS FULLTIME		66.7	33.3	26.1
		37.8	16.2	
		17.4	8.7	
	2	89	140	229
WORKS PARTTIME		38.9	61.1	73.9
		62.2	83.8	
		28.7	45.2	
Column		143	167	310
Total		46.1	53.9	100.0

Number of Missing Observations: 19

SET SETTING by JEWISHID 38-ARE YOU JEWISH?

Page 1 of 1

		JEWISHID		
		YES	NO	
		1	2	Row Total
SET	Count Row Pct Col Pct			
DAY SCHOOL	1	50		50
		100.0		15.3
		15.9		
SUPPL SCHOOL	2	150	1	151
		99.3	.7	46.3
		47.6	9.1	
PRESCHOOL	3	99	10	109
		90.8	9.2	33.4
		31.4	90.9	
OTHER	4	16		16
		100.0		4.9
		5.1		
Column		315	11	326
Total		96.6	3.4	100.0

Number of Missing Observations: 3

SET2 setting of 2nd school by JEWISHID 38-ARE YOU JEWISH?

Page 21

JEWISHID Page 1 of 1

		Count		
		Row Pct	YES	
		Col Pct		Row
		Tot Pct	1	Total
SET2				
	1	11	11	
day school		100.0	18.3	
		18.3		
		18.3		
	2	35	35	
supplementary sc		100.0	58.3	
		58.3		
		58.3		
	3	6	6	
preschool		100.0	10.0	
		10.0		
		10.0		
	4	8	8	
other		100.0	13.3	
		13.3		
		13.3		
	Column	60	60	
	Total	100.0	100.0	

Number of Missing Observations: 269

KEEP TOTAL NUMBER OF RITUALS KEPT by SET SETTING

Page 1 of 2

KEEP	Count		SET				Row Total
	Row Pct	Col Pct	DAY OL	SCHO HOOL	SC L	PRESCHOO L	
	Col Pct	Row Pct	1	2	3	4	
	Tot Pct	Tot Pct	1	2	3	4	
1				1 50.0 .7 .3	1 50.0 1.0 .3		2 .6
2					2 100.0 2.0 .6		2 .6
3			1 14.3 2.0 .3	4 57.1 2.6 1.3	2 28.6 2.0 .6		7 2.2
4			2 5.9 4.0 .6	20 58.8 13.2 6.3	12 35.3 12.0 3.8		34 10.7
5			9 20.5 18.0 2.8	20 45.5 13.2 6.3	15 34.1 15.0 4.7		44 13.9
6			4 10.8 8.0 1.3	15 40.5 9.9 4.7	17 45.9 17.0 5.4	1 2.7 6.3 .3	37 11.7
7			3 6.8 6.0 .9	27 61.4 17.9 8.5	12 27.3 12.0 3.8	2 4.5 12.5 .6	44 13.9
8			4 11.4 8.0 1.3	18 51.4 11.9 5.7	11 31.4 11.0 3.5	2 5.7 12.5 .6	35 11.0
Column (Continued) Total			50 15.8	151 47.6	100 31.5	16 5.0	317 100.0

KEEP TOTAL NUMBER OF RITUALS KEPT by SET SETTING

Page 2 of 2

KEEP	SET					Page 2 of 2		
	Count	DAY	SCHO	SUPPL	SC	PRESCHOO	OTHER	Row Total
	Row Pct	OL	HOOL	L				
	Col Pct							
	Tot Pct	1	2	3	4			
9	3	13	10	3			29	
	10.3	44.8	34.5	10.3			9.1	
	6.0	8.6	10.0	18.8				
	.9	4.1	3.2	.9				
10	6	10	6	2			24	
	25.0	41.7	25.0	8.3			7.6	
	12.0	6.6	6.0	12.5				
	1.9	3.2	1.9	.6				
11	5	8	5				18	
	27.8	44.4	27.8				5.7	
	10.0	5.3	5.0					
	1.6	2.5	1.6					
12	7	10	6	4			27	
	25.9	37.0	22.2	14.8			8.5	
	14.0	6.6	6.0	25.0				
	2.2	3.2	1.9	1.3				
13	6	5	1	2			14	
	42.9	35.7	7.1	14.3			4.4	
	12.0	3.3	1.0	12.5				
	1.9	1.6	.3	.6				
Column	50	151	100	16			317	
Total	15.8	47.6	31.5	5.0			100.0	

Number of Missing Observations: 12

KEEP TOTAL NUMBER OF RITUALS KEPT by SET2 setting of 2nd school

Page 1 of 2

		SET2				
Count		day	scho	suppleme	preschoo	other
Row	Pct	ol	ntary	sc 1		
Col	Pct					
Tot	Pct	1	2	3	4	Row Total
KEEP	4	1	2			3
		33.3	66.7			5.0
		9.1	5.7			
		1.7	3.3			
5		1	5			6
		16.7	83.3			10.0
		9.1	14.3			
		1.7	8.3			
6			6	1	2	9
			66.7	11.1	22.2	15.0
			17.1	16.7	25.0	
			10.0	1.7	3.3	
7		3	2	1	1	7
		42.9	28.6	14.3	14.3	11.7
		27.3	5.7	16.7	12.5	
		5.0	3.3	1.7	1.7	
8			6		2	8
			75.0		25.0	13.3
			17.1		25.0	
			10.0		3.3	
9			5			5
			100.0			8.3
			14.3			
			8.3			
10		1	3	2		6
		16.7	50.0	33.3		10.0
		9.1	8.6	33.3		
		1.7	5.0	3.3		
11		3	1			4
		75.0	25.0			6.7
		27.3	2.9			
		5.0	1.7			
Column		11	35	6	8	60
(Continued)	Total	18.3	58.3	10.0	13.3	100.0

TEASYN 42--ARE YOU A TEACHER IN YOUR SYNAGOGUE? by SET SETTING

Page 1 of 1

Count		SET							
Row	Pct	DAY	SCHO	SUPPL	SC	PRESCHOO	OTHER		
Col	Pct	OL		HOOL		L		Row	
Tot	Pct		1		2		3	4	Total
TEASYN	1		4		80		22	8	114
			3.5		70.2		19.3	7.0	37.5
			9.1		56.3		21.4	53.3	
			1.3		26.3		7.2	2.6	
NO	2		40		62		81	7	190
			21.1		32.6		42.6	3.7	62.5
			90.9		43.7		78.6	46.7	
			13.2		20.4		26.6	2.3	
Column			44		142		103	15	304
Total			14.5		46.7		33.9	4.9	100.0

Number of Missing Observations: 25

TEASYN 42-ARE YOU A TEACHER IN YOUR SYNAGOGUE? by SET2 setting of 2nd school

Page 1 of 1

		SET2					
		Count	day scho	suppleme	preschoo	other	
		Row Pct	ol	ntary sc 1			
		Col Pct					
		Tot Pct	1	2	3	4	
TEASYN	YES	1	2	15	2	5	
		8.3	62.5	8.3	20.8		
		20.0	45.5	33.3	62.5		
		3.5	26.3	3.5	8.8		
TEASYN	NO	2	8	18	4	3	
		24.2	54.5	12.1	9.1		
		80.0	54.5	66.7	37.5		
		14.0	31.6	7.0	5.3		
		Column	10	33	6	8	
		Total	17.5	57.9	10.5	14.0	
						57	
						100.0	

Number of Missing Observations: 272



SALARY

		SALARA				Page 1 of 2
SET	Count	LESS THAN \$1000	\$1000- \$4999	\$5000- 9999	\$10,000- 14,999	Row Total
	Row Pct Col Pct Tot Pct					
		1	2	3	4	
DAY SCHOOL	1	1	1	3	9	46
		2.2	2.2	6.5	19.6	15.1
		8.3	.8	6.7	21.4	
		.3	.3	1.0	3.0	
SUPPL SCHOOL	2	9	107	11	5	142
		6.3	75.4	7.7	3.5	46.6
		75.0	82.9	24.4	11.9	
		3.0	35.1	3.6	1.6	
PRESCHOOL	3	1	16	27	28	101
		1.0	15.8	26.7	27.7	33.1
		8.3	12.4	60.0	66.7	
		.3	5.2	8.9	9.2	
OTHER	4	1	5	4		16
		6.3	31.3	25.0		5.2
		8.3	3.9	8.9		
		.3	1.6	1.3		
Column		12	129	45	42	305
(Continued) Total		3.9	42.3	14.8	13.8	100.0



SET SETTING by SALARA 54.1ANNUAL SALARY FROM SCHOOL 1

Page 2 of 2

		SALARA						
		Count	\$15,000-	\$20,000-	\$25,000-	\$30,000-	35,000-3	40,000
		Row Pct	19,999	24,999	29,999	34,999	9,999	+
		Col Pct						
		Tot Pct	5	6	7	8	9	10
SET								Row Total
DAY SCHOOL	1	5	3	11	7	3	3	46
		10.9	6.5	23.9	15.2	6.5	6.5	15.1
		16.7	27.3	78.6	70.0	75.0	37.5	
		1.6	1.0	3.6	2.3	1.0	1.0	
SUPPL SCHOOL	2	3	4		1		2	142
		2.1	2.8		.7		1.4	46.6
		10.0	36.4		10.0		25.0	
		1.0	1.3		.3		.7	
PRESCHOOL	3	22	3	2	1		1	101
		21.8	3.0	2.0	1.0		1.0	33.1
		73.3	27.3	14.3	10.0		12.5	
		7.2	1.0	.7	.3		.3	
OTHER	4		1	1	1	1	2	16
			6.3	6.3	6.3	6.3	12.5	5.2
			9.1	7.1	10.0	25.0	25.0	
			.3	.3	.3	.3	.7	
Column		30	11	14	10	4	8	305
Total		9.8	3.6	4.6	3.3	1.3	2.6	100.0

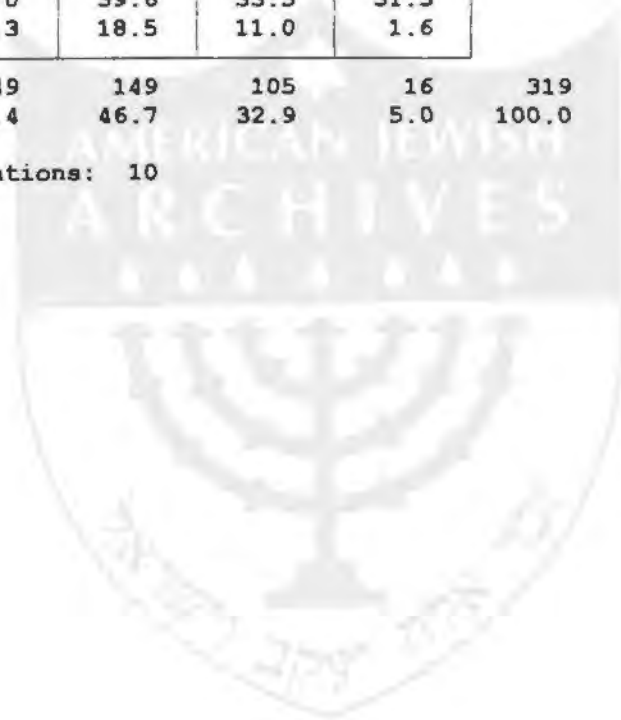
Number of Missing Observations: 24

IMPORTAN IMPORTANCE OF EDUCATION INCOME by SET SETTING

Page 1 of 1

IMPORTAN	Count		SET				Row Total
	Row Pct	Col Pct	DAY	SCHO	SUPPL	SC	
	Col Pct	OL	HOOL	L	PRESCHOO	OTHER	
	Tot Pct	1	2	3	4		
1 THE MAIN SOURCE	1	18	16	13	2	49	
		36.7	32.7	26.5	4.1	15.4	
		36.7	10.7	12.4	12.5		
		5.6	5.0	4.1	.6		
2 IMPORTANT ADDITI	2	30	74	57	9	170	
		17.6	43.5	33.5	5.3	53.3	
		61.2	49.7	54.3	56.3		
		9.4	23.2	17.9	2.8		
3 INSIGNIFICANT TO	3	1	59	35	5	100	
		1.0	59.0	35.0	5.0	31.3	
		2.0	39.6	33.3	31.3		
		.3	18.5	11.0	1.6		
Column		49	149	105	16	319	
Total		15.4	46.7	32.9	5.0	100.0	

Number of Missing Observations: 10



SET2 setting of 2nd school by SALARB 54,2-SALARY AT SECOND SCHOOL

Page 1 of 1

		SALARB				
		Count				
		Row Pct	\$1000-\$4999	\$5000-9999	\$10,000-34,999	
		Col Pct				
		Tot Pct	2	3	4	8
						Row Total
SET2	1		5	4		1
day school			50.0	40.0		10.0
			14.3	30.8		100.0
			10.0	8.0		2.0
	2		23	7		
supplementary sc			76.7	23.3		
			65.7	53.8		
			46.0	14.0		
	3		3	1	1	
preschool			60.0	20.0	20.0	
			8.6	7.7	100.0	
			6.0	2.0	2.0	
	4		4	1		
other			80.0	20.0		
			11.4	7.7		
			8.0	2.0		
Column			35	13	1	1
Total			70.0	26.0	2.0	2.0
						50
						100.0

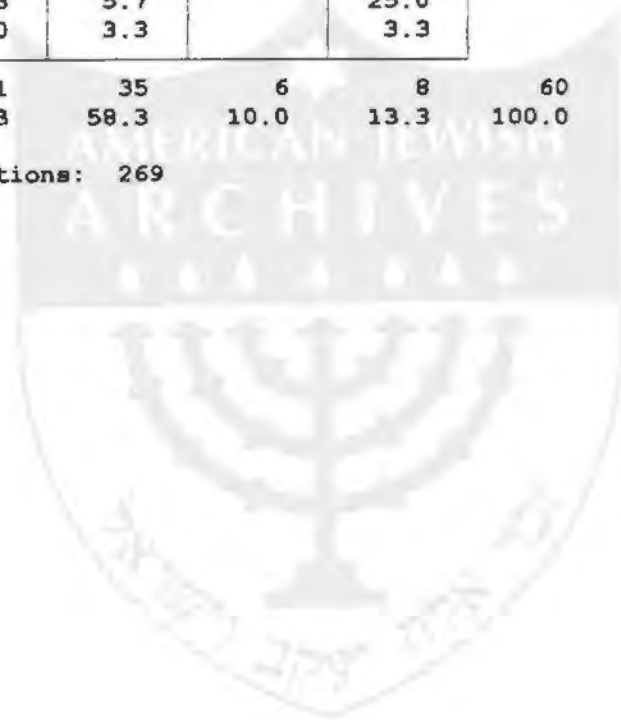
Number of Missing Observations: 279

IMPORTAN IMPORTANCE OF EDUCATION INCOME by SET2 setting of 2nd school

Page 1 of 1

IMPORTAN	Count		SET2				Row Total
	Row	Pct	day scho	suppleme	preschoo	other	
	Col	Pct	ol	ntary sc 1			
	Tot	Pct	1	2	3	4	
1 THE MAIN SOURCE	1		4	7		2	13
			30.8	53.8		15.4	21.7
			36.4	20.0		25.0	
			6.7	11.7		3.3	
2 IMPORTANT ADDITI	2		4	26	6	4	40
			10.0	65.0	15.0	10.0	66.7
			36.4	74.3	100.0	50.0	
			6.7	43.3	10.0	6.7	
3 INSIGNIFICANT TO	3		3	2		2	7
			42.9	28.6		28.6	11.7
			27.3	5.7		25.0	
			5.0	3.3		3.3	
Column			11	35	6	8	60
Total			18.3	58.3	10.0	13.3	100.0

Number of Missing Observations: 269



SET SETTING by SALARYPT 37a-SALARY-ENCOURAGE TO GO FULL-TIME

		SALARYPT			Page 1 of 1
		RANK			
SET	Count Row Pct Col Pct Tot Pct	1	2	3	Row Total
DAY SCHOOL	1	8			8
		100.0			5.3
		8.9			
		5.3			
SUPPL SCHOOL	2	51	28	13	92
		55.4	30.4	14.1	61.3
		56.7	66.7	72.2	
		34.0	18.7	8.7	
PRESCHOOL	3	28	12	4	44
		63.6	27.3	9.1	29.3
		31.1	28.6	22.2	
		18.7	8.0	2.7	
OTHER	4	3	2	1	6
		50.0	33.3	16.7	4.0
		3.3	4.8	5.6	
		2.0	1.3	.7	
Column		90	42	18	150
Total		60.0	28.0	12.0	100.0

Number of Missing Observations: 82

SET SETTING by BENEPT 37b-BENEFITS-ENCOURAGE TO GO FULL-TIME

		BENEPT			Page 1 of 1
		RANK			
SET	Count Row Pct Col Pct Tot Pct	1	2	3	Row Total
DAY SCHOOL	1		5	2	7
			71.4	28.6	7.2
			8.6	6.5	
			5.2	2.1	
SUPPL SCHOOL	2	4	35	18	57
		7.0	61.4	31.6	58.8
		50.0	60.3	58.1	
		4.1	36.1	18.6	
PRESCHOOL	3	4	16	8	28
		14.3	57.1	28.6	28.9
		50.0	27.6	25.8	
		4.1	16.5	8.2	
OTHER	4		2	3	5
			40.0	60.0	5.2
			3.4	9.7	
			2.1	3.1	
Column		8	58	31	97
Total		8.2	59.8	32.0	100.0

Number of Missing Observations: 135

SET SETTING by SECURPT 37c-SECURITY-ENCOURAGE TO GO FULL-TIME

SECURPT

Page 1 of 1
RANK

SET	Count Row Pct Col Pct Tot Pct	RANK			Row Total
		1	2	3	
DAY SCHOOL	1		1	3	4
			25.0	75.0	7.0
			6.3	8.8	
			1.8	5.3	
SUPPL SCHOOL	2	5	12	23	40
		12.5	30.0	57.5	70.2
		71.4	75.0	67.6	
		8.8	21.1	40.4	
PRESCHOOL	3	1	2	6	9
		11.1	22.2	66.7	15.8
		14.3	12.5	17.6	
		1.8	3.5	10.5	
OTHER	4	1	1	2	4
		25.0	25.0	50.0	7.0
		14.3	6.3	5.9	
		1.8	1.8	3.5	
Column Total		7	16	34	57
		12.3	28.1	59.6	100.0

Number of Missing Observations: 175

SET SETTING by CAREERPT 37d-CAREER DEVELOPMENT-FULL TIME ENCOURA

CAREERPT Page 1 of 1
RANK

SET	Count Row Pct Col Pct Tot Pct	RANK			Row Total
		1	2	3	
DAY SCHOOL	1			1	1
				100.0	2.1
				4.5	
				2.1	
SUPPL SCHOOL	2	11	2	15	28
		39.3	7.1	53.6	59.6
		73.3	20.0	68.2	
		23.4	4.3	31.9	
PRESCHOOL	3	2	7	6	15
		13.3	46.7	40.0	31.9
		13.3	70.0	27.3	
		4.3	14.9	12.8	
OTHER	4	2	1	3	6
		66.7	33.3	6.4	
		13.3	10.0		
		4.3	2.1		
Column		15	10	22	47
Total		31.9	21.3	46.8	100.0

Number of Missing Observations: 185

SET SETTING by OPPT 37e-MORE JOB OPPORTUNITY-FULL TIME ENCOU

		OPPT			Page 1 of 1	
		RANK				
SET	Count				Row	
	Row Pct	1	2	3	Total	
	Col Pct					
	Tot Pct					
SUPPL SCHOOL	2	7	6	6	19	
		36.8	31.6	31.6	70.4	
		70.0	85.7	60.0		
		25.9	22.2	22.2		
PRESCHOOL	3	2	1	3	6	
		33.3	16.7	50.0	22.2	
		20.0	14.3	30.0		
		7.4	3.7	11.1		
OTHER	4	1		1	2	
		50.0		50.0	7.4	
		10.0		10.0		
		3.7		3.7		
Column		10	7	10	27	
Total		37.0	25.9	37.0	100.0	

Number of Missing Observations: 205

SET SETTING by HEBPT 37f-LEARN MORE ABOUT JUDAICA-FULL TIME E

			HEBPT			Page 1 of 1 RANK	
		Count				Row	
		Row Pct				Total	
		Col Pct	1	2	3		
		Tot Pct					
SET							
DAY SCHOOL	1				1	1	
					100.0	2.8	
					9.1		
					2.8		
SUPPL SCHOOL	2	14	8	8	30		
		46.7	26.7	26.7	83.3		
		93.3	80.0	72.7			
		38.9	22.2	22.2			
PRESCHOOL	3		2	2	4		
			50.0	50.0	11.1		
			20.0	18.2			
			5.6	5.6			
OTHER	4	1			1		
		100.0			2.8		
		6.7					
		2.8					
Column		15	10	11	36		
Total		41.7	27.8	30.6	100.0		

Number of Missing Observations: 196

SET SETTING by MOREEDPT 37g-EDUCATIONAL DEVELOPMENT-FT ENCOURAGE

MOREEDPT

Page 1 of 1

RANK

SET	Count Row Pct Col Pct Tot Pct	RANK			Row Total
		1	2	3	
DAY SCHOOL	1		1		1
			100.0		5.3
			11.1		
			5.3		
SUPPL SCHOOL	2	5	7	2	14
		35.7	50.0	14.3	73.7
		83.3	77.8	50.0	
		26.3	36.8	10.5	
PRESCHOOL	3	1		2	3
		33.3		66.7	15.8
		16.7		50.0	
		5.3		10.5	
OTHER	4		1		1
			100.0		5.3
			11.1		
			5.3		
Column		6	9	4	19
Total		31.6	47.4	21.1	100.0

Number of Missing Observations: 213

SET SETTING by COLLEPT 37h-WORK WITH COLLEAGUES-FT ENCOURAGE

COLLEPT

Page 1 of 1
RANK

SET	Count Row Pct Col Pct Tot Pct				Row Total
		1	2	3	
DAY SCHOOL	1			1	1
				100.0	5.9
				12.5	
				5.9	
SUPPL SCHOOL	2	2	4	4	10
		20.0	40.0	40.0	58.8
		66.7	66.7	50.0	
		11.8	23.5	23.5	
PRESCHOOL	3	1	2	3	6
		16.7	33.3	50.0	35.3
		33.3	33.3	37.5	
		5.9	11.8	17.6	
Column		3	6	8	17
Total		17.6	35.3	47.1	100.0

Number of Missing Observations: 215



SET SETTING by FAMILPT 37i-FAMILY STATUS CHANGE-FT ENCOURAGE

Page 1 of 1

RANK

SET	Count	Row Pct	Col Pct	Tot Pct	1	2	3	Row Total
					1	2	3	Total
DAY SCHOOL	1				1	1	1	3
		33.3	33.3	33.3	7.5			
		5.9	12.5	6.7				
		2.5	2.5	2.5				
SUPPL SCHOOL	2				7	2	5	14
		50.0	14.3	35.7	35.0			
		41.2	25.0	33.3				
		17.5	5.0	12.5				
PRESCHOOL	3				9	4	9	22
		40.9	18.2	40.9	55.0			
		52.9	50.0	60.0				
		22.5	10.0	22.5				
OTHER	4					1		1
			100.0		2.5			
			12.5					
			2.5					
Column Total					17	8	15	40
Total					42.5	20.0	37.5	100.0

Number of Missing Observations: 192

SET SETTING by TRAINPT 37j-TRAINING OPPORTUNITIES-FT ENCOURAGE

		TRAINPT			Page 1 of 1
		RANK			
		Count			
		Row Pct			
		Col Pct			
		Tot Pct	1	2	3
SET					Row Total
	2		2		6
SUPPL SCHOOL		25.0			75.0
		100.0			85.7
		20.0			60.0
	3			1	1
PRESCHOOL				50.0	50.0
				100.0	14.3
				10.0	10.0
Column		2	1	7	10
Total		20.0	10.0	70.0	100.0

Number of Missing Observations: 222

SET SETTING by RESOURPT 37k-MORE WORK RESOURCES-FT ENCOURAGE

RESOURPT Page 1 of 1
RANK

SET	Count				Row Total
	Row	Pct	2	3	
	Col	Pct			
	Tot	Pct			
DAY SCHOOL	1	1		1	
		100.0		14.3	
		33.3			
		14.3			
SUPPL SCHOOL	2	2	3	5	
		40.0	60.0	71.4	
		66.7	75.0		
		28.6	42.9		
PRESCHOOL	3		1	1	
			100.0	14.3	
			25.0		
			14.3		
Column		3	4	7	
Total		42.9	57.1	100.0	

Number of Missing Observations: 225

SET SETTING by SALARA 54.1ANNUAL SALARY FROM SCHOOL 1

SALARA

Page 1 of 2

SET	Count Row Pct Col Pct Tot Pct	\$40,000 +	LESS THA N \$1000	\$1000-\$4 999	\$5000-99 99	\$10,000- 14,999	Row Total
		0	1	2	3	4	
DAY SCHOOL	1	3	1	1	3	9	46
		6.5	2.2	2.2	6.5	19.6	15.1
		37.5	8.3	.8	6.7	21.4	
		1.0	.3	.3	1.0	3.0	
SUPPL SCHOOL	2	2	9	107	11	5	142
		1.4	6.3	75.4	7.7	3.5	46.6
		25.0	75.0	82.9	24.4	11.9	
		.7	3.0	35.1	3.6	1.6	
PRESCHOOL	3	1	1	16	27	28	101
		1.0	1.0	15.8	26.7	27.7	33.1
		12.5	8.3	12.4	60.0	66.7	
		.3	.3	5.2	8.9	9.2	
OTHER	4	2	1	5	4		16
		12.5	6.3	31.3	25.0		5.2
		25.0	8.3	3.9	8.9		
		.7	.3	1.6	1.3		
Column		8	12	129	45	42	305
(Continued) Total		2.6	3.9	42.3	14.8	13.8	100.0

SENIORITY

Page 1 of 1

		SET				
Count		DAY SCHO	SUPPL SC	PRESCHOO	OTHER	
Row Pct	Col Pct	OL	HOOL	L		Row
Tot Pct		1	2	3	4	Total
CURRENT	1	11	38	14	4	67
		16.4	56.7	20.9	6.0	100.0
		100.0	100.0	100.0	100.0	
		16.4	56.7	20.9	6.0	
Column		11	38	14	4	67
Total		16.4	56.7	20.9	6.0	100.0

Number of Missing Observations: 0

08 Sep 94 SPSS for MS WINDOWS Release 6.0

CURRENT 9-YEARS IN CURRENT SETTING by SET2 setting of 2nd school

Page 1 of 1

		SET2				
Count		day scho	suppleme	preschoo	other	
Row Pct	Col Pct	ol	ntary sc l			Row
Tot Pct		1	2	3	4	Total
CURRENT	1	3	6	1	2	12
		25.0	50.0	8.3	16.7	100.0
		100.0	100.0	100.0	100.0	
		25.0	50.0	8.3	16.7	
Column		3	6	1	2	12
Total		25.0	50.0	8.3	16.7	100.0

Number of Missing Observations: 55

THISCOM 10-YEARS IN THIS JEWISH COMMUNITY by SET SETTING

SET

Page 1 of 1

Count		SET				Row Total
Row Pct	DAY	SCHO	SUPPL	SC	PRESCHOO	
Col Pct	OL	HOOL	L		OTHER	
Tot Pct	1	2	3	4		
THISCOM	1	9	22	11	1	43
		20.9	51.2	25.6	2.3	100.0
		100.0	100.0	100.0	100.0	
		20.9	51.2	25.6	2.3	
Column		9	22	11	1	43
Total		20.9	51.2	25.6	2.3	100.0

Number of Missing Observations: 0

THISCOM 10-YEARS IN THIS JEWISH COMMUNITY by SET2 setting of 2nd school

Page 1 of 1

		SET2			
Count		day	scho	suppleme	other
Row Pct	Col Pct	ol	ntary	sc	
Tot Pct		1	2	4	Row Total
THISCOM	1	1	2	2	5
		20.0	40.0	40.0	100.0
		100.0	100.0	100.0	
		20.0	40.0	40.0	
Column		1	2	2	5
Total		20.0	40.0	40.0	100.0

Number of Missing Observations: 38

TOTALYRS 11-TOTAL YEARS IN JEWISH EDUCATION by SET SETTING

SET

Page 1 of 1

Count		SET				Row Total
Row Pct	Col Pct	DAY SCHO OL	SUPPL SC HOOL	PRESCHOO L	OTHER	
Tot Pct		1	2	3	4	
TOTALYRS	1	6	12	7	1	26
		23.1	46.2	26.9	3.8	100.0
		100.0	100.0	100.0	100.0	
		23.1	46.2	26.9	3.8	
Column		6	12	7	1	26
Total		23.1	46.2	26.9	3.8	100.0

Number of Missing Observations: 0

TOTALYRS 11-TOTAL YEARS IN JEWISH EDUCATION by SET2 setting of 2nd school

Page 1 of 1

		SET2		
Count				
Row Pct	suppleme	other		
Col Pct	ntary sc			
Tot Pct	2	4		Row Total
TOTALYRS				
1	1	2		3
	33.3	66.7		100.0
	100.0	100.0		
	33.3	66.7		
Column	1	2		3
Total	33.3	66.7		100.0

Number of Missing Observations: 23

CURRENTR years in current position/recoded by SET SETTING

Page 1 of 1

		SET				Page 1 of 1		
Count		DAY	SCHO	SUPPL	SC	PRESCHOO	OTHER	
Row	Pct	OL		HOOL		L		Row
Col	Pct		1		2		3	Total
Tot	Pct						4	
CURRENTR								
1-5 years	1		31	113	66	11	221	
			14.0	51.1	29.9	5.0	68.8	
			62.0	75.3	62.9	68.8		
			9.7	35.2	20.6	3.4		
6-10 years	2		10	27	30	3	70	
			14.3	38.6	42.9	4.3	21.8	
			20.0	18.0	28.6	18.8		
			3.1	8.4	9.3	.9		
11-20 years	3		9	8	7	1	25	
			36.0	32.0	28.0	4.0	7.8	
			18.0	5.3	6.7	6.3		
			2.8	2.5	2.2	.3		
More than 20 yea	4			2	2	1	5	
				40.0	40.0	20.0	1.6	
				1.3	1.9	6.3		
				.6	.6	.3		
Column			50	150	105	16	321	
Total			15.6	46.7	32.7	5.0	100.0	

Number of Missing Observations: 8

THISCOMR years in this community/recoded by SET SETTING

Page 1 of 1

		SET				
		Count	DAY SCHO	SUPPL SC	PRESCHOO	OTHER
		Row Pct	OL	HOOL	L	
		Col Pct	1	2	3	4
		Tot Pct				
THISCOMR						Row Total
1-5 years	1	21	88	56	7	172
		12.2	51.2	32.6	4.1	54.8
		42.0	60.3	54.4	46.7	
		6.7	28.0	17.8	2.2	
6-10 years	2	12	35	30	3	80
		15.0	43.8	37.5	3.8	25.5
		24.0	24.0	29.1	20.0	
		3.8	11.1	9.6	1.0	
11-20 years	3	14	20	13	4	51
		27.5	39.2	25.5	7.8	16.2
		28.0	13.7	12.6	26.7	
		4.5	6.4	4.1	1.3	
More than 20 yea	4	3	3	4	1	11
		27.3	27.3	36.4	9.1	3.5
		6.0	2.1	3.9	6.7	
		1.0	1.0	1.3	.3	
Column		50	146	103	15	314
Total		15.9	46.5	32.8	4.8	100.0

Number of Missing Observations: 15

TOTALYRR total years/recoded by SET SETTING

Page 1 of 1

		SET				Page 1 of 1	
Count		DAY SCHO	SUPPL SC	PRESCHOO	OTHER		
Row	Pct	OL	HOOL	L		Row	Total
Col	Pct						
Tot	Pct	1	2	3	4		
TOTALYRR							
1-5 years	1	11	65	43	2	121	
		9.1	53.7	35.5	1.7	38.7	
		23.4	43.9	41.7	13.3		
		3.5	20.8	13.7	.6		
6-10 years	2	11	46	37	4	98	
		11.2	46.9	37.8	4.1	31.3	
		23.4	31.1	35.9	26.7		
		3.5	14.7	11.8	1.3		
11-20 years	3	16	28	18	8	70	
		22.9	40.0	25.7	11.4	22.4	
		34.0	18.9	17.5	53.3		
		5.1	8.9	5.8	2.6		
More than 20 yea	4	9	9	5	1	24	
		37.5	37.5	20.8	4.2	7.7	
		19.1	6.1	4.9	6.7		
		2.9	2.9	1.6	.3		
Column		47	148	103	15	313	
Total		15.0	47.3	32.9	4.8	100.0	

Number of Missing Observations: 16

CURRENTR years in current position/recoded by SET2 setting of 2nd school

Page 1 of 1

		SET2				
		Count	day scho	suppleme	preschoo	other
		Row Pct	ol	ntary sc 1		
		Col Pct	1	2	3	4
		Tot Pct				
CURRENTR						Row Total
1-5 years	1	8	24	4	6	42
		19.0	57.1	9.5	14.3	71.2
		72.7	70.6	66.7	75.0	
		13.6	40.7	6.8	10.2	
6-10 years	2	1	7	1	2	11
		9.1	63.6	9.1	18.2	18.6
		9.1	20.6	16.7	25.0	
		1.7	11.9	1.7	3.4	
11-20 years	3	1	3	1		5
		20.0	60.0	20.0		8.5
		9.1	8.8	16.7		
		1.7	5.1	1.7		
More than 20 yea	4	1				1
		100.0				1.7
		9.1				
		1.7				
Column		11	34	6	8	59
Total		18.6	57.6	10.2	13.6	100.0

Number of Missing Observations: 270

THISCOMR years in this community/recoded by SET2 setting of 2nd school

Page 1 of 1

		SET2				Row Total
		Count	day scho	suppleme	preschoo	
		Row Pct	ol	ntary sc	1	
THISCOMR	Count	Col Pct	1	2	3	
	Tot Pct					
1-5 years	1	5	16	4	4	29
		17.2	55.2	13.8	13.8	49.2
		45.5	47.1	66.7	50.0	
		8.5	27.1	6.8	6.8	
6-10 years	2	3	8	1	2	14
		21.4	57.1	7.1	14.3	23.7
		27.3	23.5	16.7	25.0	
		5.1	13.6	1.7	3.4	
11-20 years	3	1	8	1	2	12
		8.3	66.7	8.3	16.7	20.3
		9.1	23.5	16.7	25.0	
		1.7	13.6	1.7	3.4	
More than 20 yea	4	2	2			4
		50.0	50.0			6.8
		18.2	5.9			
		3.4	3.4			
Column		11	34	6	8	59
Total		18.6	57.6	10.2	13.6	100.0

Number of Missing Observations: 270

TOTALYRR total years/recoded by SET2 setting of 2nd school

Page 1 of 1

		SET2				
		Count	day scho	suppleme	preschoo	other
Row	Pct	ol	ntary sc	l		
Col	Pct	1	2	3	4	Row
Tot	Pct					Total
TOTALYRR						
1-5 years	1	1	7	1	2	11
		9.1	63.6	9.1	18.2	18.3
		9.1	20.0	16.7	25.0	
		1.7	11.7	1.7	3.3	
6-10 years	2	4	9	2	3	18
		22.2	50.0	11.1	16.7	30.0
		36.4	25.7	33.3	37.5	
		6.7	15.0	3.3	5.0	
11-20 years	3	4	15	3	1	23
		17.4	65.2	13.0	4.3	38.3
		36.4	42.9	50.0	12.5	
		6.7	25.0	5.0	1.7	
More than 20 yea	4	2	4		2	8
		25.0	50.0		25.0	13.3
		18.2	11.4		25.0	
		3.3	6.7		3.3	
Column		11	35	6	8	60
Total		18.3	58.3	10.0	13.3	100.0

Number of Missing Observations: 269

PROFESSIONAL DEVELOPMENT

ATTEND 15a-BEYOND REQUIRED HEBREW COURSES by PARPRIV 15b-PRIVATE
STUDY GROUP

Page 1 of 1

		PARPRIV		
		YES	NO	
Count				
Row Pct				
Col Pct				
Tot Pct		1	2	Row Total
ATTEND				
	1	46	35	81
YES		56.8	43.2	26.3
		54.1	15.7	
		14.9	11.4	
	2	39	188	227
NO		17.2	82.8	73.7
		45.9	84.3	
		12.7	61.0	
Column		85	223	308
Total		27.6	72.4	100.0

Number of Missing Observations: 21

ATTEND 15a-BEYOND REQUIRED HEBREW COURSES
by STUDYAL 15c-STUDY JUDAICA ON YOUR OWN?

		STUDYAL		Page 1 of 1
		Count		
ATTEND	Row Pct	YES	NO	
	Col Pct			Row
	Tot Pct	1	2	Total
YES	1	66	14	80
		82.5	17.5	26.4
		40.7	9.9	
		21.8	4.6	
NO	2	96	127	223
		43.0	57.0	73.6
		59.3	90.1	
		31.7	41.9	
Column		162	141	303
Total		53.5	46.5	100.0

Number of Missing Observations: 26

ATTEND 15a-BEYOND REQUIRED HEBREW COURSES by SDOTHER 15d-STUDY
OTHER TOPICS

		SDOTHER		Page 1 of 1
		YES	NO	
Count				
Row Pct				
Col Pct				
Tot Pct				
		1	2	Row Total
ATTEND				
	1	30	37	67
YES		44.8	55.2	25.1
		71.4	16.4	
		11.2	13.9	
	2	12	188	200
NO		6.0	94.0	74.9
		28.6	83.6	
		4.5	70.4	
Column		42	225	267
Total		15.7	84.3	100.0

Number of Missing Observations: 62

PARPRIV 15b-PRIVATE STUDY GROUP by STUDYAL 15c-STUDY JUDAICA ON
YOUR OWN?

		STUDYAL		Page 1 of 1
		Count		
PARPRIV	Row Pct	YES	NO	
	Col Pct			Row
	Tot Pct	1	2	Total
YES	1	76	8	84
		90.5	9.5	27.6
		46.6	5.7	
		25.0	2.6	
NO	2	87	133	220
		39.5	60.5	72.4
		53.4	94.3	
		28.6	43.8	
Column		163	141	304
Total		53.6	46.4	100.0

Number of Missing Observations: 25

		SDOTHER		Page 1 of 1	
		Count			
PARPRIV	Row Pct	YES	NO		
	Col Pct				
	Tot Pct	1	2		Row Total
YES	1	29	31		60
		48.3	51.7		22.5
		69.0	13.8		
		10.9	11.6		
NO	2	13	194		207
		6.3	93.7		77.5
		31.0	86.2		
		4.9	72.7		
Column		42	225		267
Total		15.7	84.3		100.0

Number of Missing Observations: 62

		SDOTHER		Page 1 of 1
		Count		
STUDYAL	Row Pct	YES	NO	Row Total
	Col Pct			
	Tot Pct	1	2	
YES	1	34	94	128
		26.6	73.4	48.3
		81.0	42.2	
		12.8	35.5	
NO	2	8	129	137
		5.8	94.2	51.7
		19.0	57.8	
		3.0	48.7	
	Column	42	223	265
	Total	15.8	84.2	100.0

Number of Missing Observations: 64

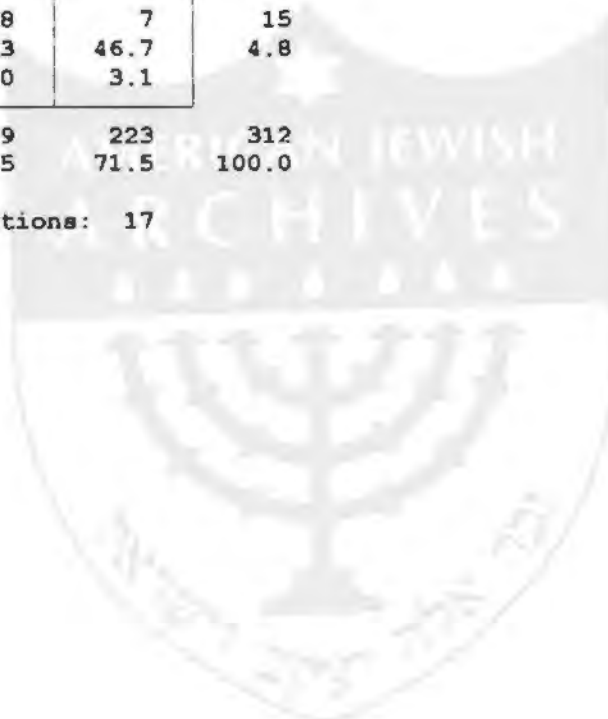
		ATTEND		Page 1 of 1
SET	Count	YES	NO	Row Total
	Row Pct Col Pct			
		1	2	
DAY SCHOOL	1	13	33	46
		28.3	71.7	14.7
		15.3	14.5	
SUPPL SCHOOL	2	42	104	146
		28.8	71.2	46.8
		49.4	45.8	
PRESCHOOL	3	27	78	105
		25.7	74.3	33.7
		31.8	34.4	
OTHER	4	3	12	15
		20.0	80.0	4.8
		3.5	5.3	
Column		85	227	312
Total		27.2	72.8	100.0

Number of Missing Observations: 17

SET SETTING by PARPRIV 15b-PRIVATE STUDY GROUP

		PARPRIV		Page 1 of 1	
SET	Count	YES	NO		
	Row Pct				
	Col Pct	1	2	Row Total	
DAY SCHOOL	1	22	26	48	
		45.8	54.2	15.4	
		24.7	11.7		
SUPPL SCHOOL	2	35	108	143	
		24.5	75.5	45.8	
		39.3	48.4		
PRESCHOOL	3	24	82	106	
		22.6	77.4	34.0	
		27.0	36.8		
OTHER	4	8	7	15	
		53.3	46.7	4.8	
		9.0	3.1		
Column		89	223	312	
Total		28.5	71.5	100.0	

Number of Missing Observations: 17



SET SETTING by STUDYAL 15c-STUDY JUDAICA ON YOUR OWN?

Page 1 of 1

		STUDYAL		
		YES	NO	
Count				
Row Pct				
Col Pct				
		1	2	Row Total
SET				
	1	33	16	49
DAY SCHOOL		67.3	32.7	15.9
		19.6	11.3	
	2	86	55	141
SUPPL SCHOOL		61.0	39.0	45.6
		51.2	39.0	
	3	36	68	104
PRESCHOOL		34.6	65.4	33.7
		21.4	48.2	
	4	13	2	15
OTHER		86.7	13.3	4.9
		7.7	1.4	
Column		168	141	309
Total		54.4	45.6	100.0

Number of Missing Observations: 20

SET SETTING by SDOTHER 15d-STUDY OTHER TOPICS

		SDOTHER		Page 1 of 1
SET	Count	YES	NO	Row Total
	Row Pct Col Pct	1	2	
DAY SCHOOL	1	12	28	40
		30.0	70.0	14.8
		26.7	12.4	
SUPPL SCHOOL	2	18	107	125
		14.4	85.6	46.3
		40.0	47.6	
PRESCHOOL	3	14	80	94
		14.9	85.1	34.8
		31.1	35.6	
OTHER	4	1	10	11
		9.1	90.9	4.1
		2.2	4.4	
Column		45	225	270
Total		16.7	83.3	100.0

Number of Missing Observations: 59



SET SETTING by WORKSHOP 12a-IN-SERVICE WORKSHOP LAST TWO YEARS

		WORKSHOP		Page 1 of 1
SET	Count	YES	NO	Row Total
	Row Pct Col Pct	1	2	
DAY SCHOOL	1	38	12	50
		76.0	24.0	15.4
		15.0	16.7	
SUPPL SCHOOL	2	118	34	152
		77.6	22.4	46.8
		46.6	47.2	
PRESCHOOL	3	88	19	107
		82.2	17.8	32.9
		34.8	26.4	
OTHER	4	9	7	16
		56.3	43.8	4.9
		3.6	9.7	
Column		253	72	325
Total		77.8	22.2	100.0

Number of Missing Observations: 4

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	253	76.9	77.8	77.8
NO	2	72	21.9	22.2	100.0
	0	4	1.2	Missing	
	Total	329	100.0	100.0	
Valid cases	325	Missing cases	4		

SET SETTING by WORKSPNO 12b-NUMBER IN-SERVICE WORKSHOPS

Page 1 of 2

SET	Count Row Pct Col Pct	WORKSPNO							Row Total
		1	2	3	4	5	6	7	
DAY SCHOOL	1	2	7	7	4	4	2	1	28
		7.1	25.0	25.0	14.3	14.3	7.1	3.6	14.4
		4.7	16.3	29.2	10.8	22.2	18.2	50.0	
SUPPL SCHOOL	2	30	23	15	20	7	5		102
		29.4	22.5	14.7	19.6	6.9	4.9		52.3
		69.8	53.5	62.5	54.1	38.9	45.5		
PRESCHOOL	3	10	10	1	11	7	3	1	57
		17.5	17.5	1.8	19.3	12.3	5.3	1.8	29.2
		23.3	23.3	4.2	29.7	38.9	27.3	50.0	
OTHER	4	1	3	1	2		1		8
		12.5	37.5	12.5	25.0		12.5		4.1
		2.3	7.0	4.2	5.4		9.1		
Column		43	43	24	37	18	11	2	195
(Continued) Total		22.1	22.1	12.3	19.0	9.2	5.6	1.0	100.0

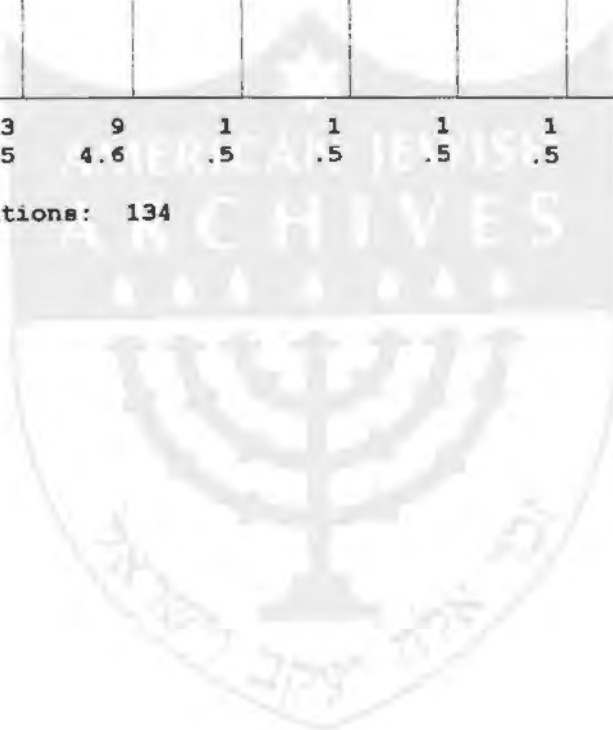


SET SETTING by WORKSPNO 12b-NUMBER IN-SERVICE WORKSHOPS

Page 2 of 2

		WORKSPNO								
		Count							Row	
		Row Pct							Total	
		Col Pct	8	10	11	12	13	14	15	
SET										
	1			1						28
DAY SCHOOL				3.6						14.4
				11.1						
	2		1	1						102
SUPPL SCHOOL			1.0	1.0						52.3
			33.3	11.1						
	3		2	7	1	1	1	1	1	57
PRESCHOOL			3.5	12.3	1.8	1.8	1.8	1.8	1.8	29.2
			66.7	77.8	100.0	100.0	100.0	100.0	100.0	
	4									8
OTHER										4.1
		Column	3	9	1	1	1	1	1	195
		Total	1.5	4.6	.5	.5	.5	.5	.5	100.0

Number of Missing Observations: 134



SET SETTING by JUDAIC 13a-JUDAIC WORKSHOPS

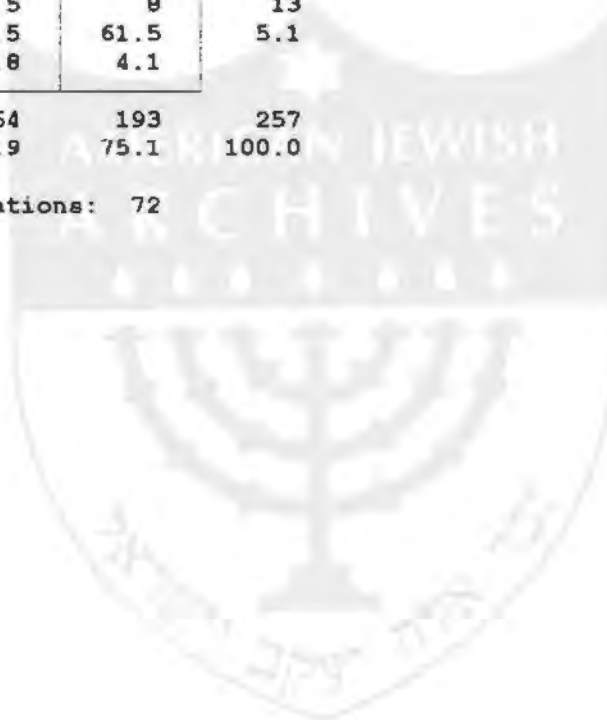
		JUDAIC		Page 1 of 1
SET	Count	YES	NO	Row Total
	Row Pct			
	Col Pct	1	2	
DAY SCHOOL	1	24	17	41
		58.5	41.5	15.0
		16.7	13.1	
SUPPL SCHOOL	2	82	46	128
		64.1	35.9	46.7
		56.9	35.4	
PRESCHOOL	3	29	63	92
		31.5	68.5	33.6
		20.1	48.5	
OTHER	4	9	4	13
		69.2	30.8	4.7
		6.3	3.1	
Column		144	130	274
Total		52.6	47.4	100.0

Number of Missing Observations: 55

SET SETTING by HEBREW 13b-HEBREW LANGUAGE WORKSHOPS

		HEBREW		Page 1 of 1		
SET	Count	YES	NO	Row Total		
	Row Pct	1	2			
	Col Pct					
DAY SCHOOL	1	19 47.5 29.7	21 52.5 10.9	40 15.6		
	2	28 23.9 43.8	89 76.1 46.1	117 45.5		
		3	12 13.8 18.8	75 86.2 38.9	87 33.9	
PRESCHOOL			4	5 38.5 7.8	8 61.5 4.1	13 5.1
	OTHER			Column	64	193
		Total		24.9	75.1	100.0

Number of Missing Observations: 72



SET SETTING by TEACHMD 13c-TEACHING METHODS WORKSHOPS

Page 1 of 1

		TEACHMD		
		YES	NO	
Count				
Row Pct				
Col Pct				
		1	2	Row Total
SET				
	1	39	6	45
DAY SCHOOL		86.7	13.3	15.3
		17.4	8.5	
	2	95	42	137
SUPPL SCHOOL		69.3	30.7	46.4
		42.4	59.2	
	3	83	17	100
PRESCHOOL		83.0	17.0	33.9
		37.1	23.9	
	4	7	6	13
OTHER		53.8	46.2	4.4
		3.1	8.5	
Column		224	71	295
Total		75.9	24.1	100.0

Number of Missing Observations: 34

SET SETTING by CLASSRMM 13d-CLASSROOM MANAGEMENT WORKSHOPS

		CLASSRMM		Page 1 of 1	
SET	Count	YES	NO	Row	
	Row Pct			Total	
	Col Pct	1	2		
DAY SCHOOL	1	27	13	40	
		67.5	32.5	14.2	
		14.9	12.9		
SUPPL SCHOOL	2	71	57	128	
		55.5	44.5	45.4	
		39.2	56.4		
PRESCHOOL	3	80	20	100	
		80.0	20.0	35.5	
		44.2	19.8		
OTHER	4	3	11	14	
		21.4	78.6	5.0	
		1.7	10.9		
Column		181	101	282	
Total		64.2	35.8	100.0	

Number of Missing Observations: 47



SET SETTING by CURDEV 13e-CURRICULUM DEVELOPMENT WORKSHOPS

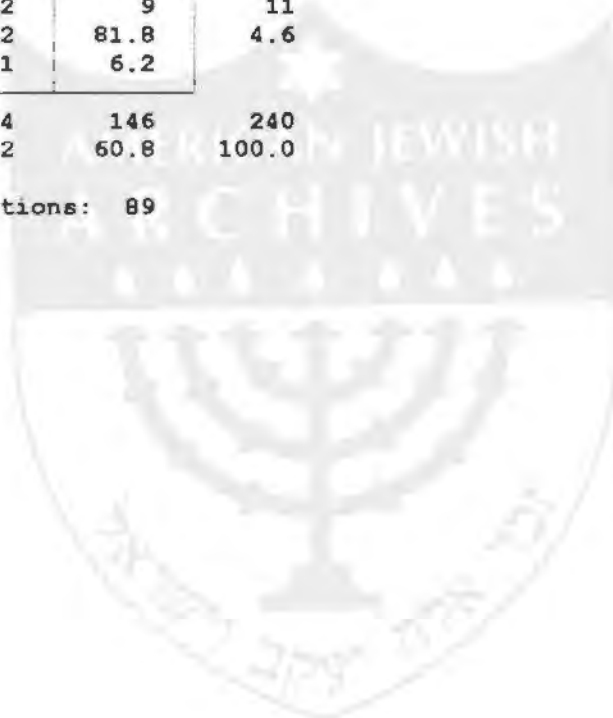
		CURDEV		Page 1 of 1
SET	Count	YES	NO	Row Total
	Row Pct			
	Col Pct	1	2	
DAY SCHOOL	1	22	12	34
		64.7	35.3	12.8
		14.7	10.3	
SUPPL SCHOOL	2	52	69	121
		43.0	57.0	45.5
		34.7	59.5	
PRESCHOOL	3	73	25	98
		74.5	25.5	36.8
		48.7	21.6	
OTHER	4	3	10	13
		23.1	76.9	4.9
		2.0	8.6	
Column		150	116	266
Total		56.4	43.6	100.0

Number of Missing Observations: 63

SET SETTING by ARTDRMUS 13f-ART-DRAMA-MUSIC WORKSHOPS

		ARTDRMUS		Page 1 of 1	
SET	Count	YES	NO		
	Row Pct				
	Col Pct	1	2	Row	Total
DAY SCHOOL	1	12	16	28	
		42.9	57.1	11.7	
		12.8	11.0		
SUPPL SCHOOL	2	26	85	111	
		23.4	76.6	46.3	
		27.7	58.2		
PRESCHOOL	3	54	36	90	
		60.0	40.0	37.5	
		57.4	24.7		
OTHER	4	2	9	11	
		18.2	81.8	4.6	
		2.1	6.2		
Column		94	146	240	
Total		39.2	60.8	100.0	

Number of Missing Observations: 89



SET SETTING by SPECED 13g-SPECIAL-ED WORKSHOPS

Page 1 of 1

		SPECED	
		YES	
Count			
Row Pct			
Col Pct			
		1	Row Total
SET			
	2	1	1
SUPPL SCHOOL		100.0	100.0
		100.0	
Column		1	1
Total		100.0	100.0

Number of Missing Observations: 328

SET SETTING by BEHAVRL 13g-BEHAVIORAL WORKSHOPS

		BEHAVRL		Page 1 of 1
		Count		
		Row Pct	YES	
		Col Pct		Row
			1	Total
SET				
	3	1	1	
PRESCHOOL		100.0	100.0	
		100.0		
		Column	1	1
		Total	100.0	100.0

Number of Missing Observations: 328

SET SETTING by ISRAEL 13g-ISRAELI WORKSHOPS

		ISRAEL		Page 1 of 1	
		YES			
Count					
Row Pct					
Col Pct					
		1		Row	Total
SET					
	3	1		1	
PRESCHOOL		100.0		100.0	
		100.0			
Column		1		1	
Total		100.0		100.0	

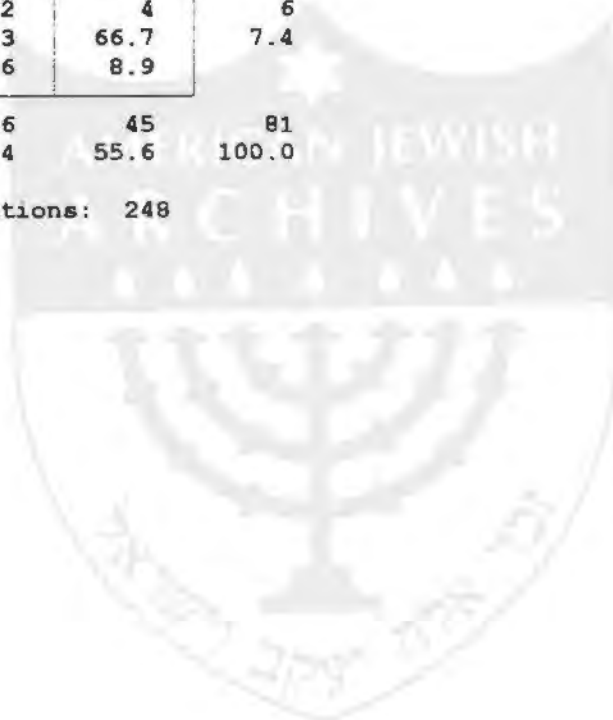
Number of Missing Observations: 328

SET SETTING by OTARWK 13g-OTHER WORKSHOPS

Page 1 of 1

SET	Count Row Pct Col Pct	OTARWK		Row Total
		YES	NO	
		1	2	
DAY SCHOOL	1	8 80.0 22.2	2 20.0 4.4	10 12.3
	2	19 41.3 52.8	27 58.7 60.0	46 56.8
		3	7 36.8 19.4	12 63.2 26.7
4			2 33.3 5.6	4 66.7 8.9
	OTHER			
	Column Total	36 44.4	45 55.6	81 100.0

Number of Missing Observations: 248



WORKSPNO 12b-NUMBER IN-SERVICE WORKSHOPS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	43	13.1	22.1	22.1
	2	43	13.1	22.1	44.1
	3	24	7.3	12.3	56.4
	4	37	11.2	19.0	75.4
	5	18	5.5	9.2	84.6
	6	11	3.3	5.6	90.3
	7	2	.6	1.0	91.3
	8	3	.9	1.5	92.8
	10	9	2.7	4.6	97.4
	11	1	.3	.5	97.9
	12	1	.3	.5	98.5
	13	1	.3	.5	99.0
	14	1	.3	.5	99.5
	15	1	.3	.5	100.0
	0	134	40.7	Missing	
	Total	329	100.0	100.0	
Valid cases	195	Missing cases	134		

WORKSPNO 12 B - IN SERVICE WORKSHOPS
MEAN NUMBER OF WORKSHOPS ATTENDED

3.579

The average number of workshops attended by educators who attended local in-service workshops is 3.579. This is the arithmetic average (mean) of the number of workshops attended by each respondent to the questionnaire.

CLASSDEV 16a-IMPROVE MANAGEMENT SKILLS by SET SETTING

Page 1 of 1

		SET				
		Count	DAY SCHO	SUPPL SC	PRESCHOO	OTHER
Row	Pct	OL	HOOL	L		
Col	Pct					
Tot	Pct	1	2	3	4	Row Total
CLASSDEV NO	0	27	73	48	7	155
		17.4	47.1	31.0	4.5	47.1
		52.9	47.7	44.0	43.8	
		8.2	22.2	14.6	2.1	
YES	1	24	80	61	9	174
		13.8	46.0	35.1	5.2	52.9
		47.1	52.3	56.0	56.3	
		7.3	24.3	18.5	2.7	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0

Page 1 of 1

Number of Missing Observations: 0

LESSONDV 16c-IMPROVE PLANNING SKILLS by SET SETTING

Page 1 of 1

Page 1 of 1

LESSONDV	Count	SET				Row Total
	Row Pct	DAY SCHO	SUPPL SC	PRESCHOO	OTHER	
	Col Pct	OL	HOOL	L		
		1	2	3	4	
NO	0	32	104	65	11	212
		15.1	49.1	30.7	5.2	64.4
		62.7	68.0	59.6	68.8	
YES	1	19	49	44	5	117
		16.2	41.9	37.6	4.3	35.6
		37.3	32.0	40.4	31.3	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0

CURRIDEV 16d-IMPROVE CURRICULUM DEVELOPMENT by SET SETTING

Page 1 of 1

Page 1 of 1

Count		SET				Row Total		
Row Pct	Col Pct	DAY OL	SCHO 1	SUPPL HOOL	SC 2		PRESCHOO L	3
CURRIDEV	0		24	90	55	8	177	
			13.6	50.8	31.1	4.5	53.8	
			47.1	58.8	50.5	50.0		
NO	1		27	63	54	8	152	
			17.8	41.4	35.5	5.3	46.2	
			52.9	41.2	49.5	50.0		
YES	Column		51	153	109	16	329	
		Total	15.5	46.5	33.1	4.9	100.0	

Number of Missing Observations: 0

CREATDEV 16e-IMPROVE CREATING MATERIALS by SET SETTING

Page 1 of 1

Page 1 of 1

		SET							
Count		DAY	SCHO	SUPPL	SC	PRESCHOO	OTHER		
Row	Pct	OL		HOOL	L			Row	
Col	Pct		1		2		3	4	Total
CREATDEV	0		22		73		31	4	130
	NO		16.9		56.2		23.8	3.1	39.5
			43.1		47.7		28.4	25.0	
YES	1		29		80		78	12	199
			14.6		40.2		39.2	6.0	60.5
			56.9		52.3		71.6	75.0	
Column			51		153		109	16	329
Total			15.5		46.5		33.1	4.9	100.0

Number of Missing Observations: 0

COMDEV 16f-IMPROVE COMMUNICATION SKILLS by SET SETTING

Page 1 of 1

		SET				Row Total
Count		DAY	SCHO	SUPPL	SC	
Row	Pct	OL	HOOL	L	PRESCHOO	OTHER
Col	Pct	1	2	3	4	
COMDEV	0	37	114	57	12	220
		16.8	51.8	25.9	5.5	66.9
		72.5	74.5	52.3	75.0	
YES	1	14	39	52	4	109
		12.8	35.8	47.7	3.7	33.1
		27.5	25.5	47.7	25.0	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0

PARENTDV 16g-INCREASE PARENTAL INVOLVEMENT by SET SETTING

Page 1 of 1

		SET				Page 1 of 1
Count		DAY SCHO	SUPPL SC	PRESCHOO	OTHER	
Row Pct	Col Pct	OL	HOOL	L		Row Total
		1	2	3	4	
PARENTDV	0	35	89	65	9	198
		17.7	44.9	32.8	4.5	60.2
		68.6	58.2	59.6	56.3	
NO	1	16	64	44	7	131
		12.2	48.9	33.6	5.3	39.8
		31.4	41.8	40.4	43.8	
YES		51	153	109	16	329
		15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0

MOTIVDV 16h-INCREASE CHILD MOTIVATION SKILLS by SET SETTING

Page 1 of 1

Page 1 of 1

		SET				
Count		DAY SCHO	SUPPL SC	PRESCHOO	OTHER	
Row Pct	Col Pct	OL	HOOL	L		Row Total
		1	2	3	4	
MOTIVDV	0	22	38	46	7	113
		19.5	33.6	40.7	6.2	34.3
		43.1	24.8	42.2	43.8	
NO	1	29	115	63	9	216
		13.4	53.2	29.2	4.2	65.7
		56.9	75.2	57.8	56.3	
YES	Column	51	153	109	16	329
		Total	15.5	46.5	33.1	4.9

Number of Missing Observations: 0

OTRDEV 161-ADEQUACY OF GROWTH POTENTIAL by SET SETTING

Page 1 of 1

Page 1 of 1

		SET							
	Count	DAY	SCHO	SUPPL	SC	PRESCHOO	OTHER		
	Row Pct	OL		HOOL		L		Row	
	Col Pct		1		2		3	4	Total
OTRDEV	0		45		144		104	14	307
			14.7		46.9		33.9	4.6	93.3
			88.2		94.1		95.4	87.5	
YES	1		6		9		5	2	22
			27.3		40.9		22.7	9.1	6.7
			11.8		5.9		4.6	12.5	
Column			51		153		109	16	329
Total			15.5		46.5		33.1	4.9	100.0

Number of Missing Observations: 0

KNOWHEBL 17a-INCREASE HEBREW LANGUAGE KNOWLEDGE by SET SETTING

Page 1 of 1

		SET						
Count		DAY	SCHO	SUPPL	SC	PRESCHOO	OTHER	
Row	Pct	OL	HOOL	L				Row
Col	Pct							Total
Tot	Pct	1	2	3	4			
KNOWHEBL	0	22	68	42	5			137
		16.1	49.6	30.7	3.6			41.6
		43.1	44.4	38.5	31.3			
		6.7	20.7	12.8	1.5			
YES	1	29	85	67	11			192
		15.1	44.3	34.9	5.7			58.4
		56.9	55.6	61.5	68.8			
		8.8	25.8	20.4	3.3			
Column		51	153	109	16			329
Total		15.5	46.5	33.1	4.9			100.0

Number of Missing Observations: 0

KNOWCUST 17b-INCREASE KNOWLEDGE OF CUSTOMS by SET SETTING

Page 1 of 1

		SET				Page 1 of 1
Count						
Row	Pct	DAY	SCHO	SUPPL	SC	PRESCHOO
Col	Pct	OL	HOOL	L		OTHER
Tot	Pct	1	2	3	4	Row Total
KNOWCUST	0	28	72	42	10	152
		18.4	47.4	27.6	6.6	46.2
		54.9	47.1	38.5	62.5	
		8.5	21.9	12.8	3.0	
YES	1	23	81	67	6	177
		13.0	45.8	37.9	3.4	53.8
		45.1	52.9	61.5	37.5	
		7.0	24.6	20.4	1.8	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0

KNOWISRL 17c-INCREASE KNOWLEDGE OF ZIONISM by SET SETTING

Page 1 of 1

Page 1 of 1

		SET				
		Count	DAY SCHO	SUPPL SC	PRESCHOO	OTHER
		Row Pct	OL	HOOL	L	
		Col Pct	1	2	3	4
		Tot Pct				
KNOWISRL	NO	0	32	102	76	12
			14.4	45.9	34.2	5.4
			62.7	66.7	69.7	75.0
			9.7	31.0	23.1	3.6
YES	YES	1	19	51	33	4
			17.8	47.7	30.8	3.7
			37.3	33.3	30.3	25.0
			5.8	15.5	10.0	1.2
Column			51	153	109	16
Total			15.5	46.5	33.1	4.9
						329
						100.0

Number of Missing Observations: 0

KNOWHIST 17d-INCREASE JEWISH HISTORY KNOWLEDGE by SET SETTING

Page 1 of 1

		SET				
		Count				
KNOWHIST	Row Pct	DAY	SCHO	SUPPL	SC	PRESCHOO
	Col Pct	OL	HOOL	L		OTHER
	Tot Pct	1	2	3	4	Row Total
NO	0	25	59	47	8	139
		18.0	42.4	33.8	5.8	42.2
		49.0	38.6	43.1	50.0	
		7.6	17.9	14.3	2.4	
YES	1	26	94	62	8	190
		13.7	49.5	32.6	4.2	57.8
		51.0	61.4	56.9	50.0	
		7.9	28.6	18.8	2.4	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0

KNOWBIBL 17e-INCREASE BIBLE KNOWLEDGE by SET SETTING

Page 1 of 1

		SET					
		Count	DAY	SCHO	SUPPL SC	PRESCHOO OTHER	
		Row Pct	OL	HOOL	L		
		Col Pct					
		Tot Pct	1	2	3	4	
						Row Total	
KNOWBIBL	NO	0	20	74	72	7	173
			11.6	42.8	41.6	4.0	52.6
			39.2	48.4	66.1	43.8	
			6.1	22.5	21.9	2.1	
YES	1		31	79	37	9	156
			19.9	50.6	23.7	5.8	47.4
			60.8	51.6	33.9	56.3	
			9.4	24.0	11.2	2.7	
Column			51	153	109	16	329
Total			15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0

KNOWPRAY 17f-INCREASE KNOWLEDGE OF PRAYER by SET SETTING

Page 1 of 1

		SET				Page 1 of 1	
Count		DAY	SCHO	SUPPL	SC	PRESCHOO	OTHER
Row Pct	Col Pct	OL	HOOL	L			
Tot Pct		1	2	3	4		
KNOWPRAY	0	31	82	77	11		
		15.4	40.8	38.3	5.5		
		60.8	53.6	70.6	68.8		
		9.4	24.9	23.4	3.3		
YES	1	20	71	32	5		
		15.6	55.5	25.0	3.9		
		39.2	46.4	29.4	31.3		
		6.1	21.6	9.7	1.5		
Column		51	153	109	16		
Total		15.5	46.5	33.1	4.9		

Number of Missing Observations: 0



KNOWOTR 17h-INCREASE OTHER KNOWLEDGE by SET SETTING

Page 1 of 1

		SET				Page 1 of 1	
Count		DAY	SCHO	SUPPL	SC	PRESCHOO	OTHER
Row Pct	Col Pct	OL	HOOL	L			
Tot Pct		1	2	3	4		Row Total
KNOWOTR	0	49	146	105	13		313
		15.7	46.6	33.5	4.2		95.1
		96.1	95.4	96.3	81.3		
		14.9	44.4	31.9	4.0		
YES	1	2	7	4	3		16
		12.5	43.8	25.0	18.8		4.9
		3.9	4.6	3.7	18.8		
		.6	2.1	1.2	.9		
Column		51	153	109	16		329
Total		15.5	46.5	33.1	4.9		100.0

Number of Missing Observations: 0

BENEFITS

Page 1 of 1

		SET				Row Total
Count		DAY SCHO	SUPPL SC	PRESCHOO	OTHER	
Row	Pct	OL	HOOL	L		
Col	Pct					
Tot	Pct	1	2	3	4	
FREETUT1						
	1	20	13	52	4	89
AVAILABLE		22.5	14.6	58.4	4.5	27.1
		39.2	8.5	47.7	25.0	
		6.1	4.0	15.8	1.2	
	2	13	17	25	2	57
RECEIVE		22.8	29.8	43.9	3.5	17.3
		25.5	11.1	22.9	12.5	
		4.0	5.2	7.6	.6	
	3	18	123	32	10	183
NEITHER		9.8	67.2	17.5	5.5	55.6
		35.3	80.4	29.4	62.5	
		5.5	37.4	9.7	3.0	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0

DAYCARE1 33,1b-DAY CARE AVAILABLE - SCH1 by SET SETTING

Page 1 of 1

		SET				Row Total
Count		DAY	SCHO	SUPPL	SC	
Row Pct	Col Pct	OL	HOOL	L	PRESCHOO	OTHER
Tot Pct		1	2	3	4	
DAYCARE1	1	13	7	38	1	59
AVAILABLE		22.0	11.9	64.4	1.7	17.9
		25.5	4.6	34.9	6.3	
		4.0	2.1	11.6	.3	
	2	3	5	9		17
RECEIVE		17.6	29.4	52.9		5.2
		5.9	3.3	8.3		
		.9	1.5	2.7		
	3	35	141	62	15	253
NEITHER		13.8	55.7	24.5	5.9	76.9
		68.6	92.2	56.9	93.8	
		10.6	42.9	18.8	4.6	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0

FREEMEM1 33,1c-FREE SYNAGOGUE MEMBERSHIP -SCH1 by SET SETTING

Page 1 of 1

		SET				
		Count	DAY SCHO	SUPPL SC	PRESCHOO	OTHER
Row	Pct	OL	HOOOL	L		
Col	Pct					
Tot	Pct	1	2	3	4	Row Total
FREEMEM1						
AVAILABLE	1	3	6	19	1	29
		10.3	20.7	65.5	3.4	8.8
		5.9	3.9	17.4	6.3	
		.9	1.8	5.8	.3	
RECEIVE	2	4	7	26	1	38
		10.5	18.4	68.4	2.6	11.6
		7.8	4.6	23.9	6.3	
		1.2	2.1	7.9	.3	
NEITHER	3	44	140	64	14	262
		16.8	53.4	24.4	5.3	79.6
		86.3	91.5	58.7	87.5	
		13.4	42.6	19.5	4.3	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0



TICKETS1 33,1d-HIGH HOLIDAY TICKETS-SCH1 by SET SETTING

Page 1 of 1

		SET				Row Total
Count		DAY	SCHO	SUPPL	SC	
Row Pct		OL	HOOL	L	PRESCHOO	
Col Pct	Tot Pct	1	2	3	4	
TICKETS1	1	4	13	10	4	31
AVAILABLE		12.9	41.9	32.3	12.9	9.4
		7.8	8.5	9.2	25.0	
		1.2	4.0	3.0	1.2	
	2	7	16	7		30
RECEIVE		23.3	53.3	23.3		9.1
		13.7	10.5	6.4		
		2.1	4.9	2.1		
	3	40	124	92	12	268
NEITHER		14.9	46.3	34.3	4.5	81.5
		78.4	81.0	84.4	75.0	
		12.2	37.7	28.0	3.6	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0

MONEYCF1 33,1e-EDUCATIONAL REIMBURSEMENT -SCH1 by SET SETTING

SET

Page 1 of 1

		Count	SET						
MONEYCF1	Row	Pct	DAY	SCHO	SUPPL	SC	PRESCHOO	OTHER	Row Total
	Col	Pct	OL	HOOL	L				
	Tot	Pct	1	2	3	4			
AVAILABLE	1		20	35	38	5			98
			20.4	35.7	38.8	5.1			29.8
			39.2	22.9	34.9	31.3			
			6.1	10.6	11.6	1.5			
RECEIVE	2		15	40	27	5			87
			17.2	46.0	31.0	5.7			26.4
			29.4	26.1	24.8	31.3			
			4.6	12.2	8.2	1.5			
NEITHER	3		16	78	44	6			144
			11.1	54.2	30.6	4.2			43.8
			31.4	51.0	40.4	37.5			
			4.9	23.7	13.4	1.8			
Column			51	153	109	16	329		
Total			15.5	46.5	33.1	4.9	100.0		

Number of Missing Observations: 0



SABBAT1 33,1f-SABATICAL LEAVE-SCH1 by SET SETTING

Page 1 of 1

		SET				Row Total
Count		DAY	SCHO	SUPPL	SC	
Row Pct	Col Pct	OL	HOOL	L	PRESCHOO	
Col Pct	Row Pct	1	2	3	4	
Tot Pct	Col Pct	1	2	3	4	
SABBAT1	1	6	3	9	1	19
AVAILABLE		31.6	15.8	47.4	5.3	5.8
		11.8	2.0	8.3	6.3	
		1.8	.9	2.7	.3	
	2	4	5	10	2	21
RECEIVE		19.0	23.8	47.6	9.5	6.4
		7.8	3.3	9.2	12.5	
		1.2	1.5	3.0	.6	
	3	41	145	90	13	289
NEITHER		14.2	50.2	31.1	4.5	87.8
		80.4	94.8	82.6	81.3	
		12.5	44.1	27.4	4.0	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

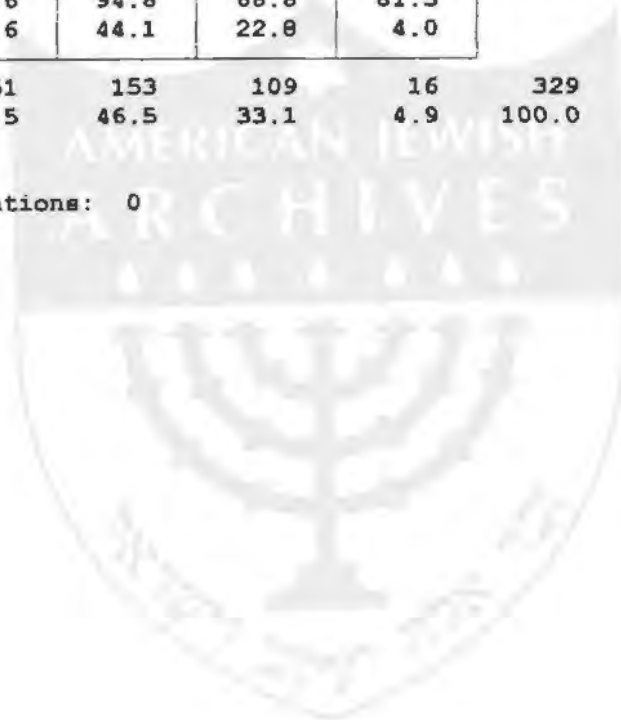
Number of Missing Observations: 0

DISAB1 33,1g-DISABILITY LEAVE-SCH1 by SET SETTING

Page 1 of 1

		SET				Row Total
Count		DAY	SCHO	SUPPL	SC	
Row Pct		OL	HOO	L	OTHER	
Col Pct						
Tot Pct		1	2	3	4	
DISAB1						
	1	9	4	28	3	44
AVAILABLE		20.5	9.1	63.6	6.8	13.4
		17.6	2.6	25.7	10.8	
		2.7	1.2	8.5	.9	
	2	7	4	6		17
RECEIVE		41.2	23.5	35.3		5.2
		13.7	2.6	5.5		
		2.1	1.2	1.8		
	3	35	145	75	13	268
NEITHER		13.1	54.1	28.0	4.9	81.5
		68.6	94.8	68.8	81.3	
		10.6	44.1	22.8	4.0	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0



HEALTH1 33,1h-HEALTH PLAN-SCH1 by SET SETTING

Page 1 of 1

		SET				Row Total
Count		DAY SCHO	SUPPL SC	PRESCHOO	OTHER	
Row Pct	Col Pct	OL	HOOL	L		
Tot Pct		1	2	3	4	
HEALTH1						
AVAILABLE	1	18	6	34	5	63
		28.6	9.5	54.0	7.9	19.1
		35.3	3.9	31.2	31.3	
		5.5	1.8	10.3	1.5	
RECEIVE	2	10	11	14	1	36
		27.8	30.6	38.9	2.8	10.9
		19.6	7.2	12.8	6.3	
		3.0	3.3	4.3	.3	
NEITHER	3	23	136	61	10	230
		10.0	59.1	26.5	4.3	69.9
		45.1	88.9	56.0	62.5	
		7.0	41.3	18.5	3.0	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

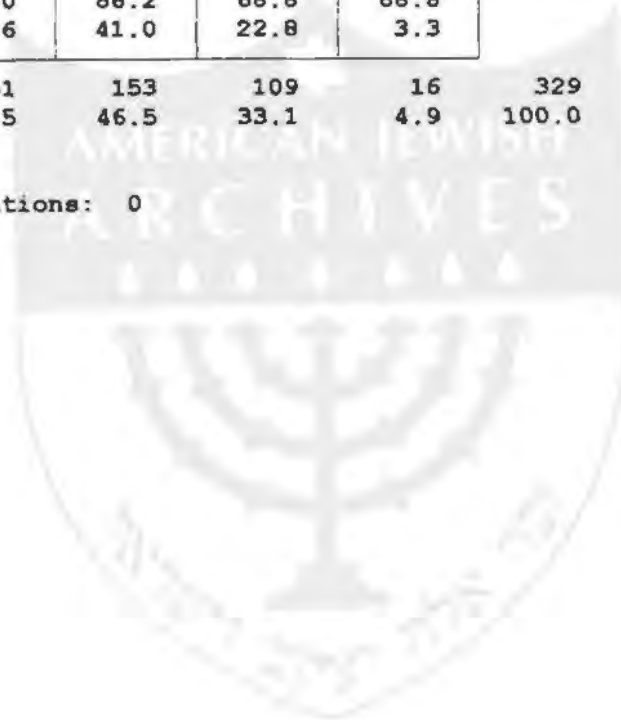
Number of Missing Observations: 0

PENSION1 33,1i-PENSION BENEFITS-SCH1 by SET SETTING

Page 1 of 1

		SET				Row Total
	Count	DAY	SCHO	SUPPL	SC	
	Row Pct	OL	HOOL	L	PRESCHOO	
	Col Pct	1	2	3	4	
	Tot Pct					
PENSION1						
AVAILABLE	1	10	8	19	2	39
		25.6	20.5	48.7	5.1	11.9
		19.6	5.2	17.4	12.5	
		3.0	2.4	5.8	.6	
RECEIVE	2	16	10	15	3	44
		36.4	22.7	34.1	6.8	13.4
		31.4	6.5	13.8	18.8	
		4.9	3.0	4.6	.9	
NEITHER	3	25	135	75	11	246
		10.2	54.9	30.5	4.5	74.8
		49.0	88.2	68.8	68.8	
		7.6	41.0	22.8	3.3	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0



BENOTR1 33,1j-OTHER BENEFITS-SCH1 by SET SETTING

Page 1 of 1

		SET				Row Total
	Count	DAY	SCHO	SUPPL	SC	
	Row Pct	OL	HOOL	L	PRESCHOO	
	Col Pct				OTHER	
	Tot Pct	1	2	3	4	
BENOTR1						
AVAILABLE	1	2	2			4
		50.0	50.0			1.2
		3.9	1.3			
		.6	.6			
RECEIVE	2	3		2		5
		60.0		40.0		1.5
		5.9		1.8		
		.9		.6		
NEITHER	3	46	151	107	16	320
		14.4	47.2	33.4	5.0	97.3
		90.2	98.7	98.2	100.0	
		14.0	45.9	32.5	4.9	
Column		51	153	109	16	329
Total		15.5	46.5	33.1	4.9	100.0

Number of Missing Observations: 0

FREETUT2 33,2a-FREE TUITION AVAILABLE-SCH2 by SET2 setting of 2nd school

Page 1 of 1

		SET2				
		Count	day scho	suppleme	preschoo	other
		Row Pct	ol	ntary sc 1		
		Col Pct	1	2	3	4
		Tot Pct				
FREETUT2						Row Total
AVAILABLE	1	1	4	2		7
		14.3	57.1	28.6		11.7
		9.1	11.4	33.3		
		1.7	6.7	3.3		
RECEIVE	2	2	1	2		5
		40.0	20.0	40.0		8.3
		18.2	2.9	33.3		
		3.3	1.7	3.3		
NEITHER	3	8	30	2	8	48
		16.7	62.5	4.2	16.7	80.0
		72.7	85.7	33.3	100.0	
		13.3	50.0	3.3	13.3	
Column		11	35	6	8	60
Total		18.3	58.3	10.0	13.3	100.0

Number of Missing Observations: 269



DAYCARE2 33,2b-DAY CARE AVAILABLE-SCH2 by SET2 setting of 2nd school

Page 1 of 1

		SET2				
		Count	day scho	suppleme	preschoo	other
		Row Pct	ol	ntary sc	l	
		Col Pct	1	2	3	4
		Tot Pct	1	2	3	4
						Row Total
DAYCARE2	1		1	1	1	3
AVAILABLE			33.3	33.3	33.3	5.0
			9.1	2.9	16.7	
			1.7	1.7	1.7	
	2		1			1
RECEIVE			100.0			1.7
			9.1			
			1.7			
	3		9	34	5	56
NEITHER			16.1	60.7	8.9	14.3
			81.8	97.1	83.3	100.0
			15.0	56.7	8.3	13.3
Column			11	35	6	8
Total			18.3	58.3	10.0	13.3
						60
						100.0

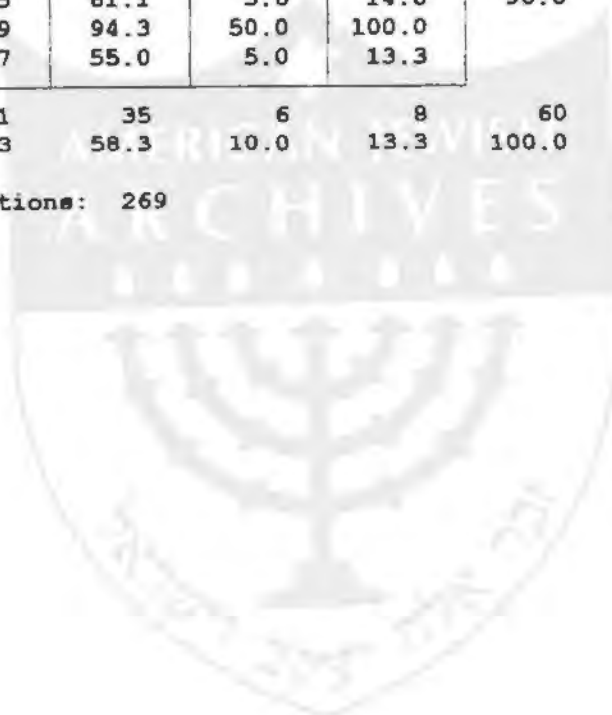
Number of Missing Observations: 269

FREEEM2 33,2c-FREE SYNAGOGUE MEMBERSHIP-SCH2 by SET2 setting of 2nd school

Page 1 of 1

		SET2					
		Count	day	scho	suppleme	preschoo	other
Row	Pct	ol	ntary	sc 1			
Col	Pct						
Tot	Pct	1	2	3	4	Row	Total
FREEEM2							
	1		2			2	
AVAILABLE			100.0			3.3	
			5.7				
			3.3				
	2	1		3		4	
RECEIVE		25.0		75.0		6.7	
		9.1		50.0			
		1.7		5.0			
	3	10	33	3	8	54	
NEITHER		18.5	61.1	5.6	14.8	90.0	
		90.9	94.3	50.0	100.0		
		16.7	55.0	5.0	13.3		
Column		11	35	6	8	60	
Total		18.3	58.3	10.0	13.3	100.0	

Number of Missing Observations: 269



TICKETS2 33,2d-HIGH HOLIDAY TICKETS-SCH2 by SET2 setting of 2nd school

Page 1 of 1

		SET2				
		Count	day scho	suppleme	preschoo	other
		Row Pct	ol	ntary sc l		
		Col Pct	1	2	3	4
		Tot Pct				
TICKETS2						Row Total
AVAILABLE	1			6		6
				100.0		10.0
				17.1		
				10.0		
RECEIVE	2		1			1
			100.0			1.7
			9.1			
			1.7			
NEITHER	3		10	29	6	8
			18.9	54.7	11.3	15.1
			90.9	82.9	100.0	100.0
			16.7	48.3	10.0	13.3
Column			11	35	6	8
Total			18.3	58.3	10.0	13.3
						60
						100.0

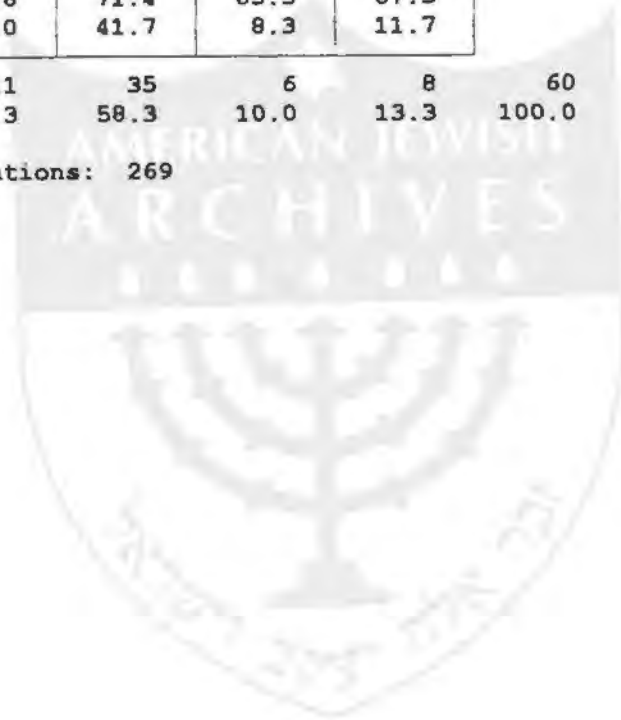
Number of Missing Observations: 269

MONEYCF2 33,2e-EDUCATION REIMBURSEMENT-SCH2 by SET2 setting of 2nd school

Page 1 of 1

		SET2				
		Count	day scho	suppleme	preschoo	other
Row	Pct	ol	ntary	sc 1		
Col	Pct					
Tot	Pct	1	2	3	4	Row Total
MONEYCF2						
AVAILABLE	1	1	5		1	7
		14.3	71.4		14.3	11.7
		9.1	14.3		12.5	
		1.7	8.3		1.7	
RECEIVE	2	1	5	1		7
		14.3	71.4	14.3		11.7
		9.1	14.3	16.7		
		1.7	8.3	1.7		
NEITHER	3	9	25	5	7	46
		19.6	54.3	10.9	15.2	76.7
		81.8	71.4	83.3	87.5	
		15.0	41.7	8.3	11.7	
Column		11	35	6	8	60
Total		18.3	58.3	10.0	13.3	100.0

Number of Missing Observations: 269



SABBAT2 33,2f-SABATICAL LEAVE-SCH2 by SET2 setting of 2nd school

Page 1 of 1

		SET2				
		Count	day scho	suppleme	preschoo	other
		Row Pct	ol	ntary sc 1	1	
		Col Pct	1	2	3	4
		Tot Pct	1	2	3	4
SABBAT2						Row Total
AVAILABLE	1			1		1
				100.0		1.7
				2.9		
				1.7		
NEITHER	3		11	34	6	8
			18.6	57.6	10.2	13.6
			100.0	97.1	100.0	100.0
			18.3	56.7	10.0	13.3
Column			11	35	6	8
Total			18.3	58.3	10.0	13.3
						60
						100.0

Number of Missing Observations: 269

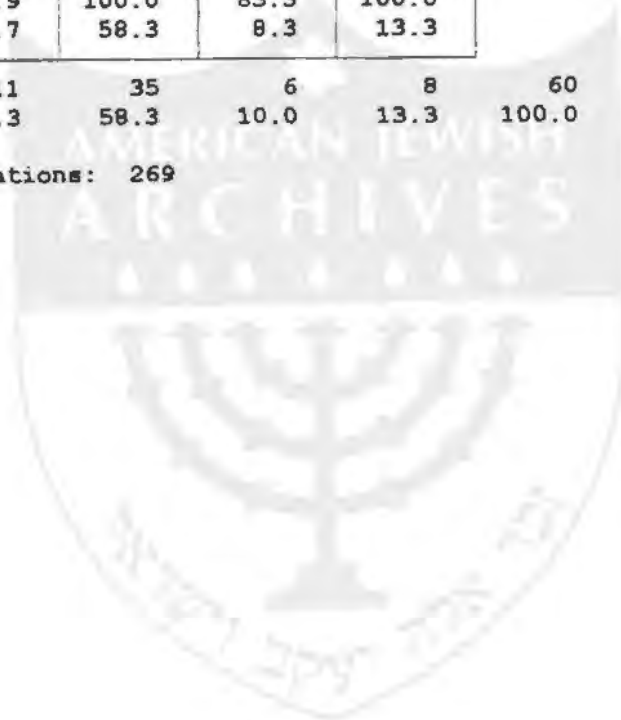
DISAB2 33,2g-DISABILITY LEAVE-SCH2 by SET2 setting of 2nd school

SET2

Page 1 of 1

		Count	SET2				
	Row	Pct	day	scho	suppleme	preschoo	other
	Col	Pct	ol	ntary	sc 1		
	Tot	Pct	1	2	3	4	Row Total
DISAB2	1				1		1
AVAILABLE					100.0		1.7
					16.7		
					1.7		
	2		1				1
RECEIVE			100.0				1.7
			9.1				
			1.7				
	3		10	35	5	8	58
NEITHER			17.2	60.3	8.6	13.8	96.7
			90.9	100.0	83.3	100.0	
			16.7	58.3	8.3	13.3	
Column			11	35	6	8	60
Total			18.3	58.3	10.0	13.3	100.0

Number of Missing Observations: 269



HEALTH2 33,2h-HEALTH PLAN-SCH2 by SET2 setting of 2nd school

Page 1 of 1

		SET2				
		Count	day scho	suppleme	preschoo	other
		Row Pct	ol	ntary sc 1		
		Col Pct	1	2	3	4
		Tot Pct				
HEALTH2	AVAILABLE	1	2		1	3
			66.7		33.3	5.0
			18.2		16.7	
			3.3		1.7	
NEITHER	3		9	35	5	8
			15.8	61.4	8.8	14.0
			81.8	100.0	83.3	100.0
			15.0	58.3	8.3	13.3
Column		11	35	6	8	60
Total		18.3	58.3	10.0	13.3	100.0

Number of Missing Observations: 269

PENSION2 33,21-PENSION BENEFITS-SCH2 by SET2 setting of 2nd school

Page 1 of 1

		SET2					
		Count					
PENSION2	Row	Pct	day ol	scho	suppleme ntary sc 1	preschoo	other
	Col	Pct	1	2	3	4	
	Tot	Pct					Row
							Total
RECEIVE	2				1		1
					100.0		1.7
					16.7		
					1.7		
NEITHER	3		11	35	5	8	59
			18.6	59.3	8.5	13.6	98.3
			100.0	100.0	83.3	100.0	
			18.3	58.3	8.3	13.3	
Column			11	35	6	8	60
Total			18.3	58.3	10.0	13.3	100.0

Number of Missing Observations: 269



BENOTR2 33,2j-OTHER BENEFITS-SCH2 by SET2 setting of 2nd school

Page 1 of 1

		SET2					
		Count	day scho	suppleme	preschoo	other	
		Row Pct	ol	ntary sc l			
		Col Pct	1	2	3	4	
		Tot Pct					
BENOTR2	2		1				1
	RECEIVE		100.0				1.7
			9.1				
			1.7				
NEITHER	3		10	35	6	8	59
			16.9	59.3	10.2	13.6	98.3
			90.9	100.0	100.0	100.0	
			16.7	58.3	10.0	13.3	
Column			11	35	6	8	60
Total			18.3	58.3	10.0	13.3	100.0

Number of Missing Observations: 269

		FREETUT1			Page 1 of 1	
FULTIMER	Count	AVAILABLE RECEIVE NEITHER			Row Total	
	Row Pct					
	Col Pct					
	Tot Pct	1	2	3		
	1	37	21	23	81	
WORKS FULLTIME		45.7	25.9	28.4	25.9	
		43.5	38.2	13.3		
		11.8	6.7	7.3		
	2	48	34	150	232	
WORKS PARTTIME		20.7	14.7	64.7	74.1	
		56.5	61.8	86.7		
		15.3	10.9	47.9		
Column		85	55	173	313	
Total		27.2	17.6	55.3	100.0	

Number of Missing Observations: 16



FULTIMER FULL OR PART TIME TEACHER
 by DAYCARE1 33,1b-DAY CARE AVAILABLE - SCH1

Page 1 of 1

		DAYCARE1			
		Count	AVAILABLE	RECEIVE	NEITHER
Row	Pct	E			Row
Col	Pct	1	2	3	Total
Tot	Pct				
FULTIMER					
1		27	5	49	81
WORKS FULLTIME		33.3	6.2	60.5	25.9
		47.4	31.3	20.4	
		8.6	1.6	15.7	
2		30	11	191	232
WORKS PARTTIME		12.9	4.7	82.3	74.1
		52.6	68.8	79.6	
		9.6	3.5	61.0	
Column		57	16	240	313
Total		18.2	5.1	76.7	100.0

Number of Missing Observations: 16

FULTIMER FULL OR PART TIME TEACHER
 by FREEMEM1 33,1c-FREE SYNAGOGUE MEMBERSHIP -SCH1

		FREEMEM1			Page 1 of 1
		Count			
		Row Pct	AVAILABL	RECEIVE	NEITHER
		Col Pct	E		
		Tot Pct	1	2	3
					Row Total
FULTIMER	1		12	11	58
WORKS FULLTIME			14.8	13.6	71.6
			44.4	30.6	23.2
			3.8	3.5	18.5
	2		15	25	192
WORKS PARTTIME			6.5	10.8	82.8
			55.6	69.4	76.8
			4.8	8.0	61.3
Column			27	36	250
Total			8.6	11.5	79.9
					313
					100.0

Number of Missing Observations: 16

FULTIMER FULL OR PART TIME TEACHER
by TICKETS1 33,1d-HIGH HOLIDAY TICKETS-SCH1

Page 1 of 1

		TICKETS1			
		Count	AVAILABLE	RECEIVE	NEITHER
Row	Pct	E			
Col	Pct				
Tot	Pct	1	2	3	Row Total
FULTIMER					
1		8	10	63	81
WORKS FULLTIME		9.9	12.3	77.8	25.9
		28.6	34.5	24.6	
		2.6	3.2	20.1	
2		20	19	193	232
WORKS PARTTIME		8.6	8.2	83.2	74.1
		71.4	65.5	75.4	
		6.4	6.1	61.7	
Column		28	29	256	313
Total		8.9	9.3	81.8	100.0

Number of Missing Observations: 16

FULTIMER FULL OR PART TIME TEACHER
 by MONEYCF1 33,1e-EDUCATIONAL REIMBURSEMENT -SCH1

		MONEYCF1			Page 1 of 1
		Count			
		Row Pct	AVAILABL	RECEIVE	NEITHER
		Col Pct	E		
		Tot Pct	1	2	3
					Row Total
FULTIMER					
	1		28	28	25
WORKS FULLTIME			34.6	34.6	30.9
			30.1	33.3	18.4
			8.9	8.9	8.0
	2		65	56	111
WORKS PARTTIME			28.0	24.1	47.8
			69.9	66.7	81.6
			20.8	17.9	35.5
Column			93	84	136
Total			29.7	26.8	43.5
					313
					100.0

Number of Missing Observations: 16

FULTIMER FULL OR PART TIME TEACHER by SABBAT1 33,1f-SABATICAL LEAVE-SCH1

Page 1 of 1

		SABBAT1				
		Count	AVAILABL	RECEIVE	NEITHER	
		Row Pct	E			
		Col Pct				
		Tot Pct	1	2	3	
					Row Total	
FULTIMER	1		11	11	59	81
WORKS FULLTIME			13.6	13.6	72.8	25.9
			57.9	55.0	21.5	
			3.5	3.5	18.8	
	2		8	9	215	232
WORKS PARTTIME			3.4	3.9	92.7	74.1
			42.1	45.0	78.5	
			2.6	2.9	68.7	
Column			19	20	274	313
Total			6.1	6.4	87.5	100.0

Number of Missing Observations: 16

FULTIMER FULL OR PART TIME TEACHER by DISAB1 33,1g-DISABILITY LEAVE-SCH1

		DISAB1			Page 1 of 1
		Count			
		Row Pct	AVAILABL	RECEIVE	NEITHER
		Col Pct	E		
		Tot Pct	1	2	3
					Row Total
FULTIMER	1		23	7	51
WORKS FULLTIME			28.4	8.6	63.0
			53.5	43.8	20.1
			7.3	2.2	16.3
	2		20	9	203
WORKS PARTTIME			8.6	3.9	87.5
			46.5	56.3	79.9
			6.4	2.9	64.9
Column			43	16	254
Total			13.7	5.1	81.2
					313
					100.0

Number of Missing Observations: 16

FULTIMER FULL OR PART TIME TEACHER by HEALTH1 33,1h-HEALTH PLAN-SCH1

Page 1 of 1

		HEALTH1			
		Count			
Row Pct	Col Pct	AVAILABL	RECEIVE	NEITHER	
		E			
	Tot Pct	1	2	3	Row Total
FULTIMER					
1		34	14	33	81
WORKS FULLTIME		42.0	17.3	40.7	25.9
		54.0	41.2	15.3	
		10.9	4.5	10.5	
2		29	20	183	232
WORKS PARTTIME		12.5	8.6	78.9	74.1
		46.0	58.8	84.7	
		9.3	6.4	58.5	
Column		63	34	216	313
Total		20.1	10.9	69.0	100.0

Number of Missing Observations: 16

FULTIMER FULL OR PART TIME TEACHER by PENSION1 33,1i-PENSION BENEFITS-SCH1

		PENSION1			Page 1 of 1
		Count			
		Row Pct	AVAILABL	RECEIVE	NEITHER
		Col Pct	E		
		Tot Pct	1	2	3
					Row Total
FULTIMER	1		18	23	40
WORKS FULLTIME			22.2	28.4	49.4
			46.2	54.8	17.2
			5.8	7.3	12.8
	2		21	19	192
WORKS PARTTIME			9.1	8.2	82.8
			53.8	45.2	82.8
			6.7	6.1	61.3
Column			39	42	232
Total			12.5	13.4	74.1
					313
					100.0

Number of Missing Observations: 16

FULTIMER FULL OR PART TIME TEACHER by BENOTR1 33,1j-OTHER BENEFITS-SCH1

Page 1 of 1

		BENOTR1			
		AVAILABL	RECEIVE	NEITHER	
		E			
Count	Row Pct	1	2	3	Row Total
Col Pct					
Tot Pct					
FULTIMER	1	1	3	77	81
WORKS FULLTIME		1.2	3.7	95.1	25.9
		25.0	60.0	25.3	
		.3	1.0	24.6	
	2	3	2	227	232
WORKS PARTTIME		1.3	.9	97.8	74.1
		75.0	40.0	74.7	
		1.0	.6	72.5	
Column		4	5	304	313
Total		1.3	1.6	97.1	100.0

Number of Missing Observations: 16

TRAINING

SET SETTING by EDLEVEL 57-HIGHEST LEVEL OF EDUCATION

Page 1 of 2

		EDLEVEL					
SET	Count	HIGH SCH	SOME COL	COLLEGE	SOME GRA	GRADUATE	Row Total
	Row Pct	OOO GRAD	LEGE	GRADUATE	DUATE CO	OR PROF	
	Col Pct						
	Tot Pct	1	2	3	4	5	
DAY SCHOOL	1	2	1	9	9	23	50
		4.0	2.0	18.0	18.0	46.0	15.4
		18.2	1.8	12.3	15.3	24.5	
		.6	.3	2.8	2.8	7.1	
SUPPL SCHOOL	2	3	25	37	27	43	151
		2.0	16.6	24.5	17.9	28.5	46.5
		27.3	45.5	50.7	45.8	45.7	
		.9	7.7	11.4	8.3	13.2	
PRESCHOOL	3	6	27	26	20	21	108
		5.6	25.0	24.1	18.5	19.4	33.2
		54.5	49.1	35.6	33.9	22.3	
		1.8	8.3	8.0	6.2	6.5	
OTHER	4		2	1	3	7	16
			12.5	6.3	18.8	43.8	4.9
			3.6	1.4	5.1	7.4	
			.6	.3	.9	2.2	
Column		11	55	73	59	94	325
(Continued) Total		3.4	16.9	22.5	18.2	28.9	100.0

SET SETTING by EDLEVEL 57-HIGHEST LEVEL OF EDUCATION

		EDLEVEL		Page 2 of 2	
		Count			
SET		Row Pct	TEACHER-	Row	Total
		Col Pct	TRAINING		
		Tot Pct	6		
DAY SCHOOL	1		6	50	
			12.0	15.4	
			18.2		
			1.8		
SUPPL SCHOOL	2		16	151	
			10.6	46.5	
			48.5		
			4.9		
PRESCHOOL	3		8	108	
			7.4	33.2	
			24.2		
			2.5		
OTHER	4		3	16	
			18.8	4.9	
			9.1		
			.9		
Column			33	325	
Total			10.2	100.0	

Number of Missing Observations: 4

EDLEVEL 57-HIGHEST LEVEL OF EDUCATION by SET2 setting of 2nd school

Page 1 of 1

EDLEVEL	Count		SET2				Row Total
	Row Pct	Col Pct	day scho ol	suppleme ntary sc l	preschoo l	other	
	Col Pct	Row Pct	1	2	3	4	
	Tot Pct	Tot Pct	1	2	3	4	
1 HIGH SCHOOL GRAD	1			1 100.0 2.9 1.7			1 1.7
2 SOME COLLEGE	2	2 22.2 18.2 3.3	7 77.8 20.0 11.7				9 15.0
3 COLLEGE GRADUATE	3		7 87.5 20.0 11.7		1 12.5 12.5 1.7		8 13.3
4 SOME GRADUATE CO	4	5 31.3 45.5 8.3	7 43.8 20.0 11.7	1 6.3 16.7 1.7	3 18.8 37.5 5.0		16 26.7
5 GRADUATE OR PROF	5	3 18.8 27.3 5.0	9 56.3 25.7 15.0	1 6.3 16.7 1.7	3 18.8 37.5 5.0		16 26.7
6 TEACHER-TRAINING	6	1 10.0 9.1 1.7	4 40.0 11.4 6.7	4 40.0 66.7 6.7	1 10.0 12.5 1.7		10 16.7
Column		11	35	6	8	60	
Total		18.3	58.3	10.0	13.3	100.0	

Number of Missing Observations: 269

EDCERT by SET SETTING

Page 1 of 1

		SET				Page 1 of 1		
	Count	DAY	SCHO	SUPPL	SC	PRESCHOO	OTHER	
Row	Pct	OL		HOOL		L		Row
Col	Pct		1		2		3	Total
Tot	Pct						4	
EDCERT								
Certified	1		28	68	58	8		162
			17.3	42.0	35.8	4.9		50.0
			56.0	45.3	53.7	50.0		
			8.6	21.0	17.9	2.5		
Not Certified	2		22	82	50	8		162
			13.6	50.6	30.9	4.9		50.0
			44.0	54.7	46.3	50.0		
			6.8	25.3	15.4	2.5		
Column			50	150	108	16		324
Total			15.4	46.3	33.3	4.9		100.0

Number of Missing Observations: 5

EDCERT by SET2 setting of 2nd school

Page 1 of 1

		SET2				
		Count	day scho	suppleme	preschoo	other
Row Pct	Col Pct	ol	ntary sc	l		
Tot Pct		1	2	3	4	Row Total
EDCERT						
Certified	1	5	18	4	3	30
		16.7	60.0	13.3	10.0	50.8
		45.5	51.4	66.7	42.9	
		8.5	30.5	6.8	5.1	
Not Certified	2	6	17	2	4	29
		20.7	58.6	6.9	13.8	49.2
		54.5	48.6	33.3	57.1	
		10.2	28.8	3.4	6.8	
Column		11	35	6	7	59
Total		18.6	59.3	10.2	11.9	100.0

Number of Missing Observations: 270

JSMAJOR Has major or degree in education by SET SETTING

Page 1 of 1

Page 1 of 1

		SET				
Count		DAY SCHO	SUPPL SC	PRESCHOO	OTHER	
Row Pct	Col Pct	OL	HOOL	L		Row
Tot Pct		1	2	3	4	Total
JSMAJOR Yes	1	11	11	5	6	33
		33.3	33.3	15.2	18.2	10.6
		25.0	7.4	4.9	37.5	
		3.5	3.5	1.6	1.9	
No	2	33	137	98	10	278
		11.9	49.3	35.3	3.6	89.4
		75.0	92.6	95.1	62.5	
		10.6	44.1	31.5	3.2	
Column		44	148	103	16	311
Total		14.1	47.6	33.1	5.1	100.0

Number of Missing Observations: 18

JSMAJOR Has major or degree in education by SET2 setting of 2nd school

Page 1 of 1

		SET2				
		Count	day scho	supplame	preschoo	other
Row	Pct		ol	ntary sc l		
Col	Pct					
Tot	Pct		1	2	3	4
JSMAJOR						Row
Yes	1	3	3		3	9
		33.3	33.3		33.3	15.8
		27.3	8.8		42.9	
		5.3	5.3		5.3	
No	2	8	31	5	4	48
		16.7	64.6	10.4	8.3	84.2
		72.7	91.2	100.0	57.1	
		14.0	54.4	8.8	7.0	
Column		11	34	5	7	57
Total		19.3	59.6	8.8	12.3	100.0

Number of Missing Observations: 272

EDMAJOR Has major or degree in education by SET SETTING

Page 1 of 1

		SET				Page 1 of 1		
		Count	DAY	SCHO	SUPPL SC	PRESCHOO	OTHER	
		Row Pct	OL	HOOL	L			Row
		Col Pct						Total
		Tot Pct	1	2	3	4		
EDMAJOR Yes	1	34	69	55	9	167		
		20.4	41.3	32.9	5.4	52.5		
		73.9	46.0	51.9	56.3			
		10.7	21.7	17.3	2.8			
No	2	12	81	51	7	151		
		7.9	53.6	33.8	4.6	47.5		
		26.1	54.0	48.1	43.8			
		3.8	25.5	16.0	2.2			
Column		46	150	106	16	318		
Total		14.5	47.2	33.3	5.0	100.0		

Number of Missing Observations: 11

EDMAJOR Has major or degree in education by SET2 setting of 2nd school

Page 1 of 1

		SET2				
		Count	day scho	suppleme	preschoo	other
		Row Pct	ol	ntary sc 1		
		Col Pct	1	2	3	4
		Tot Pct				
EDMAJOR Yes	1		5	15	6	7
			15.2	45.5	18.2	21.2
			45.5	42.9	100.0	100.0
			8.5	25.4	10.2	11.9
No	2		6	20		
			23.1	76.9		
			54.5	57.1		
			10.2	33.9		
Column			11	35	6	7
Total			18.6	59.3	10.2	11.9
						59
						100.0

Number of Missing Observations: 270

JEWISHED 60a--JEWISH EDUCATION CERTIFICATION? by SET SETTING

		SET				Page 1 of 1	
Count		DAY	SCHO	SUPPL	SC	PRESCHOO	OTHER
Row Pct	Col Pct	OL	HOOL	L	3	4	Row Total
Tot Pct		1	2		3	4	
JEWISHED							
YES	1	19	16	6	6		47
		40.4	34.0	12.8	12.8		14.3
		37.3	10.5	5.5	37.5		
		5.8	4.9	1.8	1.8		
NO	2	32	137	103	10		282
		11.3	48.6	36.5	3.5		85.7
		62.7	89.5	94.5	62.5		
		9.7	41.6	31.3	3.0		
Column		51	153	109	16		329
Total		15.5	46.5	33.1	4.9		100.0

Number of Missing Observations: 0

JEWISHED 60a-JEWISH EDUCATION CERTIFICATION? by SET2 setting of 2nd school

SET2

Page 1 of 1

Count	day scho	suppleme	preschoo	other	
Row Pct	ol	ntary sc l	l		Row
Col Pct	1	2	3	4	Total
Tot Pct	1	2	3	4	
JEWISHED					
YES	1	3	5	2	12
		25.0	41.7	16.7	20.0
		27.3	14.3	33.3	
		5.0	8.3	3.3	
NO	2	8	30	4	48
		16.7	62.5	8.3	80.0
		72.7	85.7	66.7	
		13.3	50.0	6.7	
Column	11	35	6	8	60
Total	18.3	58.3	10.0	13.3	100.0

Number of Missing Observations: 269

JEWISHED 60a-JEWISH EDUCATION CERTIFICATION?
by EDMAJOR Has major or degree in education

Page 140

		EDMAJOR		Page 1 of 1
		yes	no	
Count				
Row Pct				
Col Pct				
Tot Pct				
		1	2	Row Total
JEWISHED				
	1	33	11	44
YES		75.0	25.0	13.8
		19.8	7.3	
		10.4	3.5	
	2	134	140	274
NO		48.9	51.1	86.2
		80.2	92.7	
		42.1	44.0	
Column		167	151	318
Total		52.5	47.5	100.0

Number of Missing Observations: 11

JSMAJOR Has major or degree in education
by EDMAJOR Has major or degree in education

Page 1 of 1

		EDMAJOR		
		yes	no	
Count				
Row Pct				
Col Pct				
Tot Pct		1	2	Row Total
JSMAJOR				
	1	21	12	33
yes		63.6	36.4	10.6
		13.1	7.9	
		6.8	3.9	
	2	139	139	278
no		50.0	50.0	89.4
		86.9	92.1	
		44.7	44.7	
Column		160	151	311
Total		51.4	48.6	100.0

Number of Missing Observations: 18

JEWISHED 60a-JEWISH EDUCATION CERTIFICATION?
by JSMAJOR Has major or degree in education

		JSMAJOR		Page 1 of 1	
		Count			
	Row	Pct	yes	no	
	Col	Pct			Row
	Tot	Pct	1	2	Total
JEWISHED					
	1		20	19	39
YES			51.3	48.7	12.5
			60.6	6.8	
			6.4	6.1	
	2		13	259	272
NO			4.8	95.2	87.5
			39.4	93.2	
			4.2	83.3	
	Column		33	278	311
	Total		10.6	89.4	100.0

Number of Missing Observations: 18

EDMAJOR Has major or degree in education
 by JEWISHED 60a-JEWISH EDUCATION CERTIFICATION?
 with JSMAJOR=1

JEWISHED Page 1 of 1

		JEWISHED		
Count		YES	NO	
Row Pct	Col Pct			Row
Tot Pct		1	2	Total
EDMAJOR	1	14	7	21
		66.7	33.3	63.6
		70.0	53.8	
		42.4	21.2	
	2	6	6	12
		50.0	50.0	36.4
		30.0	46.2	
		18.2	18.2	
Column		20	13	33
Total		60.6	39.4	100.0

Number of Missing Observations: 0

EDMAJOR Has major or degree in education
 by JEWISHED 60a-JEWISH EDUCATION CERTIFICATION?
 with JSMAJOR=2

Page 1 of 1

		JEWISHED		
Count		YES	NO	
Row	Pct			
Col	Pct			Row
Tot	Pct	1	2	Total
EDMAJOR	1	14	125	139
		10.1	89.9	50.0
		73.7	48.3	
		5.0	45.0	
	2	5	134	139
		3.6	96.4	50.0
		26.3	51.7	
		1.8	48.2	
	Column	19	259	278
	Total	6.8	93.2	100.0

Number of Missing Observations: 0

EDMAJOR Has major or degree in education
 by JSMAJOR Has major or degree in education
 with JEWISHED = 1

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JSMAJOR Page 1 of 1

		Count			
		Row Pct	yes	no	
		Col Pct			Row
		Tot Pct	1	2	Total
EDMAJOR	yes	1	14	14	28
			50.0	50.0	71.8
			70.0	73.7	
			35.9	35.9	
	no	2	6	5	11
			54.5	45.5	28.2
			30.0	26.3	
			15.4	12.8	
Column		20	19	39	
Total		51.3	48.7	100.0	

Number of Missing Observations: 8

EDMAJOR Has major or degree in education
 by JSMAJOR Has major or degree in education
 with JEWISHED = 2

Page 1

		JSMAJOR		Page 1 of 1	
		Count			
EDMAJOR	Row Pct	yes	no		
	Col Pct				
	Tot Pct	1	2	Row	
				Total	
yes	1	7	125	132	
		5.3	94.7	48.5	
		53.8	46.3		
		2.6	46.0		
no	2	6	134	140	
		4.3	95.7	51.5	
		46.2	51.7		
		2.2	49.3		
Column		13	259	272	
Total		4.8	95.2	100.0	

Number of Missing Observations: 10

JEWISHED 60a-JEWISH EDUCATION CERTIFICATION?
by JSMAJOR Has major or degree in education
with EDMAJOR = 1

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		JSMAJOR		Page 1 of 1
JEWISHED	Count	yes	no	
	Row Pct			
	Col Pct			
	Tot Pct	1	2	Row Total
YES	1	14	14	28
		50.0	50.0	17.5
		66.7	10.1	
		8.8	8.8	
NO	2	7	125	132
		5.3	94.7	82.5
		33.3	89.9	
		4.4	78.1	
Column		21	139	160
Total		13.1	86.9	100.0

Number of Missing Observations: 7

JEWISHED 60a-JEWISH EDUCATION CERTIFICATION?
by JSMAJOR Has major or degree in education
with EDMAJOR = 2

		JSMAJOR		Page 1 of 1
JEWISHED	Count	yes	no	
	Row Pct			
	Col Pct			
	Tot Pct	1	2	Row Total
YES	1	6	5	11
		54.5	45.5	7.3
		50.0	3.6	
		4.0	3.3	
NO	2	6	134	140
		4.3	95.7	92.7
		50.0	96.4	
		4.0	88.7	
Column		12	139	151
Total		7.9	92.1	100.0

Number of Missing Observations: 0

JSFORE13 JSFORE13 by SET SETTING

Page 1 of 1

		SET				Page 1 of 1
	Count	DAY SCHO	SUPPL SC	PRESCHOO	OTHER	Row Total
	Row Pct Col Pct Tot Pct	OL	HOOL	L		
JSFORE13		1	2	3	4	
SUNDAY SCHOOL	1	7	39	36	3	85
		8.2	45.9	42.4	3.5	26.6
		14.3	25.8	35.0	18.8	
		2.2	12.2	11.3	.9	
SUPPLEMENTARY SC	2	10	55	24	5	94
		10.6	58.5	25.5	5.3	29.5
		20.4	36.4	23.3	31.3	
		3.1	17.2	7.5	1.6	
SCHOOL DAY	3	16	16	11	5	48
		33.3	33.3	22.9	10.4	15.0
		32.7	10.6	10.7	31.3	
		5.0	5.0	3.4	1.6	
IN ISRAEL	4	11	20	5		36
		30.6	55.6	13.9		11.3
		22.4	13.2	4.9		
		3.4	6.3	1.6		
CHEDER	5			1		1
				100.0		.3
				1.0		
				.3		
HEBREW SCHOOL	6		4	1		5
			80.0	20.0		1.6
			2.6	1.0		
			1.3	.3		
OTHER	8	1	2	2	2	7
		14.3	28.6	28.6	28.6	2.2
		2.0	1.3	1.9	12.5	
		.3	.6	.6	.6	
NONE	9	4	15	23	1	43
		9.3	34.9	53.5	2.3	13.5
		8.2	9.9	22.3	6.3	
		1.3	4.7	7.2	.3	
Column		49	151	103	16	319
Total		15.4	47.3	32.3	5.0	100.0

Number of Missing Observations: 10

JSFORE13 JSFORE13 by SET2 setting of 2nd school

Page 1 of 1

		SET2					
		Count	day scho	suppleme	preschoo	other	
		Row Pct	ol	ntary sc l			
		Col Pct	1	2	3	4	
		Tot Pct					
JSFORE13						Row Total	
	1		1	6	1	3	11
SUNDAY SCHOOL			9.1	54.5	9.1	27.3	18.3
			9.1	17.1	16.7	37.5	
			1.7	10.0	1.7	5.0	
	2		6	10	2	2	20
SUPPLEMENTARY SC			30.0	50.0	10.0	10.0	33.3
			54.5	28.6	33.3	25.0	
			10.0	16.7	3.3	3.3	
	3		2	4	3	2	11
SCHOOL DAY			18.2	36.4	27.3	18.2	18.3
			18.2	11.4	50.0	25.0	
			3.3	6.7	5.0	3.3	
	4		2	8			10
IN ISRAEL			20.0	80.0			16.7
			18.2	22.9			
			3.3	13.3			
	8			2			2
OTHER				100.0			3.3
				5.7			
				3.3			
	9			5		1	6
NONE				83.3		16.7	10.0
				14.3		12.5	
				8.3		1.7	
Column			11	35	6	8	60
Total			18.3	58.3	10.0	13.3	100.0

Number of Missing Observations: 269

JSAFTR13 by SET SETTING

Page 1 of 1

		SET				Row Total
JSAFTR13	Count	DAY	SCHO	SUPPL	SC	
	Row Pct	OL	HOOL	L	PRESCHOO	
	Col Pct				OTHER	
	Tot Pct	1	2	3	4	
CONFIRM	1	5	35	27	2	69
		7.2	50.7	39.1	2.9	22.1
		10.4	23.5	27.3	12.5	
		1.6	11.2	8.7	.6	
TWO MORE	2	9	19	10	3	41
		22.0	46.3	24.4	7.3	13.1
		18.8	12.8	10.1	18.8	
		2.9	6.1	3.2	1.0	
DAYS	3	10	13	6	4	33
		30.3	39.4	18.2	12.1	10.6
		20.8	8.7	6.1	25.0	
		3.2	4.2	1.9	1.3	
IN ISRAEL	4	13	25	8	2	48
		27.1	52.1	16.7	4.2	15.4
		27.1	16.8	8.1	12.5	
		4.2	8.0	2.6	.6	
JEWISH COLLEGE	6		3	1		4
			75.0	25.0		1.3
			2.0	1.0		
			1.0	.3		
YESHIVA	7	1	3		1	5
		20.0	60.0		20.0	1.6
		2.1	2.0		6.3	
		.3	1.0		.3	
OTHER	8	1	9	5	1	16
		6.3	56.3	31.3	6.3	5.1
		2.1	6.0	5.1	6.3	
		.3	2.9	1.6	.3	
NONE	9	9	42	42	3	96
		9.4	43.8	43.8	3.1	30.8
		18.8	28.2	42.4	18.8	
		2.9	13.5	13.5	1.0	
Column		48	149	99	16	312
Total		15.4	47.8	31.7	5.1	100.0

Number of Missing Observations: 17

JSAFTR13 by SET2 setting of 2nd school

		SET2				Page 1 of 1
		Count	day scho	suppleme	preschoo	other
		Row Pct	ol	ntary sc	l	
		Col Pct	1	2	3	4
		Tot Pct				
JSAFTR13						
CONFIRM	1	1	1	8	1	1
		9.1	72.7	9.1	9.1	
		10.0	22.9	16.7	12.5	
		1.7	13.6	1.7	1.7	
TWO MORE	2	3	1	1	1	
		50.0	16.7	16.7	16.7	
		30.0	2.9	16.7	12.5	
		5.1	1.7	1.7	1.7	
DAYS	3	1	2	3	1	
		14.3	28.6	42.9	14.3	
		10.0	5.7	50.0	12.5	
		1.7	3.4	5.1	1.7	
IN ISRAEL	4	2	11		2	
		13.3	73.3		13.3	
		20.0	31.4		25.0	
		3.4	18.6		3.4	
JEWISH COLLEGE	6			1		
				100.0		
				16.7		
				1.7		
YESHIVA	7		1			
			100.0			
			2.9			
			1.7			
OTHER	8		2		1	
			66.7		33.3	
			5.7		12.5	
			3.4		1.7	
NONE	9	3	10		2	
		20.0	66.7		13.3	
		30.0	28.6		25.0	
		5.1	16.9		3.4	
Column		10	35	6	8	59
Total		16.9	59.3	10.2	13.6	100.0

Number of Missing Observations: 270

TRAIN Training in education and Jewish educati by SET SETTING

Page 1 of 1

		SET				Page 1 of 1
Count		DAY SCHO	SUPPL SC	PRESCHOO	OTHER	
Row Pct	Col Pct	OL	HOOL	L		Row
Tot Pct		1	2	3	4	Total
TRAIN						
trained	1	14	16	4	6	40
		35.0	40.0	10.0	15.0	12.5
		28.0	10.9	3.7	37.5	
		4.4	5.0	1.2	1.9	
partly trained	2	29	58	55	5	147
		19.7	39.5	37.4	3.4	45.8
		58.0	39.5	50.9	31.3	
		9.0	18.1	17.1	1.6	
untrained	3	7	73	49	5	134
		5.2	54.5	36.6	3.7	41.7
		14.0	49.7	45.4	31.3	
		2.2	22.7	15.3	1.6	
Column		50	147	108	16	321
Total		15.6	45.8	33.6	5.0	100.0

Number of Missing Observations: 8

TRAIN Training in education and Jewish education by SET2 setting of 2nd school

Page 1 of 1

		SET2				Page 1 of 1
		Count	day scho	suppleme	preschoo	other
		Row Pct	ol	ntary sc l		
		Col Pct	1	2	3	4
		Tot Pct				
TRAIN	1 trained		2	5	2	3
			16.7	41.7	16.7	25.0
			18.2	14.7	33.3	42.9
			3.4	8.6	3.4	5.2
	2 partly trained		4	11	4	4
			17.4	47.8	17.4	17.4
			36.4	32.4	66.7	57.1
			6.9	19.0	6.9	6.9
	3 untrained		5	18		
			21.7	78.3		
			45.5	52.9		
			8.6	31.0		
Column		11	34	6	7	
Total		19.0	58.6	10.3	12.1	
					</	

Number of Missing Observations: 271

Issues for Consideration in the Preparation of the Educator
Survey Module

MEF ADVISORY COMMITTEE- 2/9/95

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

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

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

1) Communities on Their Own

The instrument is prepared with guidelines for use. These materials are available to anyone who wants them. Communities are on their own to find staff to carry out whatever components of the module they wish to use. Private consultants may be available to carry out this work.

Advantage: Minimal cost to CIJE both financial and in terms of time. Flexibility to the communities to use the module as best meets their needs.

Disadvantage: CIJE has little control over the process.

2) External National Agency Model

In this option, the communities would implement the module in terms of data collection and would forward the collected data to a central "address" such as JESNA or CUNY. This national agency would then analyze the data, write the report, and house the data. The national agency would also be responsible for fielding questions during the data collection stage.

Advantages: The national agency would quickly become experts in this type of work. This could enhance quality control, as well as ensure that the data is compiled in a comparable manner and housed in a central location. This could also enhance the distribution of reports from a more national perspective. Furthermore, this may allow for greater "objectivity" in the process as it is removed from community pressures. Often information coming from outsiders are viewed more favorable with

higher status and expertise. There would have to be one major training session by CIJE for the national agency. The national agency could be responsible for periodic reports of cross-community reports as well as advertising the availability of the data for secondary use for dissertations, grant proposals, and other research projects.

Disadvantages: This is a not a "capacity building" model. That is, the communities are not learning to use this type of methodology as an option in their ongoing planning. In addition, it would be important to address whether the communities could modify the instrument to suit their needs and financial/personnel resources? The process and product could be viewed by communities as highly centralized and constraining.

In this model the responsibility on the national agency is very great. Hence the choice of such an agency would be of central concern and their mandate would have to be clear. For example, would the national agency be able to modify the instrument?

Other issues for consideration:

a) Cost

b) Nature of the relationship between the communities and the national agency-such as, level of interaction, time spent with each community, etc.

3) Comprehensive Package Model

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

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

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

The advantages of this comprehensive approach is:

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

Personnel Action Plans by helping communities participate in the process "from data to Personnel Action Plans to evaluating change".

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

Other issues for consideration:

- a) Cost to communities (both the cost of the module itself and manpower hours/expertise to implement data analysis, and report writing).
- b) The need for periodic training seminars for communities to implement and use the complete module package,
- c) Requirements of communities to submit data to a central repository
- d) Who will be responsible for the "hotline" to answer questions?
- e) Who will be responsible for collecting raw data, compiling it, advertising its availability, at the national level?.



August 25, 1994

Sent via e-mail to MEF field researchers:

I'm writing you from the plane after the meetings in Cleveland. We are moving house on Friday and through the weekend, so I'm not sure when I'll be able to send this, or read e-mail again -- probably not 'till Monday. In this message I'll try to summarize the key outcomes of the MEF meeting.

1) The work plan for Aug - Dec 1994 we discussed in our last conference call was accepted. That is, the MEF team is expected to fulfill the following tasks:

a. "Research Brief" on background and training of teachers in Jewish schools. Present to GA in November. Dry run to CIJE Board on October 5-6. Responsibilities: Bill, data analyses; Adam/Ellen, first draft of text. We spent a lot of time talking about the content and tone of this Brief. COMPLETED.

b. "The Teaching Force of Atlanta's Jewish Schools. (Integrated report for Atlanta.) Deadline for draft: September 30. Responsibilities: Adam/Ellen, first draft of text; all, comments and suggestions on text. COMPLETED.

c. Cross-community integrated report on teachers in Jewish schools. Deadline: December 31. Responsibilities: Bill, data analysis. Adam and Ellen, first draft of text. DELAYED.

d. Mobilization reports on Milwaukee and Atlanta. I was questioned on why these were not completed. They should be done as soon as possible. I was asked for a definite date on when they would be done, and was embarrassed not to be able to give one. In particular, there was interest in the Atlanta report since they have not seen it at all yet. Can we say, September 14 for Milwaukee and October 4 for Atlanta? Responsibility: Roberta. Julie will also contribute. COMPLETED, ENCLOSED.

e. Professional lives of Jewish educators in Baltimore. Julie, you've got the comments I received from Annette. She was very favorable, with a few suggestions. Apparently there are comments coming from Gail also. Mike Inbar said it was "very very good," and offered only one comment: In describing the respondents, we should make comparison to the survey of teachers, to point out departures from representativeness. This is not to say the interview sample was a random one, only to point out how it differs from the community as a whole. I thought this was a good idea for a footnote. It would work for teachers, not principals, since we haven't looked at the principal survey data. Deadline:

Would Sept. 15 be reasonable? (Assuming comments from Gail come soon.) Responsibility: Julie. COMPLETED.

f. Revision of Baltimore integrated report: Thanks much for all the feedback, Julie. I'll send you a revision in a couple of weeks. It will say, among other things, that of teachers in Orthodox day schools, something like 28% have a college or university degree in education, and 31% have seminary or institute degrees in education (as opposed to 59% with degrees in education!). You called that one right! COMPLETED.

g. Monitoring of development and implementation of Personnel Action Plans in Atlanta, Baltimore, Milwaukee. We will provide a written update for each community to CIJE on this subject on December 31. This will not be a full-blown report, but it should be detailed enough to provide a solid record of what's happened on this front. Responsibilities: Julie, Roberta, Bill. (Related to this, Roberta can attend the Leadership Seminar, assuming the Milwaukee and Atlanta reports are finished.) We should view the Leadership Seminar as part of the Personnel Action Plan, in the sense of "the action before the action plan." COMPLETED, ENCLOSED.

h. Monitoring and evaluation of Machon L'Morim and the Peer Coaching project in Milwaukee day schools. We didn't really discuss these, but it is clear to me we can continue as planned. I did bring them into the discussion of getting the communities to pay for field research (see below). COMPLETED.

i. Development of a "module" of the qualitative component of a study of educators for use by other communities. This will be a refinement of the interview protocols, with instructions on how to use them. (The protocol probably needs to be shortened, emphasizing the questions that contributed to the reports we wrote. If the questions need to be improved, now's the time to do so. Ultimate deadline is December 31, but perhaps it could be completed earlier. I propose that Julie take primary responsibility for this, with help from Roberta. COMPLETED.

j. Putting all documents, tapes, etc. in shape for CIJE storage. Deadline, December 31. Responsibilities: Julie, Roberta, Bill. (But Bill has much less stuff.) COMPLETED.

k. Research papers on Teacher Power and on Professional Development. This is legitimate to work on, and you can travel to collaborate, but we have to make sure the other tasks get done. Responsibilities: Julie, Roberta. DELAYED.

At first glance this appears to be a long list, but much of it is almost finished or well underway. Still, I'm sure it will keep

us busy for the next four months. Note that institutional profiles is not in this work plan at present.

2) Work plan for 1995. After a lengthy discussion, the committee advised Alan that the highest priorities for MEF should be:

a. Further analyses of teacher survey data, including revision of the cross-community integrated report, and possible additional "Research Briefs" if the first one is well received.

b. Analysis and write-up of educational leader survey data. UNDERWAY.

c. Completion of the "module" for studying Jewish educators in a community. This would incorporate the interview protocols and procedures which are to be completed by the end of December, as well as the survey instrument which must be revised in 1995. UNDERWAY.

d. Monitoring and evaluation of the development and implementation of Personnel Action Plans in Lead Communities.

e. Monitoring and evaluation of the Goals Project, as it is manifested in Lead Communities. (Institutional Profiles may enter here.)

(NOTE: ALAN SUBSEQUENTLY REMINDED US TO ADD "LEADING INDICATORS" AND PLANNING FOR A STUDY OF INFORMAL EDUCATION TO THIS LIST.)

Writing a cross-community mobilization report was seen as desirable but not as high priority as these items. Ditto for monitoring of community change in general, apart from these two key CIJE initiatives (goals and personnel plan).

3) The committee advised Alan to consider alternative staffing modes to field researchers (e.g., consultants who visit communities for short visits). Some were more reluctant than others to move away from field research, but the tenor of the discussion was generally not supportive of continuing CIJE-sponsored field research. Also, there are apparently budgetary factors of which I am not yet aware -- but it seems our budget will shrink dramatically after December 31.

We discussed the possibility of the communities sponsoring their own field research. I explained how that would change the relationship between the work of the field researchers and CIJE (i.e., little CIJE control). I think the message came across, and to the extent it did, it was not seen as a positive factor. Still, they would very much like the communities to pay for evaluation. Some thought this would occur, while others were

skeptical. All agreed that Alan has a serious task ahead if he is to convince the communities to do so.

My conclusion is that there has been no change in CIJE's decision that CIJE will no longer pay for ongoing field research after December 31. At best, they will pay for a CIJE survey data analyst. The notion of a 50/50 split (CIJE/community) for field researchers was not completely ruled out, but I would not be optimistic about it.

Me f - f m

CIJE Council
for
Initiatives
in Jewish
Education

MODULE
FOR

***THE CIJE STUDY OF
EDUCATORS***

Adam Gamoran
Ellen Goldring
Roberta Louis Goodman
Bill Robinson
Julie Tammivaara

DRAFT

Council for Initiatives in Jewish Education
MODULE FOR THE CIJE STUDY OF EDUCATORS

INTRODUCTION

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith. ... Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.

Professor Isadore Twersky
A Time to Act, 1990

In pursuit of this lofty vision, the members of the Commission on Jewish Education in North America asserted the primacy of two building blocks upon which action should focus: "developing the profession of Jewish education and mobilizing community support to meet the needs and goals of Jewish education" (A Time to Act, 1990). Each Jewish community in North America should be encouraged to develop and implement a comprehensive plan for building the profession of Jewish education among its educators and educational institutions. In order to begin moving along this path, it is vital to know where one stands. A community's planning efforts should be informed by an accurate knowledge of the strengths and weaknesses of its current educational workforce.

The Module for the CIJE Study of Educators is a set of research instruments designed to obtain information about the educators (both teachers and administrative/supervisory personnel) working in the Jewish schools in your community. This information can help in developing a comprehensive plan for building the profession of Jewish education in your community. In using the Module for the CIJE Study of Educators, you can obtain an accurate description of your current educational workforce, baseline data against

MEF Research Team

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The members of the MEF Research Team acknowledge the substantial and invaluable work of Roberta Goodman, R.J.E. and Dr. Julie Tammivaara in creating the Module for The CIJE Study of Educators. They appreciate the efforts of the three Lead Communities (Atlanta, Milwaukee, and Baltimore). They are grateful for the guidance of the MEF Academic Advisory committee: James Coleman; Seymour Fox; Annette Hochstein; Stephen Hoffman; and Mike Inbar. They also acknowledge the help of the CIJE staff. The members of the MEF Research Team are especially thankful to the Jewish educators who participated in the study.

Please contact Bill Robinson, CIJE Staff Researcher, with any questions or suggestions that you may have regarding the Module for The CIJE Study of Educators.

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CIJE Council
for
Initiatives
in Jewish
Education

MODULE
FOR

***THE CIJE STUDY OF
EDUCATORS***

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Council for Initiatives in Jewish Education
MODULE FOR THE CIJE STUDY OF EDUCATORS

INTRODUCTION

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith. ... Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.

Professor Isadore Twersky
A Time to Act, 1990

In pursuit of this lofty vision, the members of the Commission on Jewish Education in North America asserted the primacy of two building blocks upon which action should focus: "developing the profession of Jewish education and mobilizing community support to meet the needs and goals of Jewish education" (A Time to Act, 1990). Each Jewish community in North America should be encouraged to develop and implement a comprehensive plan for building the profession of Jewish education among its educators and educational institutions. In order to begin moving along this path, it is vital to know where one stands. A community's planning efforts should be informed by an accurate knowledge of the strengths and weaknesses of its current educational workforce.

The Module for the CIJE Study of Educators is a set of research instruments designed to obtain information about the educators (both teachers and administrative/supervisory personnel) working in the Jewish schools in your community. This information can help in developing a comprehensive plan for building the profession of Jewish education in your community. In using the Module for the CIJE Study of Educators, you can obtain an accurate description of your current educational workforce, baseline data against

which future change can be assessed, and a means by which to mobilize the community in support of educational improvement.

The Module for the CIJE Study of Educators consists of two separate research instruments: the CIJE Educators Survey and the CIJE Educators Interview. Each instrument is accompanied by a guide, explaining its proper usage. The CIJE Educators Survey is a questionnaire designed to collect quantitative information from all of the educators (both teachers and administrative/supervisory personnel) working in Jewish schools in your community. It consists of four general areas: Settings, Work Experience, Training and Staff Development, and Background. The CIJE Educators Interview is an in-depth interview process employing a series of questions and probes (a protocol) designed to elicit in-depth information from a sample of educators working in the Jewish schools in your community, concerning their professional lives as Jewish educators. There are separate protocols for teachers and administrative/supervisory personnel. Both protocols consist of six general areas: Background, Recruitment, Training, Conditions of the Workplace, Career Rewards and Opportunities, and Professional Issues. The CIJE Educators Survey and the CIJE Educators Interview can be used separately or in conjunction with each other to produce an accurate description of your current educational workforce.

The Module for the CIJE Study of Educators was developed by the CIJE's Monitoring, Evaluation and Feedback (MEF) Research Team, in cooperation with the three Lead Communities of the CIJE (Atlanta, Baltimore, and Milwaukee). Both instruments were field tested in these three communities in 1992-93. The CIJE Educators Survey was developed after reviewing earlier instruments that surveyed Jewish education, with many questions adapted from The Los Angeles BJE Teacher Census (1990). The information obtained in the field tests has been used to develop comprehensive plans for building the profession in each community. Additionally, the information has been used to prepare the CIJE's Policy Brief Background and Professional Training of Teachers in Jewish Schools. This is the first of a series to be based on the data from the three Lead Communities. Based upon these experiences, the MEF Research Team revised the instruments and wrote the accompanying guides.

As communities begin to employ the Module for the CIJE Study of Educators in studying their own Jewish educational workforce, the data obtained can become a valuable continental resource - providing an increasingly detailed picture of our continental Jewish educational workforce and mobilizing national agencies in support of communal efforts toward building the profession of Jewish education. Each community is asked to provide a copy of the data obtained that they have acquired using their version of the CIJE Educators Survey, to the CIJE in order to build a continental data base. In addition, the Council for Initiatives in Jewish Education would appreciate the CIJE being acknowledged in any reports or other materials that are created through use of the Module for the CIJE Study of Educators.

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Council for Initiatives in Jewish Education

GUIDE TO THE EDUCATORS SURVEY

A. What is the CIJE Educators Survey?

The CIJE Educators Survey is a questionnaire designed to obtain information about the educators (both teachers and administrative/supervisory personnel) working in the Jewish schools in your community. The CIJE Educators Survey contains questions in four general areas: Settings, Work Experience, Training and Staff Development, and Background. The CIJE Educators Survey, alone or in conjunction with the CIJE Educators Interview, is designed to provide information that will help in building the profession of Jewish education in your community. The CIJE Educators Survey will also provide a baseline against which you can measure any changes that occur from your efforts in this area.

B. Who completes the CIJE Educators Survey?

The questionnaire is to be completed by both the Judaic studies teachers and the administrative/supervisory personnel in **ALL** of the Jewish schools (i.e., day schools, supplementary schools, and pre-schools) in your community. Teachers and administrative/supervisory personnel working in informal educational settings (e.g., camps, youth groups) are excluded.

- If the school uses an "integrated curriculum", all teachers and administrative/supervisory personnel involved with the "integrated curriculum" are to complete the questionnaire.
- In supplementary schools, all teachers and administrative/supervisory personnel are to complete the questionnaire.
- Every principal or educational director in the Jewish schools is to complete the questionnaire.
- Both Jewish and non-Jewish persons who fit the above criteria are to complete the questionnaire.
- In day schools and pre-schools, faculty who do not teach any Judaic studies or administrative/supervisory personnel who do not have any responsibility for the Judaic studies program are **NOT** to complete the questionnaire.

C. How to administer the CJJE Educators Survey

The CJJE Educators Survey was administered initially in the three Lead Communities of the Council for Initiatives in Jewish Education (Atlanta, Baltimore, and Milwaukee) in 1992-93. In total, 983 teachers responded out of a total population of 1192 in these three communities. Obtaining such a high response rate (over 82%) was essential to having the research findings be considered an accurate representation of the total population of educators. The CJJE Educators Survey is intended to be administered to all educators, not a sample. Therefore, it is vital that when administering the CJJE Educators Survey in your community you obtain a similarly high response rate.

In order to achieve a high response rate, the following procedures should be followed:

1. This survey process should be coordinated in advance with the principal of each school.
2. The questionnaire is to be administered at faculty meetings in each school. The educators are not permitted to take the questionnaire home. They must complete it and return it during the faculty meeting. (One hour should be allocated for completion of the questionnaire at each school.)
3. Principals or other administrative personnel are not to administer the questionnaire. It should be handed out and collected by persons designated for this purpose (e.g., central agency personnel, graduate students, study coordinator). The principals and other administrative personnel are to complete the questionnaire in a separate room, at the same time as the teachers.
4. Educators who were absent from the faculty meeting should receive the questionnaire at home by mail, accompanied by a stamped, self-addressed return envelope. The envelope should be addressed to the study coordinator, not to the school or principal.
5. In order to be able to calculate your response rate and control the distribution of the questionnaire, every questionnaire is to be coded BEFORE administering them at the schools.
 - a. First, the study coordinator (or someone s/he assigns) should code the boxes on the bottom of the last page of the survey with a two digit school ID number (between 01 and 99) that specifically identifies each school.
 - b. Then, at each school, the person(s) in charge of administering the questionnaire should code the same set of boxes with a two digit person ID number (between 01 and 99). Unlike the school ID number, individual educators are NOT to be identified by this number.

D. How do educators who work in more than one school respond to the questionnaire?

Educators who work in more than one school are to complete **ONLY ONE** questionnaire. The person(s) in charge of administering the CIJE Educators Survey at each school are to instruct those educators who already have completed a questionnaire to **NOT** complete another one.

It does not matter at which school an educator completes the questionnaire. In the CIJE Educators Survey, there are questions which will ask them information about the other school in which they work. (Since very few educators work in more than two schools, these questions only ask them about the two schools in which they work the most hours.)

E. Anchor Items - Modifying the CIJE Educators Survey

In using the CIJE Educators Survey, questions may be added and some questions may be modified to suit the particular needs and resources of your community. A number of the questions in the CIJE Educators Survey are "anchor items." This means that they address certain policy issues essential to building the profession of Jewish education in all kinds of communities. Data are or will be available on these items for many communities, contributing to a continental data base. The CIJE hopes that all community educator surveys will contain these anchor items.

The anchor items are:

- Q1: Number of schools in which respondent works
- Q3: Number of hours respondent works in each school
- Q4: Years of experience in current school
- Q6: Years of experience in the field of Jewish education
- Q7: Affiliation of school(s)
- Q9: Work settings
- Q10: Position(s)
- Q13: Salary
- Q14: Benefits in first school:
 - c. Continuing education
 - h. Health
 - i. Pension
- Q15: Benefits in second school:
 - c. Continuing education
 - h. Health

- i. Pension
- Q20: Satisfaction:
 - a. Salary
 - b. Benefits
 - c. Job security
 - d. Career opportunities
- Q21: Does respondent work full-time in Jewish education
- Q27: Experience in general education
- Q28: Is Jewish education respondent's career
- Q29: Workshops required
- Q30: Total number of workshops attended
- Q34: Professional growth beyond workshops:
 - a. Judaica/Hebrew course at community center or synagogue
 - b. Judaica/Hebrew course at college or university
 - c. Education course at college or university
- Q38: Adequacy of opportunities for professional growth:
 - a. In-service workshops
 - b. Informal study with other educators
 - c. Degrees in Judaic studies or Hebrew
 - d. Certification in Jewish education
 - e. Certification in administration
- Q39: Is respondent Jewish
- Q40: Respondent's Jewish affiliation
- Q45: Jewish schooling before age 13
- Q46: Jewish schooling after age 13
- Q49: Yeshiva after age 18
- Q50: Degrees since high school
- Q52: Licenses and certification:
 - a. Jewish education
 - b. General education
 - c. Administration
- Q55: Sex
- Q59: Total family income
- Q60: Significance of income from work in Jewish schools
- Q62: Plans for the future

Council For Initiatives In Jewish Education

EDUCATORS SURVEY

Dear Educator,

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

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

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

Thank you very much for your participation and cooperation.

Council for Initiatives in Jewish Education

EDUCATORS SURVEY

I. SETTINGS

This first set of questions asks you about the schools in which you work.

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

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

Yes

☐ 1

No

☐ 2

3. How many hours per week are you employed at each school?

(List them in order, so that the first school is the school at which you work the most hours and so on.)

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

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

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

5. How many years have you been working in Jewish education in THIS COMMUNITY, including this year? _____

6. How many years IN TOTAL have you been working in the field of Jewish education, including this year? _____

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

7. What is the affiliation of each school?

(Check one response for each school)

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

8. How many students are in each school?

First school _____ Second school _____

9. In what settings do you work?

(Check only one for each school)

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

10. What position(s) do you hold in each school?

(Check all that apply)	First school	Second school
a. Teacher	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher Aide	<input type="checkbox"/>	<input type="checkbox"/>
c. Educational director or principal	<input type="checkbox"/>	<input type="checkbox"/>
d. Assistant educational director or principal	<input type="checkbox"/>	<input type="checkbox"/>
e. Department head (e.g., Hebrew department chair, director of primary program)	<input type="checkbox"/>	<input type="checkbox"/>
f. Tutor	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

11. What subjects do you primarily teach this year?

(Check all that apply)	First school	Second school
a. Hebrew language	<input type="checkbox"/>	<input type="checkbox"/>
b. Judaica (e.g., Bible, history, holidays) in Hebrew	<input type="checkbox"/>	<input type="checkbox"/>
c. Judaica (e.g., Bible, history, holidays) in English	<input type="checkbox"/>	<input type="checkbox"/>
d. Bar/Bat Mitzvah preparation	<input type="checkbox"/>	<input type="checkbox"/>
e. Secular subjects (e.g., math, reading, science)	<input type="checkbox"/>	<input type="checkbox"/>
f. Integrated kindergarten/pre-school curriculum	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
h. I am not teaching this year	<input type="checkbox"/>	<input type="checkbox"/>

12. In what grade levels are your primary responsibilities?

First School

Second school

13. What is your annual salary from each school?

(Check one range for each school)

First school

Second school

Less than \$1,000

1

1

\$1,000 - \$4,999

2

2

\$5,000 - \$9,999

3

3

\$10,000 - \$14,999

4

4

\$15,000 - \$19,999

5

5

\$20,000 - \$29,999

6

6

\$30,000 - \$39,999

7

7

\$40,000 - \$49,999

8

8

\$50,000 - \$59,999

9

9

\$60,000 - \$69,999

10

10

\$70,000 - \$79,999

11

11

\$80,000 or more

12

12

14. Which of the following benefits are available to you in the first school?

(Check one response for each item)

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

15. Which of the following benefits are available to you in the second school?

(Check one response for each item)

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

16. How did you find your present position(s)? (Check only one for each school)

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

17. Which of the following factors affected your decision to work in the school(s) in which you presently do?

(Check Yes or No for each item)

	First school		Second school	
	Yes	No	Yes	No
a. Hours and days available for work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Location	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Friends who work there	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Principal, Rabbi, or professional staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Reputation of the school and students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Religious orientation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. My own synagogue	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2

18. Did you move to this community to take your current position(s)?

Yes

☐ 1

No

☐ 2

19. To what extent do you receive help and support for your work as a Jewish educator from the following?

(Check one response for each item)

Frequently

Occasionally

Seldom

Never

a. Principal/supervisor

☐ 1

☐ 2

☐ 3

☐ 4

b. Colleagues in your school(s)

☐ 1

☐ 2

☐ 3

☐ 4

c. Colleagues outside your school(s)

☐ 1

☐ 2

☐ 3

☐ 4

d. Parents and/or lay leaders

☐ 1

☐ 2

☐ 3

☐ 4

e. Rabbi

☐ 1

☐ 2

☐ 3

☐ 4

f. Faculty members at a local university

☐ 1

☐ 2

☐ 3

☐ 4

g. Central agency staff

☐ 1

☐ 2

☐ 3

☐ 4

h. Teacher resource center

☐ 1

☐ 2

☐ 3

☐ 4

i. National movement

☐ 1

☐ 2

☐ 3

☐ 4

j. Professional organizations

☐ 1

☐ 2

☐ 3

☐ 4

k. Other (specify) _____

☐ 1

☐ 2

☐ 3

☐ 4

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

(Check one response for each item)

Very
satisfied

Somewhat
satisfied

Somewhat
dissatisfied

Very
dissatisfied

a. Salary

☐ 1

☐ 2

☐ 3

☐ 4

b. Benefits

☐ 1

☐ 2

☐ 3

☐ 4

c. Job security/tenure

☐ 1

☐ 2

☐ 3

☐ 4

d. Opportunities for career advancement

☐ 1

☐ 2

☐ 3

☐ 4

21. Are you a full-time Jewish educator?

Yes ☐ 1 No ☐ 2

22. Would you consider working more hours in Jewish education if the opportunity were available to you?

Yes ☐ 1 No ☐ 2 (If No, skip to Question #25)

23. If you would consider working more hours, would you prefer to work:

in one school ☐ 1 in several schools ☐ 2

24. If you would consider working more hours, which of the following would encourage you to do so? Rank only the three most important by writing 1, 2 or 3 next to your choice where 1 is the most important.

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

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

- ☐ a. tutor students privately in Judaica, Hebrew, or for Bar/Bat Mitzvah
- ☐ b. work with a Jewish youth group
- ☐ c. work in a Jewish camp
- ☐ d. do other work in an informal Jewish educational setting (specify) _____
- ☐ e. I do not work in an informal Jewish educational setting

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

II. WORK EXPERIENCE

The following set of questions asks about your current and prior work experience.

26. For each of the following **JEWISH** settings check the positions you have held or are currently holding. Indicate the total number of years in each, including this year.

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

27. Have you ever worked in general education?

Yes ☐ 1 No ☐ 2

If Yes, how many years (including this year)? _____

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

Yes ☐ 1 No ☐ 2

III. TRAINING AND STAFF DEVELOPMENT

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

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

Yes ☐ 1 No ☐ 2

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

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

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

(Check Yes or No for each item)

	Yes	No
a. Judaic subject matter (e.g., Bible, history)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Hebrew language	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Teaching methods	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Curriculum development	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Educational leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Art/drama/music	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

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

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

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

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

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

(Check Yes or No for each item)

	Yes	No
a. Attend a course in Judaica or Hebrew at a community center or synagogue?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Attend a course in Judaica or Hebrew at a college or university?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Attend a course in education at a college or university?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Participate in a private Judaica or Hebrew study group?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Study Judaica or Hebrew on your own?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Participate in some other on-going form of study in Judaica or Hebrew (e.g., year-long seminar)? (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

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

- ☐ a. Classroom management
- ☐ b. Child development
- ☐ c. Lesson planning
- ☐ d. Curriculum or program development
- ☐ e. Creating materials
- ☐ f. Parental involvement
- ☐ g. Motivating children to learn
- ☐ h. Educational leadership
- ☐ i. School administration
- ☐ j. Staff development
- ☐ k. Other (specify) _____

36. In which of the following areas would you like to increase your knowledge?

Check only the three most important.

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

37. How proficient are you in Hebrew?

(Check one response for each item)

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

38. In your community, how adequate are the opportunities for:

(Check one response for each item)

	More than adequate	Adequate	Less than adequate	Inadequate
a. In-service workshops	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Informal, on-going study with other educators (e.g., peer mentoring groups)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Degrees in Judaic Studies or Hebrew	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Certification in Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Certification in administration/supervision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

IV. BACKGROUND

Next we are going to ask you about yourself.

39. Are you Jewish?

Yes

☐ 1

No

☐ 2

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

☐ 1

Reform

☐ 2

Conservative

☐ 3

Traditional

☐ 4

Orthodox

☐ 5

Reconstructionist

☐ 6

Unaffiliated

☐ 7

Other (specify) _____

41. Are you currently a member of a synagogue?

Yes

☐ 1

No

☐ 2

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

Yes

☐ 1

No

☐ 2

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

☐

a. Light candles on Friday evening

☐

b. Attend a Passover Seder

☐

c. Keep Kosher at home

☐

d. Light Hanukkah candles

☐

e. Fast on Yom Kippur

☐

f. Observe Shabbat

☐

g. Build a Sukkah

☐

h. Fast on the Fast of Esther

☐

i. Celebrate Israel Independence Day

43. During the past year, did you:

(Check Yes or No for each item)

Yes

No

a. Attend synagogue on the High Holidays

1

2

b. Attend synagogue on Shabbat at least twice a month

1

2

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

1

2

d. Daven or attend synagogue daily

1

2

44. Have you ever been to Israel?

Yes

1

No

2

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

Yes

1

No

2

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

☐

a. One day/week supplementary school

☐

b. Two or more days/week supplementary school

☐

c. Day school or yeshiva

☐

d. School in Israel

☐

e. None

☐

f. Other (specify) _____

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

☐

a. One day/week supplementary school

☐

b. Two or more days/week supplementary school

☐

c. Day school or yeshiva

☐

d. School in Israel

☐

e. None

☐

f. Other (specify) _____

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

Yes

☐

No

☐

If Yes, how many summers? _____

48. Did you belong to a Jewish youth group?

Yes

☐

No

☐

If Yes, how many years? _____

49. After age 18, did you attend a yeshiva (or women's equivalent)?

Yes

☐

No

☐

If Yes, how many years? _____

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

Yes

☐

No

☐

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

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

51. Are you currently enrolled in a degree program?

Yes ☐ 1 No ☐ 2

If Yes, for what degree? _____

in what major(s)? _____

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

(Check Yes or No for each item)

Yes

No

a. Jewish education

☐ 1

☐ 2

If Yes, from where? _____

b. General education

☐ 1

☐ 2

If Yes, from where? _____

c. Educational administration/supervision

☐ 1

☐ 2

If Yes, from where? _____

d. Other (specify) _____

☐ 1

☐ 2

If Yes, from where? _____

53. Are you currently working toward a professional license or certification in:

(Check Yes or No for each item)

Yes

No

a. Jewish education

☐ 1

☐ 2

If Yes, from where? _____

b. General education

☐ 1

☐ 2

If Yes, from where? _____

c. Educational administration/supervision

☐ 1

☐ 2

If Yes, from where? _____

d. Other (specify) _____

☐ 1

☐ 2

If Yes, from where? _____

54. What is your age? _____

55. What is your sex?

Male ☐ 1 Female ☐ 2

56. Where were you born?

- ☐ 1 USA
- ☐ 2 Other, (specify country) _____

57. What is your marital status?

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

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

- Yes ☐ 1 No ☐ 2

59. What is your approximate total family income?

- ☐ 1 \$30,000 or below
- ☐ 2 \$31,000 - \$45,000
- ☐ 3 \$46,000 - \$60,000
- ☐ 4 \$61,000 - \$75,000
- ☐ 5 \$76,000 - \$90,000
- ☐ 6 Above \$90,000

60. How important to your household income is the income you receive from your work in Jewish schools?
(Check one)

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

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

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

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

62. Which of the following best describes your career plans over the next three years?

I plan to: (Check only one)

- ☐ 1 continue working in my current teaching or administrative position at the same school(s).
- ☐ 2 continue in the same type of position (either teaching or administrative) at a different Jewish school.
- ☐ 3 move from a teaching position to an administrative position at a Jewish school (or vice-versa).
- ☐ 4 seek a position in Jewish education other than in a school (such as a central agency).
- ☐ 5 seek an education position in a non-Jewish setting.
- ☐ 6 seek work outside of education.
- ☐ 7 not work.
- ☐ 8 I don't know. I am uncertain.
- ☐ 9 Other (specify) _____

Thank you very much for your cooperation!

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Council for Initiatives in Jewish Education

GUIDE TO THE CIJE EDUCATORS INTERVIEW

A. What is the CIJE Educators Interview?

The CIJE Educators Interview is a research process by which in-depth information can be obtained about the professional lives of educators (both teachers and administrative/supervisory personnel) working in Jewish schools in your community. The CIJE Educators Interview consists of two separate protocols to be used with teachers and administrative/supervisory personnel, respectively: the CIJE Educators Interview: Teachers Protocol and the CIJE Educators Interview: Administrators Protocol. Each protocol contains a series of questions that can be asked during the interviews and suggestive probes by which additional information can be elicited, in six general areas: Background, Recruitment, Training, Conditions of the Workplace, Career Satisfaction and Opportunities, and Professional Issues. The CIJE Educators Interview, alone or in conjunction with the CIJE Educators Survey, is designed to provide information that will help in building the profession of Jewish education in your community.

B. Who participates in the CIJE Educators Interview?

The protocols are to be used with a **SAMPLE** of **ELIGIBLE** educators working in the Jewish schools (i.e., day schools, supplementary schools, and pre-schools) in your community. Educators working in informal educational settings (e.g., camps, youth groups) are excluded.

- If the school uses an "integrated curriculum", all teachers and administrative/supervisory personnel involved with the "integrated curriculum" are eligible to be interviewed.
- In supplementary schools, all teachers and administrative/supervisory personnel are eligible to be interviewed.
- Every principal or educational director in the Jewish schools is eligible to be interviewed.
- Both Jewish and non-Jewish persons who fit the above criteria are eligible to be interviewed.

- In day schools and pre-schools, faculty who do not teach any Judaic studies or administrative/supervisory personnel who do not have any responsibility for the Judaic studies program are NOT eligible to be interviewed.

From the group of eligible educators, a REPRESENTATIVE sample is selected to be interviewed. Separate samples for teachers and administrative/supervisory personnel are selected. By obtaining a representative sample, it is more likely that the information obtained through the interviews will be generalizable to and "representative" of the total population of teachers or administrative/supervisory personnel in the Jewish schools in your community. To be representative, the samples should contain participants in proportions similar to the ratios that characterize the total populations (for those characteristics that are deemed important). For example, if 40% of the teachers in your community work in day schools, the sample of teachers should contain approximately that proportion (40%) of day school teachers. Characteristics that your community could consider to be important may include the type of setting (i.e., Day school, Supplementary school, Pre-school, Adult education), gender, experience in Jewish education, and Jewish affiliation.

Ideally, to obtain a representative sample, participants should be selected randomly from a complete list of the teachers and administrative/supervisory personnel working in the Jewish schools in your community. If this method is not feasible, participants may be selected through other methods such as nomination by the administrator of each school. In addition, specific participants may be selected based upon their leadership, role in the community, or other characteristics. These targeted individuals may be added to the sample, but this should be kept in mind when interpreting the interview responses.

C. How to conduct the interviews

The interviews should take approximately 45 to 60 minutes. The interviews are to be audio taped and the tapes transcribed. At the beginning of each interview, the interviewer is to inform the participants that their individual responses will be kept confidential and any use of quotes will be done anonymously.

Two separate protocols are provided to guide the interviews with teachers and administrative/supervisory personnel. Each protocol contains a series of questions that the interviewer can employ to gather information on particular topics, such as experience, early Jewish education, relations with other teachers, frustrations and rewards of teaching, etc. For several of the questions, probes are provided which can assist the interviewer in eliciting additional information on a particular topic. The protocols are offered as guides for conducting successful interviews. They were developed for and successfully employed by the CIJE's three Lead Communities (Atlanta, Baltimore, and Milwaukee) for their community studies of the educators in

their Jewish schools. Some topics may be emphasized over others and additional questions may be included on topics that are specific to the needs and resources of your community.

It is very important to maintain the **CONFIDENTIALITY** and **ANONYMITY** of the participant's responses. To achieve this, the tapes and transcriptions should not be shared with any members of the community. Only a summary analysis of the transcribed interviews should be provided to the community. In providing specific information about participants (such as place of work, experience, Jewish affiliation, etc.) or in using quotes, it is important not to reveal the identity of any participants. The names of people or places may need to be changed and revealing phrases from within quotes may need to be omitted. Finally, the interviews should be conducted in a relatively private location, such as an empty classroom or office, or at the participant's home.

Council for Initiatives in Jewish Education

EDUCATORS INTERVIEW: TEACHERS PROTOCOL

This interview protocol for teachers consists of six parts: background, recruitment, training, conditions of the workplace (including salaries and benefits), career satisfaction and opportunities, and professional issues (including professional growth and empowerment). This interview protocol provides a series of introductory statements and numbered questions designed to elicit information from the teachers (being interviewed) about their professional life as a Jewish educator. The sentences in *italic*, which may follow a question, specify the type of information desired and/or suggest ways of probing for additional information.

A. Background

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

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

B. Recruitment

My next few questions will focus on how you became a Jewish educator.

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

C. Training

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

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

D. Conditions of the Workplace

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

1. How did you secure your current job?
2. What advice did you receive when you began teaching here? *[Probe: Who gave the advice? Under what circumstances?]*
3. Now I'd like to ask you about the people with whom you interact as a teacher. For each of the categories I will name, please tell me to what extent and how you interact:

- fellow teachers;
- the principal [and educational director, if there is one];
- rabbis;
- communal resource [i.e., central agency] people;
- federation personnel;
- others.

4. What kinds of scheduled, periodic gatherings, such as teachers' meetings, do you participate in?
5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your principal? *[Ask for explanation of metaphor.]*
8. Now I would like to turn to some questions regarding your salary and any benefits you may receive.

- What difference in your quality of life does your salary make? *[Probe: Is teacher main family bread winner? How would life change if salary is not available?]*
- What benefits do you receive?
- Do you receive any other perquisites as an educator, for example, synagogue membership, JCC membership, and the like?

9. Thinking of a typical week, how is your time divided among your professional responsibilities?
-

E. Career Rewards and Opportunities

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

F. Professional Issues

1. What are you really trying to accomplish as an teacher?
2. In what ways do you model a Jewish life for your students?
3. Thinking about your school or program as a whole, what kinds of decisions do you participate in? *[Probe as to areas of curriculum, personnel, instruction, school policy, and budget. Get specific examples.]*

4. In what ways are you continuing to develop as a teacher? *[Probe as to formal courses, workshops, professional study groups, conversations, books and journals, etc. Elicit what requirements are from school, community, and state.]*
 5. Tell me about the three most beneficial professional development activities in which you have participated. *[Probe: In what ways were they beneficial? What qualities or conditions made these activities particularly beneficial?]*
 6. Thinking ahead three years, what would you like to know then that you do not know now? *[Elicit: How might he or she obtain this knowledge? Are there resources in the community to achieve these goals?]*
-
-

Council for Initiatives in Jewish Education

EDUCATORS INTERVIEW: ADMINISTRATORS PROTOCOL

This interview protocol for administrative/supervisory personnel consists of six parts: background, recruitment, training, conditions of the workplace (including salaries and benefits), career satisfaction and opportunities, and professional issues (including professional growth and empowerment). This interview protocol provides a series of introductory statements and numbered questions designed to elicit information from the administrators (being interviewed) about their professional life as a Jewish educator. The sentences in *italic*, which may follow a question, specify the type of information desired and/or suggest ways of probing for additional information.

A. Background

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

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

B. Recruitment

My next few questions will focus on how you became a Jewish educator.

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

C. Training

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

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

D. Conditions of the Workplace

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

1. How did you secure your current job?
2. What advice did you receive when you began as an administrator there? *[Probe: Who gave the advice? Under what circumstances?]*
3. Now I'd like to ask you about the people with whom you interact as an administrator. For each of the categories I will name, please tell me to what extent and how you interact:
 - fellow administrators;
 - teachers;
 - rabbis;
 - communal resource [i.e., central agency] people;
 - federation personnel;
 - school board or committee;
 - others.
4. What kinds of scheduled, periodic gatherings, such as teachers' meetings, do you participate in?
5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your teaching staff? *[Ask for explanation of metaphor.]*
8. Now I would like to turn to some questions regarding your salary and any benefits you may receive.
 - What difference in your quality of life does your salary make? *[Probe: Is administrator main family bread winner? How would life change if salary is not available?]*
 - What benefits do you receive?
 - Do you receive any other perquisites as an educator, for example, synagogue membership, JCC membership, and the like?

9. Thinking of a typical week, how is your time divided among your professional responsibilities?
-

E. Career Rewards and Opportunities

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

F. Professional Issues

1. What are you really trying to accomplish as an administrator?
2. What changes have you made in your school's program? What changes are you working on now?

3. In what ways do you model a Jewish life for your students?
 4. Thinking about your school or program as a whole, what kinds of decisions do you participate in? *[Probe as to areas of curriculum, personnel, instruction, school policy, and budget. Get specific examples.]*
 5. In what ways are you continuing to develop as an administrator? *[Probe as to formal courses, workshops, professional study groups, conversations, books and journals, etc. Elicit what requirements are from school, community, and state.]*
 6. Tell me about the three most beneficial professional development activities in which you have participated. *[Probe: In what ways were they beneficial? What qualities or conditions made these activities particularly beneficial?]*
 7. Thinking ahead three years, what would you like to know then that you do not know now? *[Elicit: How might he or she obtain this knowledge? Are there resources in the community to achieve these goals?]*
 8. Besides teaching their classes, what expectations do you have of your faculty? Are these expectations in the teachers' contracts? *[Probe: How do teachers know these expectations are being held for them?]*
-
-