

Community Report:¹

Are Our Schools Places Where Teachers Thrive as Professionals? A Survey of Teachers in Bay Area Jewish Schools

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Susan Stodolsky and Gail Dorph²

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² Susan Stodolsky is professor emerita of education and human development at the University of Chicago and the director of MTEI research and evaluation. Gail Dorph is the director of MTEI. We thank Wendy Rosov, Director of the Berman Center at JESNA and her staff members, Miri Rosenak and Zohar Rotem for conducting the data analysis. Special thanks to Kathy Simon for her thoughtful and careful editorial work.

Executive Summary

*"The quality of an education system cannot exceed the quality of its teachers."
McKinsey Report, 2007*

We began this study from the well-documented premise that schools that provide good education to young people are places where there is a thriving professional environment for teachers. With this premise in mind, we designed this study to explore the quality of the teachers and the professional environment for teachers in Bay Area Jewish schools, with special attention to the extent to which teachers in these schools have rich opportunities to improve their teaching skills and their knowledge of their subject areas through professional development.

We surveyed 220 teachers who work in 14 different Bay Area Jewish schools. Of these teachers, 61% teach in afternoon or congregational schools; 26% teach in day schools (one-third of whom teach Jewish studies), and 13% teach in preschools.

Several of our findings are worthy of the attention of those interested in improving Jewish education in the Bay Area:

- **Deep Commitment to Teaching:** Teachers in Bay Area MTEI articulate deep commitment to Jewish education and tend to stay in their positions for relatively long periods. On average, teachers stay in a given school 5 years or more, and over 82% plan to continue teaching in Jewish schools in the future. Over half the preschool teachers, virtually all the Jewish Studies day school teachers, and 40% of after school teachers describe themselves as having a career in Jewish education. This level of commitment is an incredible strength for our region, for it indicates that it would be possible to create an infrastructure that supports teachers to become better at their craft over time.
- **Enthusiasm for Collaboration and Growth:** Bay Area teachers rate the opportunity to work closely with other educators as highly important; they feel supported by school leadership; and they believe their school leaders and colleagues value innovation and experimentation in teaching. This appreciation for collaborative work and the confidence that their leaders and colleagues value innovation – like the commitment to teaching as a career – is a great source of potential strength for our schools, and indicates that there is enthusiasm among our teachers for on-going learning and growth.
- **Overall Weak Backgrounds in Jewish Content and Hebrew:** Despite the commitment to teaching and the enthusiasm for growth, teachers' educational backgrounds are not necessarily adequate for them to function optimally in their roles. Among all of the teachers we studied, only the Jewish Studies teachers in the day schools had strong preparation in both teaching and Jewish content. The majority of preschool teachers lacked any Jewish education of their own, either as children or adults. Congregational teachers, while mostly holding college and advanced degrees, have limited advanced

training in Jewish studies and are only moderately proficient in Hebrew. If we rely on our schools to be one of our key vehicles for transmitting Jewish thought and culture to the next generation – and we do – then it is essential to support teachers to develop more robust Jewish knowledge.

- **Opportunities for Professional Interaction and Professional Growth:** Among all the schools we surveyed, there is little time allocated for teachers to work together, talk together, or to observe one another's classes, particularly in afternoon school settings. Further, across the board, administrators rarely observe teachers teaching or give feedback regarding instruction. When teachers described the professional development in which they did participate, only a small proportion (20%) of these activities had the characteristics which research has shown to be necessary for effective professional development.
- **Potential Crisis in Preschool Teaching Recruitment.** Almost 25% of current preschool teachers are over age 60, and another 44% are between 40 and 60 years old. Along with this, preschool teachers indicate great dissatisfaction with their salaries, which are below the median of Bay area salaries. This dissatisfaction is well-grounded. These salaries are below salaries in the public sector and college campus settings. Given the large number of teachers who will be retiring soon – and the lack of pay as an incentive -- it's crucial that we attend to creating salaries and working conditions that will retain and attract qualified preschool teachers.

Our study demonstrates that there is very fertile ground in the Bay Area for creating a thriving professional environment for teachers, which in turn will create a vibrant learning environment for students. But we are far from achieving this vision. We urge the community to take concrete steps to develop the infrastructure in our schools so that teachers have the on-going resources to become more knowledgeable about their subject matter and to become ever more skillful teachers. We urge the community to take concrete steps to create a vision of a robust professional culture, to support school heads to become instructional leaders, define professional development as part of the job for both teachers and educational leaders, create professional development opportunities that enable all teachers to develop a deeper understanding of Jewish content and of how to teach Jewish content meaningfully to students of various ages, and allocate the resources to bring this vision alive. The study reviews our findings in more detail and provides specific recommendations for action.

SEE RECOMMENDATIONS ON PAGES 14--16.

Community Report

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CONTEXT FOR THIS STUDY

Current educational research strongly supports the notion that schools that provide good education for young people are places where teachers are highly qualified and where there is a thriving professional environment for teachers. As researchers committed to serious Jewish education, we designed a study to explore whether Jewish schools in the Bay Area are those kind of places. We wanted to explore the quality of the teachers and the professional environment for teachers in Bay Area Jewish schools, with special attention to the extent to which teachers in our participating schools have opportunities to improve their teaching skills and their knowledge of their subject areas through professional development. Our study built upon previous surveys³ and sought to explore four questions:

1. What is the background and experience of the teachers in Bay Area Jewish schools?
2. What kind of professional culture is present in these schools?
3. What kinds of professional development (ongoing formal and informal learning opportunities) do these teachers encounter?
4. What working conditions and infrastructure that support and sustain professional relationships and student learning exist in these schools?

To pursue these questions, we administered, in the fall of 2006, a survey to the teachers in the 14 Bay Area Jewish schools⁴ who are participants in an innovative professional development program, Bay Area MTEI. (See Appendix A for the complete survey.) The program, sponsored by the Mandel Foundation, the Goldman Fund, and the Bureau of Jewish Education of the Bay Area, and launched

³ The survey was built on previous research and surveys in Jewish and general education, including: CIJE Study of Educators, January 1996, Principal Researchers Adam Gamoran and Ellen Goldring; Jewish School Study-Teacher Survey, 2000 by Barbara Schneider for the Cooperative Research Project in Chicago; M. McLaughlin and J. Talbert, 2001, *Professional Communities and the Work of High School Teaching*, University of Chicago Press; and the Longitudinal Teacher Survey, *Elementary School Mathematics*, Spring 1999 created by M. S. Garet, A.C. Porter, L. Desimone, B. F. Birman and K. S. Yoon of the American Institutes for Research, University of Wisconsin-Madison and Vanderbilt University. An earlier version of the survey was administered in the Boston MTEI project.

⁴ 10 after school programs (8 located in Reform congregations, 1 located in a Conservative congregation, 1 free standing community Jewish high school), 2 community day schools, and 2 early childhood programs located in JCCs.

in June, 2006, is designed to improve the quality of teaching and learning in Jewish schools in the greater Bay Area. The program works with school-based teams of educational leaders who are learning to design and implement intensive, sustained learning opportunities for teachers, with the aim of enhancing the professional climate for teachers and learning opportunities for students. Two hundred and twenty teacher-respondents -- a 72% response rate -- completed the survey: twenty-nine teachers were from early childhood settings; fifty-seven were from day schools (including eighteen who teach Jewish Studies); and 134 from afternoon school programs.

FINDINGS AND COMMENTARY

Several of our findings are worthy of the attention of those interested in improving Jewish education in the Bay Area:

Deep Commitment to Teaching: As Gamoran, et. al.,⁵ have pointed out, despite evidence to the contrary, conventional wisdom has portrayed teachers in Jewish schools as “accidental tourists,” a population that is transient and uncommitted. The teachers in schools participating in Bay Area MTEI are not, on the whole, short-term visitors to this profession. In fact, they tend to stay in their positions for relatively long periods and articulate deep commitment to Jewish education. Over half the preschool teachers, virtually all the Jewish Studies day school teachers, and 40% of after school teachers describe themselves as having a career in Jewish education, and over 82% plan to continue teaching in Jewish schools in the future.

Bay Area teachers have considerable experience; on average, teachers stay in a given school 5 years or more. (See Tables 1 and 2 in Appendix B.) The experience of preschool and day school Jewish Studies teachers does not differ substantially; both groups have taught in Jewish settings for about 11 1/2 years. The preschool teachers have taught in the Bay Area and in their same school for over 10 years while the day school teachers have taught over 8 years in the area and about 7 in the same school. Afternoon school teachers have approximately 9 years experience, with an average of 5 years in their current school.

⁵ See Gamoran, et.al., 1998.

Obviously, it is hard to effect systemic improvement in a system with a high rate of turnover. Hence, the relative stability in the teaching staff in the Bay Area and teachers' level of commitment to Jewish education is an incredible strength for our region. It indicates that it would be possible to create strategic plans and infrastructures that would likely have a significant impact on teaching and learning in our schools, as they supported teachers to become better at their craft over time. It stands to reason, too, that if our schools were to develop exciting professional development programs – so that a career in Jewish education would reward teachers with ongoing learning and growth – we would see even improved retention rates in our schools.

Enthusiasm for Collaboration and Growth: Teachers in every school indicated on average that “the principal is interested in innovations and new ideas” and that “teachers are encouraged to experiment with their teaching.” When asked whether they “were recognized for a job well done,” teachers in 13 out of 14 schools agreed with this statement overall.

We created a list of 14 benefits and asked teachers to indicate the importance of each. As we expected, in line with previous surveys of teachers,⁶ teachers in all settings ranked benefits involving direct compensation (salary) or indirect compensation (employer contributions to a health plan, and to some degree pension benefits) as very important. They also strongly valued job security. We were more surprised to find that teachers in every type of school reported that they value opportunities to work closely with other educators. Indeed, congregational teachers ranked collaborative work second only to direct compensation in importance. Day school and preschool teachers ranked it third. We assume, though we did not ask, that one of the attractive features of collaborating with colleagues is that it provides opportunities for learning, along with companionship, connection, and perhaps a greater sense of community. Our survey revealed the value teachers place on learning in an even more direct way, as 78% of the teachers indicated that funding for continuing education or to attend conferences is one of the most important benefits a school can provide. (See Table 3 in Appendix B.)

⁶ See Gamaron, et. al., 1998.

This appreciation for collaborative work and on-going learning – like the commitment to teaching as a career – is a great source of potential strength for our schools. These key building blocks have been shown to be critical in both launching and sustaining professional development programs that have a significant impact on teachers' ability as teachers. Unfortunately, as we shall explore below, this enthusiasm for on-going learning and growth in teaching skill rarely finds support in our schools through sustained professional development programs.

Overall Weak Backgrounds in Jewish Content, Hebrew, and in General

Education: Despite the commitment to teaching and the enthusiasm for growth, teachers' educational backgrounds are not necessarily adequate for them to function optimally in their roles. We investigated three separate areas of preparation for teaching in Jewish schools: 1) general education, 2) the study of education as a discipline, and 3) previous study in Judaism and Hebrew.

With regard to general education, we see the B.A. as a minimal threshold for teachers. While having graduated college does not ensure that one will be a skilled teacher, it does provide some assurance that the teacher has delved enough into some subject areas to understand what it is to learn deeply – a necessary, if insufficient, criterion for teaching. We argue, therefore, that it would be ideal for all of the teachers in our schools to have earned at least a bachelor's degree.

With regard to a specific background in learning to teach, considerable research has shown that teaching is not an innate talent. Teaching is primarily a skill that can be learned.⁷ Taking the time to study teaching and learning in a serious way helps one build skills and understand the work of teaching more deeply; ideally, the teachers in Jewish schools would be prepared in this way. For this reason, we inquired into our teachers' backgrounds in the discipline of education, seeking to learn how much training our teachers have in how to teach.

Finally, with regard to background in Judaism and Hebrew, common sense and educational research agree: you cannot teach what you don't know. We give our teachers the responsibility to convey the spirit and the substance of Judaism to our children. They cannot possibly be equipped to do this unless they themselves have

⁷ See Darling-Hammond, L. & McLaughlin, M. W. (1996), Darling Hammond, L. & Sykes, G. (1999). Feiman-Nemser, S. & Remillard, J. (1996).

considerable knowledge in Judaism. For example, answering in authentically Jewish ways the questions generated by children in a typical preschool class – “Why do we eat challah?” “It’s okay to hit someone if they hit you first, right?” or even, “How come God lets people die?” – requires a depth and subtlety of knowledge of Judaism; and no less so, of course, with older children.

The questions in our survey regarding general education and study of education were fairly straightforward: we asked how many years beyond high school people had studied, what academic degrees they had earned, what their majors had been, and the like. To inquire into Jewish background, we asked participants in the survey to describe both their pre-collegiate Jewish education and their college and graduate experiences. We examined childhood educational experiences because in the American Jewish community; they often represent a major component of adult Jewish knowledge. (See Tables 4 and 5.)

Only the Jewish Studies teachers in the day schools had strong preparation in both education and Jewish content (half of the day school teachers who teach Jewish Studies hold bachelors’ degrees in education or Jewish studies, and the majority of those with bachelors’ degrees also have masters or more advanced degrees).

Among the 134 afternoon school teachers, most (86%) hold Bachelors’ degrees and about half also have masters or doctoral level degrees. However, only about one-third of the college degrees are in education or in Jewish Studies—the fields most relevant to their teaching. About one half of the 62 advanced degrees (masters or doctoral degrees) are in education or Jewish studies. While some afternoon school teachers are well prepared to teach in Jewish schools, a significant portion have had little or no training regarding how to teach, as well as little or no in-depth study of Judaism or Hebrew as adults. The childhood education of these teachers would not sufficiently offset this deficit as most congregational teachers attended supplementary schools only once or twice a week before and after age 13 and rated their Hebrew language proficiency as moderate. (See Table 6)

Almost half the preschool teachers do not hold bachelors’ degrees and only a few hold masters degrees.⁸ In addition, although expected to enact a Jewish-based

⁸ These findings on educational background are in keeping with those in JESNA study (Rosenblatt, 2007).

curriculum, they did not themselves have much, if any, Jewish education growing up. The majority of preschool teachers (58%) had no Jewish education.

As we have said, we believe that having earned a bachelor's degree and having significant background in education and Jewish studies are relevant qualifications for teachers in Jewish schools. Given that a significant number of our teachers do not have this background, it's imperative that we think proactively about these two things: 1) how to develop and attract more people with strong qualifications to our schools – and perhaps more important – 2) how to develop systems that will provide current teachers with significant learning in these areas, allocating time for teacher learning both during the school year and over the summer.

Opportunities for Professional Interaction and Professional Growth:

Time and Money Allocated for Professional Growth: Among all the schools we surveyed, there is little time allocated for teachers to work together, to talk together, or to observe one another's classes. These activities are particularly rare in afternoon school settings. Teachers were asked a series of questions that dealt with whether time was allocated to participate in "joint work" for a variety of important professional purposes. (See Tables 7 and 8.) They were asked to signal their agreement or disagreement with statements like:

- Teachers have many opportunities to collaborate with other teachers on their instructional practices.
- Time is set aside for teachers to examine teaching practices together.
- Teachers work together on curriculum development.
- In this school time is set aside for teachers to study Jewish content.
- In this school time is set aside for teachers to work together on instruction.

Of the fourteen schools, only two afternoon schools and one day school set aside time for teachers to work together on instruction and to examine teaching practices together. Time to work on curriculum development was allocated in just one preschool, one day school and one afternoon school. Afternoon schools did provide some dedicated time to teachers studying Jewish content. Without time, schools

cannot build robust professional cultures in which teachers and educational leaders can work collaboratively on improving student learning and teaching.

Of course, paying for additional teacher time and creating ongoing opportunities for teachers to learn requires financial resources. It is interesting to note that when administrators were asked how much of their school budget was allocated for professional development, about half of school heads did not respond or said they did not know; and several indicated that the amount was less than one percent of the school budget. The issue of finding financial resources to pay teachers for professional development work will certainly need to be addressed in order to create more supportive environments for teacher learning. The National Staff Development Council, a non-profit professional association devoted to staff development and school improvement, suggests that schools allocate at least 10 % of their budgets to staff development.⁹

Classroom Observations as a Mode of Professional Development: Time is a necessary condition for productive collaborative professional development to happen, but having enough time is not sufficient. Teachers also need structures for learning together in which they can share challenges and dilemmas of teaching. One key structure of this sort is classroom observations -- opportunities for teachers both to observe and be observed as they work. Imagine trying to be a novelist who never read anyone else's novels, a surgeon who never saw another surgeon operate; an athlete who never got feedback from a coach. Watching colleagues engaged in similar work and getting feedback from others on their own work is a crucial part of how skilled practitioners get better at what they do. Our survey, therefore, asked teachers whether an administrator had visited their classes and whether they had opportunities to visit other teachers' classrooms during the past year. We were surprised to find that neither opportunity was common.

Specifically, we found that over the course of the entire past year, only 28% percent of day school teachers, 14% of preschool teachers and 9% of afternoon school teachers had observed another colleague during one complete period or lesson. Similarly, only 30% of day school teachers, 17% of congregational teachers

⁹ <http://www.nsdcc.org/library/authors/NSDCPlan.cfm>

and 7% of preschool teachers reported that they had been observed by a colleague. Observation by administrators was no more frequent. Only 26% of day school teachers, 19% of congregational school teachers and 7% of preschool teachers were observed for a complete lesson or period by their principals. (See Figure 1)

Of course, for the purposes of learning, being observed is not enough; one must receive feedback from the observer. In those relatively few cases when an administrator observed teachers, the administrator gave feedback or held a conversation with the teacher about two-thirds of the time. When colleagues observed one another, they talked about the observations afterward about half the time.

Our survey suggests, that as essential as they are for professional learning, peer and administrator classroom observations are happening relatively infrequently. Even when they do happen, they don't necessarily include the feedback that would help them function to improve instruction. We believe that, as things stand, there are significant practical obstacles to classroom observations occurring on a regular basis, and that they won't occur with any frequency unless they are actively built into the infrastructure – including the class schedule, the budget, and the staffing structures (perhaps hiring an additional teacher who could “float” to cover others' classrooms while they are observing each other). Creating such an infrastructure is a piece of the work that lies before our community and our educational leaders.

Additional Opportunities for Professional Development: While “professional development” for teachers sounds good, it turns out that not everything called “professional development” is necessarily enriching or effective. Research shows that there are particular characteristics of professional development that promote teacher learning – and that these characteristics are relatively rare in the programs typically offered to teachers.

There is growing consensus about the characteristics of professional development¹⁰ that promote teacher learning. Effective professional development must focus on content related to instruction and incorporate opportunities for

¹⁰ Darling-Hammond, L., & McLaughlin, M. W. (1996); Goldenberg, C., & Gallimore, R. (1991); Lieberman, A. (1996). Little, J. W. (1993); Lord, B (1994); McDiarmid, G. (1994).

participants to reflect on their own teaching practices. In short, the best professional development efforts for teachers do the following:

- model strong pedagogical practices
- connect to the subject matter, not just to generic teaching practices
- happen in collaborative environments
- are designed as cumulative and continue over time
- incorporate individual reflection¹¹

Based on this literature about professional development, our survey asked teachers to indicate all the types of professional development activities in which they participated in the school year prior to the survey. Teachers then selected the one professional development experience they believed was most valuable to their professional growth and described a number of features of that experience. (See Tables 9 and 10)

These features include:

- sustained over time, with content connected across sessions
- connected to the subject matter that they teach, i.e. Jewish content
- targeted to a specific audience such as preschool teachers or a particular school faculty
- attended as part of a school team or entire faculty rather than as an individual
- grounded in investigation into actual practice and/or encompasses opportunities to reflect on one's own practice
- school-based

Although some of these desirable characteristics occur in the professional development activities attended by Bay Area teachers, there is still considerable distance to travel to make these opportunities highly effective, as the majority of offerings seem to lack the multiple features described by Knapp and others. (See Table 11)

Considering only teachers who teach Jewish studies (all preschool, all congregational, and Jewish Studies teachers in day schools), fewer than half of their professional development of experiences had a focus on Jewish content. And while

¹¹ Knapp (2003).

we know that working together in teams helps bring learning into practice, approximately half of the professional development experiences teachers described were attended as individuals.

Along with working together as faculty teams, it is important to have continuity over time of focus areas for professional learning. Of the sessions reported, 39% had 6 or more sessions, while 28% were only one session. About one-third had 6 or more sessions where the content was connected across the sessions.

Of special concern, 31% of congregational teachers did not attend any professional development in the year prior to the survey, even though they were teaching in Bay Area Jewish schools during that year. Given the relatively poor educational backgrounds in Judaism of many of our teachers, these findings regarding professional development leave us without confidence that the majority of teachers are developing deeper Jewish content knowledge in a systematic way, or more pedagogical expertise, on the job.

Potential Crisis in Preschool Teaching Recruitment. Almost 25% of current preschool teachers are over age 60, and another 44% are between 40 and 60 years old. (See Table 12) Along with this, preschool teachers indicate great dissatisfaction with their salaries. Although the salaries are equivalent to other not-for-profit preschools, they are lower than those in the public sector and at college campus settings. Given the large number of teachers who will be retiring soon – and the lack of pay as an incentive-- it's crucial that we attend to creating salaries and working conditions that will retain and attract qualified preschool teachers. As a guideline, leaders of Jewish preschools should attempt to provide beginning teachers, at minimum, the average prevailing salary in publicly-sponsored pre-schools and college campus preschools, which was \$34,000 for the academic year 2007-2008.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

In many ways, the conditions portrayed in this report describe not only the schools participating in the Bay Area MTEI program, but most schools in other Jewish communities and in general education settings as well. Schools, for the most part, lack strong professional communities, and teacher isolation persists. In most

schools, time is not provided for teachers to work together on curriculum and instruction; professional conversation and learning from colleagues is very limited. The lack of these features are indicators of weak professional cultures and in general signal less effective conditions for student learning.

There are, however, very positive elements in the Bay Area schools, which we believe suggest great potential for improving the quality of teaching and learning in them. Our study demonstrates that there is very fertile ground for creating a thriving professional environment for teachers, which in turn will create a vibrant learning environment for students. But work will need to be done to achieve that vision. We urge the community to take concrete steps to develop a plan so that teachers have the on-going resources to become more knowledgeable about their subject matter and to become ever more skillful teachers.

Here are some steps that our community might take to transform our schools into more thriving centers of learning:

- 1. Create a vision of a robust professional culture and professional learning and the infrastructure it requires.**

Part of the reason that we do not have robust professional cultures in schools is that they are not the norm in schooling more widely, and we in Jewish education have not invested in developing a vision of what this would look like in our schools. Together, we can create such a collective vision and then develop the resources – financial and otherwise – to help bring this vision to life in our schools.

- 2. Transform school leaders into instructional leaders.**

Typically, school leaders are asked to take on a large number of responsibilities that have little to do with the intellectual life of the school. In addition to trying to lead the school's educational effort, many school leaders are called upon to take on tasks that might be taken on by someone with less educational expertise; such obligations include, balancing the books, directing traffic in the parking lot, calling the plumber, calling the parents of sick children, ordering the books, ordering the hamantashen. These are all essential functions – but the number of them make it next to impossible for school leaders to work with their faculties on learning more about teaching.

How can we free up our leaders to focus on teaching and learning? Doing this might require creative new staffing structures. Some schools may create a new position for a senior professional¹²—director of professional development. In day

¹² Holtz, B. et. al. 1997.

schools, instructional leadership might become the central responsibility of an assistant head, a department head or a professional development leader.¹³ In some cases, more administrative help or volunteer support might be necessary. But whatever the particular circumstances, if we want robust professional cultures of learning to come to life, we need to support school leaders with additional finances, education, and personnel, so that they are able to make the growth of teachers central to their work.

3. Define professional development as part of the job.

The teachers we surveyed at Bay Area Jewish schools take very seriously their role as Jewish educators, and a significant number of them intend to keep working as Jewish educators. But they do not have regular access to learning more about their craft. Building on the commitment and longevity of our teachers, we have the opportunity to define on-going participation in professional development as part of what it means to teach in a Jewish school. Expanding their work in this way will require expanded resources. These investments in professional development will pay off in a more skilled teaching corps, which in turn will have a powerful impact on the Jewish education our children receive.

4. Create professional development opportunities that enable all teachers to develop a deeper understanding of Jewish content and of how to teach Jewish content meaningfully to students of various ages.

We are currently expecting teachers without adequate understanding of Judaism to help our children develop understanding and connection to Judaism. It's an impossible task. We need to support our teachers to do their work by deepening their own understanding of Judaism and of how they can bring alive the core ideas and texts of Judaism for their students.

5. Allocate the resources to bring this vision alive.

The way in which any institution or community allocates money reflects its priorities and values. On this issue, our actions belie our rhetoric. We cannot demand that our teachers produce “the people of the book,” if they themselves are not such people. We are at risk of not having the teachers we need, particularly in early childhood education. Providing better salaries and benefits is a crucial part of addressing this likely shortage. It would indeed be a powerful example of “putting our money where our mouth is” if Jewish schools actually paid teachers at a rate that communicated that teachers are held by the community in high esteem.

¹³ In ongoing research done by The New Induction Project, a research and development initiative of the Mandel Center for Jewish Studies at Brandeis University, the importance of a person responsible for professional development was noted as a key factor in creating the structures and culture necessary to support new teachers as they enter a school.

According to most of the research being reported by the National Staff Development Council, 10% of a school's budget should be earmarked for professional development. No blanket percentage works for every institution; it makes sense to look at each school's budget for staff and work from there. However, the needs are clear: ongoing professional development requires a vision, a plan, infrastructure support and human and financial resources.

One of the great strengths of the Jewish people has been its ability to transmit its core values and texts to successive generations. The words of the Shema challenge us: *v'shinantem l'vanekha...* teach your children diligently. Our rabbis teach us that our teachers are our children's parents when it comes to teaching them Torah. We hope this study contributes to a deeper understanding of how our community might support our teachers and educational leaders to carry on this sacred work.

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APPENDIX A

BAY AREA MTEI TEACHER SURVEY

The Bay Area Mandel Teacher Educator Institute (MTEI) is a two and a half year professional development program sponsored by the Mandel Foundation, the Richard & Rhoda Goldman Fund and the Bureau of Jewish Education of San Francisco, the Peninsula, Marin and Sonoma Counties. Its goal: to create a cadre of school-based educators and consultants who will design and implement ongoing, innovative learning opportunities for teachers in their settings.

This survey is part of the research component of this program. It includes questions about your educational background, school context and involvement in Jewish education along with other questions on your recent experience as a learner in professional development activities related to teaching. This survey is not an evaluation of you or your school.

We hope to use the results of this survey to gather data on the status of Jewish education, to improve the MTEI program and to contribute to a broader conversation about creating good environments for teaching, learning and professional development in Jewish schools.

Because of the diversity of schools and agencies participating in this program, some questions may seem more applicable to your experience than others. You may skip questions as needed. The entire survey should take about 45 minutes to complete. Please, respond to the survey questions as fully as possible. Your participation in this study is voluntary.

Confidentiality: We will not identify individuals or individual institutions under any circumstances without explicit permission. Any identifying information required for survey administration purposes will be removed and reports of the data will present results for respondents anonymously and as a group only.

When final results are completed, we will share a summary of the data gathered through this research project with you as members of the Bay Area Jewish education community.

Thank you again for your participation in completing this survey.

Name: _____

School/Agency _____

Position _____

Note: For comparability, some of the questions in this survey and the earlier survey of TEI-Boston participants are based on those from other studies and publications. These sources include: CIJE Study of Educators, January 1996, Principal Researchers Adam Gamoran and Ellen Goldring; Jewish School Study-Teacher Survey, 2000, prepared by Barbara Schneider for the Cooperative Research Project in Chicago and funded by the Spencer Foundation; *Professional Communities and the Work of High School Teaching*, McLaughlin and Talbert, University of Chicago Press, 2001; and the Longitudinal Teacher Survey, Elementary School Mathematics, Spring 1999 created by Garet, Porter, Desimone, Birman and Yoon of the American Institutes for Research, University of Wisconsin-Madison and Vanderbilt University.

A. Introductory Questions

1. Under which of the following auspices are you connected to the MTEI program?

- ☐ Day school
- ☐ After school or Sunday school
- ☐ Early childhood setting
- ☐ Central agency
- ☐ Other

1A. If you teach in a day school, do you teach ☐ Jewish Studies ☐ General Studies
(Please check one or both)

2. Please indicate the nature of your position at this school during the 2005-06 academic year and the 2006-07 academic year. **(Please check one for each year.)**

2005-06 2006-07

- ☐ ☐ Teaching exclusively
- ☐ ☐ Combination of teaching and administration
- ☐ ☐ Primarily administrative role with limited or no classroom responsibilities
- ☐ ☐ Was not employed at this school

3. In the school (connected to MTEI program) where you currently work, how many hours and days per week are you assigned to teach?

_____ Hours per week _____ Days per week _____ NA

3A. Which of the following best describes your employment status at this school? **(Please check one.)**

CHECK HERE

- a. Full-Time ☐
- b. Between Half and Full Time ☐
- c. Half-Time ☐
- d. Less than Half-Time ☐

4. In addition to your position at this school, are you actively employed elsewhere? **(Please check one)**
☐ Yes ☐ No

IF YES:

4A. Please check each additional setting besides this school where you are currently (2006-07) employed.

- a. As an educator in other Jewish school(s) ☐
- b. As an educator in a non-Jewish setting ☐
- c. In employment outside Jewish or general education ☐
- d. In employment in the Jewish community, not in education ☐
- e. Other (Please specify): _____ ☐

4B. What is the total number of hours you are employed in this additional setting?

_____ Hours

5. In addition to any employment, are you also currently a student? (***Please check one.***)

☐ Yes ☐ No

IF YES:

5A. What is the total number of credit hours for which you are currently enrolled this term?

_____ Credit hours

6. At the end of the last school year (June 2006), how many years had you been employed in Jewish education:

In total in the field of Jewish education: _____ Number of years

In the Bay area: _____ Number of years

In this school or agency _____ Number of years

Directions for Completing Part B of the Survey

As you respond to the next set of questions, please refer only to the school where you are completing this survey and only consider the 2005-06 school year. If you were not at this school during 2005-06, please go to Part C, page 8.

B. Your Experience with the Teaching and Learning Environment

1. In general, how often do you have contact with other teachers at your school outside of formal meetings? **(Please check one.)**

☐ Never ☐ Rarely ☐ Occasionally ☐ Often ☐ Regularly

2. How frequently do teachers in your school have the opportunity to meet formally or informally to discuss the following topics? **(Please circle one response for each line.)**

Topics	<u>Never</u>	<u>Rarely</u>	<u>Occasionally</u>	<u>Often</u>	<u>Regularly</u>
a. General curriculum content	1	2	3	4	5
b. Approaches to teaching particular lessons ..	1	2	3	4	5
c. How children learn a specific subject	1	2	3	4	5
d. How children learn in general	1	2	3	4	5
e. Assessment methods and results by subject	1	2	3	4	5
f. The progress of specific students	1	2	3	4	5
g. Desired goals for instruction	1	2	3	4	5
h. Jewish ideas/ texts	1	2	3	4	5
i. General pedagogical strategy	1	2	3	4	5

2A. Mentorship may involve experienced teachers being available to guide less experienced teachers. Does your school offer this type of mentorship opportunity? **(Please check one.)**

☐ Yes ☐ No ☐ Don't know

IF YES:

2B. Do you feel the opportunity for mentorship available at your school, as defined in Question 2A above, is: **(Please check one.)**

☐ More than needed ☐ About right ☐ Less than needed

2C. Did you serve as a mentor during 2005-06? ☐ Yes ☐ No

IF YES: Did you receive training as a mentor or coach? ☐ Yes ☐ No

3. In the 2005-06 academic year, did you participate in the following kinds of classroom observation experiences at this MTEI school? **(Please check one for each.)**

3A. *You* visited in another classroom to observe other teachers in your school teach a complete class period or lesson.

☐ Yes ☐ No

IF YES: Did you discuss what you observed with your colleague afterwards?

☐ Yes ☐ No

3B. *Other classroom teachers* in your school observed you teach a complete class period or lesson.

☐ Yes ☐ No

IF YES: Did you discuss what was observed with your colleague afterwards?

☐ Yes ☐ No

3C. A *principal, supervisor, or other education administrator* from your school formally observed you teach a complete class period or lesson.

☐ Yes ☐ No

IF YES: Did you discuss what was observed with your supervisor afterwards?

☐ Yes ☐ No

IF YES: Did you receive feedback or suggestions based on the observation?

☐ Yes ☐ No

4. Please indicate how strongly you agree or disagree with each statement below from the perspective of the teachers at this MTEI school during 2005-2006.

Statement	<u>Strongly Disagree</u>		<u>Strongly Agree</u>	
	/			\
a. We have very different ideas about what we should emphasize in the curriculum.	1	2	3	4 5
b. We have little idea of each other's teaching goals and classroom practices.	1	2	3	4 5
c. There is little disagreement about what should be taught in our subject area.	1	2	3	4 5
d. There is a lot of disagreement among us about how to teach the subject.(what subject?	1	2	3	4 5
e. We share views of students and how to relate to them.	1	2	3	4 5

5. Please indicate how strongly you agree or disagree with each statement below about the teaching and learning environment in your school.

Statement	<u>Strongly</u> <u>Disagree</u>			<u>Strongly</u> <u>Agree</u>		
	/					\
a. Most teachers share common beliefs about what the central mission of the school should be.	1	2	3	4	5	
b. Goals and priorities for the school are clear.	1	2	3	4	5	
c. Most teachers in the school have high expectations for student learning.	1	2	3	4	5	
d. Teachers make a conscious effort to coordinate their course content with that of other teachers.	1	2	3	4	5	
e. Teachers have many opportunities to collaborate with other teachers on their instructional practices.	1	2	3	4	5	
f. You can count on most faculty members to help out anywhere, even though it may not be part of their official assignment.	1	2	3	4	5	
g. Time is set aside for teachers to examine teaching practices together.	1	2	3	4	5	
h. There is a great deal of cooperative effort among staff members.	1	2	3	4	5	
i. Meetings devoted to professional development are held in this school.	1	2	3	4	5	
j. This school seems like a big family, everyone is so close and cordial.	1	2	3	4	5	
k. In this school, I am encouraged to experiment with my teaching.	1	2	3	4	5	
l. The principal is interested in innovations and new ideas.	1	2	3	4	5	
m. The staff is continually evaluating its programs and activities.	1	2	3	4	5	
n. Teachers are recognized for a job well done.	1	2	3	4	5	
o. In this school time is set aside for teachers to study Jewish content.	1	2	3	4	5	
p. Teachers in this school work together on curriculum development.	1	2	3	4	5	
q. In this school time is set aside for teachers to work together on instruction.	1	2	3	4	5	

6. Please indicate how strongly you agree or disagree with each of the following statements regarding your current feelings about teaching in general, your current position, your students and the school where you teach.

Statement	<u>Strongly Disagree</u>			<u>Strongly Agree</u>		
	/					\
a. I have opportunities to plan instruction with other teachers.	1	2	3	4	5	
b. I feel that I have many opportunities to learn new things in my present job.	1	2	3	4	5	
c. I feel supported by colleagues to try out new ideas.	1	2	3	4	5	
d. In this school, we solve problems; we don't just talk about them.	1	2	3	4	5	
e. My job provides me with continuing professional stimulation and growth.	1	2	3	4	5	
f. The staff seldom evaluates its programs and activities.	1	2	3	4	5	
g. I am encouraged to teach with colleagues in this school.	1	2	3	4	5	
h. I have a professional relationship with most teachers in this school	1	2	3	4	5	
i. I am proud to tell others that I work for this school.	1	2	3	4	5	
j. No matter how hard I try, some students will not be able to learn aspects of my subject matter.	1	2	3	4	5	
k. My expectations about how much students should learn are not as high as they used to be.	1	2	3	4	5	
l. Students who work hard and do well deserve more of my time than those who do not.	1	2	3	4	5	
m. The attitudes and habits students bring to my classes greatly reduce their chances for Jewish learning.	1	2	3	4	5	
n. I have a personal relationship with most teachers in this school	1	2	3	4	5	
o. It is important for me to know something about my students' families.	1	2	3	4	5	

7. Please indicate how satisfied you are with specific conditions of your teaching job at your school.

Specific condition	<u>Very</u> <u>Unsatisfied</u>			<u>Very</u> <u>Satisfied</u>	
	/				\
a. Extent of support I receive from school administrators.	1	2	3	4	5
b. Extent of support I receive from school colleagues.....	1	2	3	4	5
c. Opportunities to participate in decisions affecting my work.....	1	2	3	4	5
d. Opportunities to collaborate with school colleagues.	1	2	3	4	5
e. Opportunities for professional development.	1	2	3	4	5

Directions for Completing Part C of the Survey

- Please recall and report your participation **as a learner** in Professional Development (PD) activities **related to teaching and learning** during the 2005-2006 academic year. Consider only the PD activities in which you participated between June 2005 and June 2006.
- Include PD activities with Jewish content and those concerning general teaching methods applicable to all subjects (e.g. special needs, types of teaching methods, student learning styles, etc.)

C. Your Professional Development Experiences

1. For each PD activity you attended between June 2005 and June 2006, find the category in the list below that best describes it. Choose only one category for each activity and put a check mark in the corresponding box. Please categorize a given activity, so that each activity is counted only once. If an additional activity has a format that you have already checked, do not check it off again. **(The list of categories continues on next page, so please look at the whole list before you begin)**

Category of Professional Development Activity	Check Here
a. Workshop held within the school <i>during regular teaching time</i>	
b. Workshop held within the school <i>during non-teaching hours/days</i>	
c. Access to a teacher resource center within the school which is staffed by a lead or resource teacher	
d. Teacher study-group composed of teachers <i>within the school</i> , that meets regularly to explore relevant educational content or skills	
e. Teacher study-group composed of teachers <i>across different schools</i> , that meets regularly to explore relevant educational content or skills	
f. One-on-one mentoring or coaching which involved observation <i>in your classroom</i>	
g. One-on-one mentoring or coaching, <i>outside the classroom only</i>	
h. The opportunity to observe another teacher in his/her classroom for your own learning purposes	
i. Courses for college credit	
j. Central agency institutes (multi-session offerings)	
k. Central agency programs (single session offerings)	
l. Session or module within conference or institute activity <i>held locally</i> , through denominational or other sponsorship (other than Central Agency)	
m. Session or module within conference or institute activity <i>held non-locally</i> , through denominational or other sponsorship	
n. Mini-courses <i>held locally</i>	
o. Mini-courses <i>held non-locally</i>	
p. School-based committees or task forces focused on curriculum, instruction or student assessment	
q. Formal program in Israel, linked to teaching or professional development	
r. Other forms of organized professional development related to your teaching in Jewish schools. (Do not include reading or other work you have done on your own.) Please specify: _____	

Note: If you did not select any response in Question C1, because you did not participate as a learner in any professional development activity that focused on teaching and learning during this period, you may skip to Section D

2. Considering all the activities listed in Question 1 above, which of the following best describes who initiated your participation? (***Please check one***)

_____ Mainly school administration

_____ Mainly I initiated my own participation

From among all the activities you checked off in response to Question 1 above--Please select the one you consider *most significant and valuable* to your professional development.

3. **Selected Activity:** Activity's Title: _____

- i. What category from Question 1 above describes this activity? (***Please record one response***)

Letter of category: _____

- ii. How many meetings *and* contact hours were involved in the activity? (***Please record two numbers***)

Number of meetings: _____ Number of contact hours: _____

- iii. If there were multiple sessions, was the content connected across sessions in some sort of sequence or did each session stand on its own? (***Please check one***)

[] Content connected across sessions [] Content **not connected** across sessions
[] Only one session

iv. Which of the following characterizes the participants in this activity? (**Please circle the one that applies most closely**)

- | | |
|--|---|
| All teachers in an age level grouping or subject matter department | a |
| All teachers in one school..... | b |
| All teachers in a group of schools..... | c |
| Teachers as individuals..... | d |
| A group that included teachers and other professionals | e |
| Other (Please specify) | f |

v. Did you *attend* the activity individually or as part of a school-based team? (**Please check one**)

☐ As an individual ☐ As part of a school-based team ☐ With entire school faculty

vi. If you attended as part of a school-based team, were there opportunities during the activity to work with your team as a group? (**Please check one**):

☐ Yes ☐ No

vii. Was your attendance required by your school or was attendance voluntary? (**Please check one**)

Required_____ Voluntary_____

viii. How would you characterize the activity facilitator (s)? (**Please check all that apply**)

- _____ Expert(s) in teaching and pedagogy
- _____ Rabbi or other expert(s) in Jewish studies
- _____ Classroom teacher(s)
- _____ School administrator(s)
- _____ Other, Please specify_____

ix. Was the activity leader a member of your school staff or an outside expert? (**Please check one**)

☐ Member of this school staff ☐ Outside expert

x. Which of the following was the major focus of the activity? (**Please circle only 1 or 2 of the following list**)

Examining curriculum materials	a
Developing curriculum materials (e.g. units, lessons)	b
Learning specific instructional methods	c
Examining approaches to assessment	d
Studying strategies for teaching diverse student populations (e.g. students with disabilities)	e
Developing or deepening knowledge of Jewish specific subject matter	f
Classroom management techniques	g
Analyzing student work in detail	h
Studying Jewish subject matter related to school curriculum	i
Developing or deepening knowledge of “other than” Jewish subject matter	j
Studying child development	k
Analyzing teaching practice	l
<i>Torah Lishmah</i> – Jewish learning for its own sake	m
Analyzing one’s own classroom practice	n
Developing ideas and strategies for working with families	o
Other (Please specify)	p

xi. As part of the professional development activity or following it, did you develop a plan to adapt and use what you had learned in your own classroom practice? **(Please check one)**

- Yes, I did so as part of the professional development activity []
Yes, but I only did so on my own []
No, I did not develop a plan []

xii. As part of the professional development activity, did you have the opportunity to try out what you learned in your classroom and obtain feedback or guidance? **(Please check one)**

- Yes []
No []

xiii. Have you discussed what you learned with other teachers in your school or department *who attended* the activity? **(Please check one)**

Yes []
 No []
 N/A..... []

xiv. Have you discussed what you learned with other teachers in your school or department *who did not attend* the activity? **(Please check one)**

Yes []
 No []
 N/A..... []

xv. Have you discussed or shared what you learned with *administrators* (e.g., principal or supervisor), whether they attended the activity or not? **(Please check one)**

Yes []
 No []

xvi. What types of support did you receive to attend this activity? **(Please circle all that apply)**

Release time from teaching.....	a
Credit toward salary or pay increases	b
Stipends	c
Full or partial reimbursement of college/school tuition	d
Conference or workshop fees paid	e
Reimbursement for travel and/or per diem expenses	f
Grant awarded to support a special project	g
Recognition or increased status as a professional within your school	h
Childcare provided during session.....	i
Meal provided during session.....	j
No support provided.....	k

xvii. How was the activity evaluated? (***Please circle all that apply.***)

Participants completed a survey about satisfaction	a.
Participants completed a survey about knowledge development.....	b.
Participants were interviewed to provide feedback.....	c.
The session was observed by an evaluator	d.
My classroom was observed after the activity	e.
Student outcomes in my classroom were evaluated before and after the activity ..	f.
Some other form of evaluation took place (specify).....	g.
No discernible evaluation took place.....	h.

xviii. Have you attempted to introduce changes in your teaching as a result of your participation in *this* professional development activity?

[] Yes [] No

xix. How would you evaluate the impact of your involvement in this professional development activity?

	<u>Strongly Disagree</u>			<u>Strongly Agree</u>	
a. Stimulated me to think differently about my work as a teacher	1	2	3	4	5
b. Increased my knowledge of specific content or subject matter	1	2	3	4	5
c. Led to specific changes in my teaching	1	2	3	4	5
d. Led to new questions or ways of thinking about my work	1	2	3	4	5
e. Led to more closeness with my colleagues	1	2	3	4	5
f. Led to collaborative work with colleagues	1	2	3	4	5
g. Led to more collegial relationship with principal	1	2	3	4	5
h. Did not have much impact	1	2	3	4	5

D. Your Educational and Professional Background

1. Please indicate your educational background below. **(Please check all that apply)**

☐ Some college (including Associate's degree, not including a Teacher's Seminary)

☐ Teacher's seminary graduate (non-university)

☐ Bachelors:

a. Did you major in Education? ☐ Yes ☐ No

b. Did you major in Jewish studies or related field? ☐ Yes ☐ No

c. How many Jewish studies courses did you take? ☐ None ☐ Some ☐ Many

☐ Masters:

Field of Specialization: _____

☐ Doctorate/Rabbinical - **Please check all that apply:** ☐ Ph.D. ☐ Ed.D. ☐ Rabbinical

Field of Specialization, if applicable: _____

☐ Other *(Please specify)*: _____

2. Do you have teaching certification from any of the following sources? **(Please check all that apply.)**

☐ Teaching seminary

☐ National Board of License (in Jewish Education)

☐ State certification

☐ Other *(Please specify)*: _____

3. Are you currently working toward a professional license/certification or degree?
[] Yes [] No

IF YES:

3A. What professional or certification degree are you currently working toward? (**Please check all that apply**).

	<u>Check here</u>
Jewish Education	[]
General Education	[]
Educational Administration/Supervision	[]
Other (<i>Please specify</i>) _____	[]

4. Have you pursued any non-degree Jewish study over the past year? (Please do not include national or regional conferences, e.g. CAJE, NATE. (**Please check one**.)

[] Yes [] No

IF YES, Please describe briefly:

5. How proficient are you in Hebrew? (**Please circle one for each**.)

Hebrew Skill	<u>Fluent</u>	<u>Moderate</u>	<u>Limited</u>	<u>Not at all</u>
a. Reading for pronunciation	1	2	3	4
b. Reading with understanding	1	2	3	4
c. Writing.....	1	2	3	4
d. Speaking.....	1	2	3	4

6. How many years of Jewish education did you receive in the following grades when you were young?

Grades K-7: _____ Years of Jewish education (*maximum 8*)

Grades 8-12: _____ Years of Jewish education (*maximum 5*)

7. What Jewish educational settings did you attend before the age of 13? In the following table, please check as many as apply and indicate the branch of Judaism with which the school was affiliated. *If you were largely raised and educated in Israel, please check the final response only.*

Before the age of 13	Check	Denominational or Congregational Affiliation (Please check one for each school setting)				
School Type	Yes, Attended	Conservative	Orthodox	Reform	Reconstructionist	Other, including Community or No Affiliation
One day/week supplementary school	☐	☐	☐	☐	☐	☐
Two or more days/week supplementary school	☐	☐	☐	☐	☐	☐
Full-day school or yeshiva	☐	☐	☐	☐	☐	☐
Formal home or private tutoring	☐	☐	☐	☐	☐	☐
School in Israel (non-Israeli)	☐	☐	☐	☐	☐	☐
No Jewish education	☐					
Raised and educated in Israel	☐					
Other, including Jewish summer camps, JCC programs, youth groups and Israel trips, check here ☐ (Please specify): _____ _____						

8. What Jewish educational settings did you attend after the age of 13 (and before college)? In the following table, please check as many as apply and indicate the branch of Judaism with which the school was affiliated.

After the age of 13	Check	Denominational or Congregational Affiliation (Please check one for each school setting)				
School Type	Yes, Attended	Conservative	Orthodox	Reform	Reconstructionist	Other, including Community or No Affiliation
One day/week supplementary school	☐	☐	☐	☐	☐	☐
Two or more days/week supplementary school	☐	☐	☐	☐	☐	☐
Full-day school or yeshiva	☐	☐	☐	☐	☐	☐
Formal home or private tutoring	☐	☐	☐	☐	☐	☐
School in Israel (non-Israeli)	☐	☐	☐	☐	☐	☐
No Jewish education	☐					
Raised and educated in Israel	☐					
Other, including Jewish summer camps, JCC programs, youth groups and Israel trips, check here ☐ (Please specify): _____ _____ _____						

9. Have you spent time in Israel after the age of 18? **(Please check one.)**

[☐] Yes [☐] No

IF YES, Please describe briefly: _____

Your Attitudes Toward Employment in Jewish Schools

If you are currently employed outside of Jewish education in addition to your work in the field, would you prefer to work exclusively in Jewish education? **(Please check one.)**

☐ Yes

☐ No

☐ I am not currently employed outside of Jewish education

Is your employment in Jewish education a primary source of income for you and/or your family? **(Please check one.)**

☐ Yes ☐ No

3. If you work in multiple settings, do you do so in order to earn a suitable wage? **(Please check one)**

☐ Yes

☐ No

☐ I do not work in more than one setting

4. Do you plan to continue working in Jewish education in the future?

☐ Yes

☐ No

☐ Unsure

5. Would you describe yourself as having a career in Jewish education? **(Please check one.)**

☐ Yes

☐ No

☐ Unsure

The following items describe different aspects of employment and work-life conditions.

Please indicate how **important** you consider each to be to your work-life in Jewish education, for you personally. Also please indicate your **satisfaction** with each in your setting. For each scale, a rating of **1 indicates low** (importance or satisfaction) and a rating of **5 indicates high** (importance or satisfaction). In addition, please check the final column if the specific benefit listed is **not available** to you in your setting.

IMPORTANCE					Specific Benefits	SATISFACTION					
<u>Low</u> /				<u>High</u> \		<u>Low</u> /				<u>High</u> \	NA
1	2	3	4	5	a. Free or reduced tuition for children	1	2	3	4	5	6
1	2	3	4	5	b. Daycare	1	2	3	4	5	6
1	2	3	4	5	c. Free or reduced membership in a synagogue or JCC	1	2	3	4	5	6
1	2	3	4	5	d. Synagogue privileges such as High Holiday tickets	1	2	3	4	5	6
1	2	3	4	5	e. Funding to attend conferences, continuing education courses	1	2	3	4	5	6
1	2	3	4	5	f. Sabbatical leave (full or partial pay)	1	2	3	4	5	6
1	2	3	4	5	g. Disability benefits	1	2	3	4	5	6
1	2	3	4	5	h. Employer contributions to a health plan	1	2	3	4	5	6
1	2	3	4	5	i. Pension benefits	1	2	3	4	5	6
1	2	3	4	5	j. Maternity leave (full or partial pay)	1	2	3	4	5	6
IMPORTANCE					General Work Conditions	SATISFACTION					
<u>Low</u> /				<u>High</u> \		<u>Low</u> /				<u>High</u> \	
1	2	3	4	5	k. Salary	1	2	3	4	5	
1	2	3	4	5	l. Opportunities for career advancement	1	2	3	4	5	
1	2	3	4	5	m. Job security, tenure	1	2	3	4	5	
1	2	3	4	5	n. Opportunities to work closely with other educators	1	2	3	4	5	

F. Your Demographic Background

1. What is your gender? **(Please check one.)**

☐ Male ☐ Female

2. What is your age? **(Please check one.)**

- ☐ Under 20 years
☐ 20-29 years
☐ 30-39 years
☐ 40-49 years
☐ 50-59 years
☐ 60 years or older

3. Where were you born? **(Please check one.)**

- ☐ USA
☐ Israel
☐ Other *(Please specify)* _____

IF BORN IN USA:

4. In what part of the country did you grow up primarily? **(Please check one.)**

- ☐ East Coast
☐ Midwest
☐ South
☐ West

5. Did you grow up primarily in the Bay Area? **(Please check one.)**

☐ Yes ☐ No

IF NO:

5A. How long have you lived in the Bay area most recently? _____ years

If you have any additional comments you wish to share, please do so on the back of the survey form. Feel free to share your comments either about your work in Jewish education or about this survey.

THANK YOU for taking the time to help us!

APPENDIX B

TABLE 1

**EXPERIENCE IN JEWISH EDUCATION FOR BAY AREA JEWISH
STUDIES TEACHERS BY SCHOOL TYPE**

	ECE (n = 24)	Day (n = 16)	Cong (n = 124)
YEARS OF EXPERIENCE IN:	Mean	Mean	Mean
Jewish Ed	11.6	11.5	8.9
Jewish Ed in Bay Area	10.3	8.2	7.9
Jewish Ed in Current School	10.8	6.9	5.0

TABLE 2

IS JEWISH EDUCATION A CAREER?

	ECE (n = 28)	Day (n = 17)	Cong (n = 133)
RESPONSE	%	%	%
Yes	57	94	40
No	14	---	36
Unsure	29	6	24

TABLE 3				
IMPORTANCE * OF BENEFITS TO BAY AREA TEACHERS BY SCHOOL TYPE				
	ECE (n = 28)	Day-JS (n = 15)	Day-GS (n = 38)	Cong (n = 128)
BENEFITS	Mean	Mean	Mean	Mean
Pension benefits	4.6	4.5	4.7	3.4
Employer contributions to a health plan	4.6	4.5	4.8	3.6
Job security, tenure	4.4	4.5	4.6	3.6
Salary	4.4	4.7	4.6	4.1
Opportunities to work closely with other educators	4.3	4.1	4.6	4.0
Funding to attend conferences, continuing education	4.2	3.9	4.7	3.9
Disability benefits	4.2	4.1	4.5	3.0
Opportunities for career advancement	3.7	4.4	4.2	3.4
Reduced membership in a synagogue or JCC	3.2	3.1	2.9	3.4
Sabbatical leave	3.1	4.0	4.1	2.7
Reduced tuition for children	3.0	3.0	3.4	3.2
Maternity leave	2.7	2.7	4.1	2.9
Daycare	2.5	2.7	3.5	2.5
Synagogue privileges such as High Holiday tickets	2.3	2.8	2.8	3.5

* 1 = low importance; 5 = high importance

TABLE 4**COLLEGIATE EDUCATIONAL BACKGROUND OF BAY AREA JEWISH
STUDIES TEACHERS BY SCHOOL TYPE**

EDUCATION	ECE (n = 29)		Day (n = 18)		Cong (n = 134)	
	N*	%	N	%	N	%
Some College	15	51.7	1	5.6	24	18.0
Teachers Seminary	1	3.4	3	16.7	4	3.0
Bachelors	16	55.2	12	66.7	114	85.7
Ed Major – BA	6	37.5	4	40.0	21	20.8
JS Major – BA	1	6.7	5	45.5	16	15.8
Masters	4	13.8	11	61.1	62	46.6
Doctorate/Rabbinical	--	--	6	33.3	10	7.5

N's and percents do not add to total because teachers could check more than one category.

TABLE 5					
PRE-COLLEGIATE JEWISH EDUCATIONAL BACKGROUND OF BAY AREA JEWISH STUDIES TEACHERS BY SCHOOL TYPE					
BEFORE AGE 13					
	None	1 Day/week	2 Days or More Supplementary	School in Israel or Day School	Raised in Israel
SETTING	%	%	%	%	%
ECE (n = 29)	58.6	17.2	10.3	---	13.8
Day (n = 17)	16.7	16.7	11.1	27.8	55.6
Cong (n = 132)	9.7	39.4	50.0	17.4	7.5
AFTER AGE 13					
	None	1 Day/week	2 Days or More Supplementary	School in Israel or Day School	Raised in Israel
SETTING	%	%	%	%	%
ECE (n = 29)	69.0	10.3	3.4	---	13.8
Day (n = 17)	17.6	11.8	5.9	29.4	47.1
Cong (n = 130)	17.7	43.1	18.5	13.9	7.0

TABLE 6
HEBREW PROFICIENCY* AS RATED BY
BAY AREA JEWISH STUDIES TEACHERS

	ECE (n = 29)	Day (n = 18)	Cong (n = 133)
LANGUAGE FLUENCY	Mean	Mean	Mean
Reading for Pronunciation	3.27	1.17	1.96
Reading with Understanding	3.41	1.28	2.56
Writing	3.52	1.50	2.55
Speaking	3.17	1.39	2.60

*1 = Fluent; 2 = Moderate; 3 = Limited; 4 = Not at all

TABLE 7
SCHOOL CULTURE ITEMS AS REPORTED BY BAY AREA TEACHERS
BY SCHOOL TYPE

CULTURE ITEMS*	ECE (n = 29)	Day (n = 57)	Cong (n = 134)
	Mean	Mean	Mean
Time to examine teaching practices together	3.00	3.09	2.75
Time to work together on instruction	3.15	3.21	2.92
Time to work on curriculum development	3.46	3.36	3.00
Time to study Jewish content	3.96	2.72	3.48
Goals and priorities clear	3.70	3.52	4.12
Good deal of cooperative effort	3.59	3.95	3.56
Coordinate courses content	3.15	3.46	3.00
Collaborate on instruction	2.87	3.44	2.91
Teachers recognized for job well done	3.83	3.39	4.28

*1= strongly disagree; 5 = strongly agree; 3= a neutral stance (that is, neither agree nor disagree.)

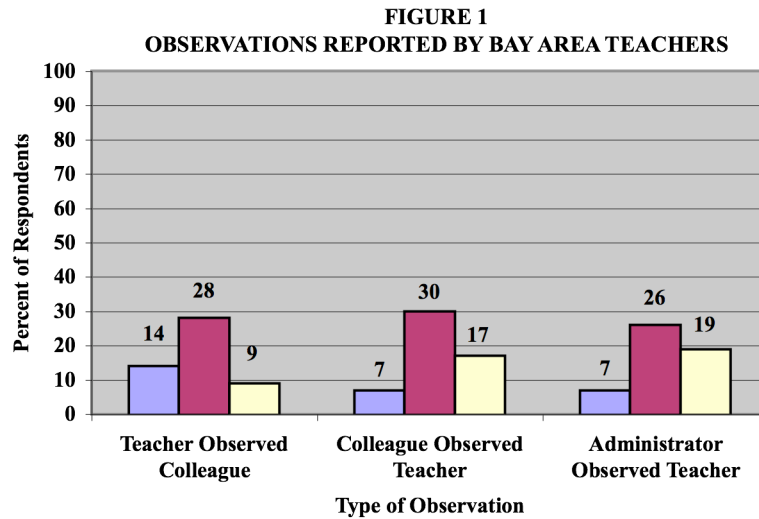
TABLE 8

HOW FREQUENTLY DO TEACHERS IN YOUR SCHOOL HAVE THE OPPORTUNITY TO MEET FORMALLY OR INFORMALLY TO DISCUSS THE FOLLOWING TOPICS?

	ECE (n = 26)	Day (n = 43)	Cong (n = 109)
TOPICS	Mean	Mean	Mean
General curriculum content	3.5	4.0	3.2
Desired goals for instruction	3.5	3.6	3.2
Jewish ideas/tests	3.6	3.3	3.4
Approaches to teaching particular lessons	3.3	3.5	3.1
The progress of specific students	3.5	3.9	2.8
Assessment methods and results by subject	3.0	3.2	2.5
How children learn in general	3.2	3.3	2.8
How children learn a specific subject	3.0	3.4	2.8
General pedagogical strategy	3.0	3.4	2.9

1 = Never; 2 = Rarely; 3 = Occasionally; 4 = Often; 5 = Regularly

Figure 1



ECE, first column(N=29); Day, second column(N=57); Cong (N=29)

TABLE 9

**MOST POPULAR FORMATS OF
VALUED PD EXPERIENCES BY SCHOOL TYPE**

	ECE (n = 22)	Day (n = 45)	Cong (n = 71)
	%	%	%
College Courses	22.7	13.3	2.8
Workshops at school non-teaching hours	13.6	13.3	22.5
Non-local mini courses	13.6	15.6	7.0
Local mini courses	--	6.7	7.0
One-on-one mentoring	--	2.2	7.0
Central agency institutes	--	--	7.0

TABLE 10

MAIN TOPICS IN PD PROGRAMS BY SCHOOL TYPE

	ECE (n = 26)	Day (n = 48)	Cong (n = 78)
MAIN TOPICS:	%	%	%
Deepening knowledge of specific Jewish subject matter	19.2	12.5	39.0
Studying Jewish subject matter related to curriculum	11.5	2.1	20.5
Torah Lishmah	3.8	2.1	15.4
Developing curriculum materials (units, lessons)	--	31.3	20.5
Learning specific instructional methods	15.4	35.4	25.6
Analyzing teaching practices	19.2	12.5	7.7
Studying child development	15.4	4.2	2.6
Classroom management techniques	3.8	10.4	15.4
Analyzing student work in detail	--	4.2	2.6
Examining approaches to assessment	3.8	12.5	7.7
Analyzing one's own classroom practice	7.7	10.4	6.4

TABLE 11

CHARACTERISTICS OF MOST VALUED PROFESSIONAL DEVELOPMENT ACTIVITIES FOR BAY AREA TEACHERS

Key characteristics*	%
Focus on Jewish content	44
6 or more sessions with connected content	39
Targeted to specific audience	47
Opportunity to reflect on practice	64
School-based or school team	52

These characteristics described by Holtz et.al (2000) and Knapp (2003)

TABLE 12

AGE DISTRIBUTION OF BAY TEACHERS BY SCHOOL TYPE

	ECE (n = 29)	Day (n = 56)	Cong (n = 131)
Age Range	%	%	%
20 - 29	7	12	30
30 - 39	24	52	22
40 - 49	24	21	24
50 - 59	21	11	17
60 +	24	4	8

BAY AREA MTEI TEACHER SURVEY

The Bay Area Mandel Teacher Educator Institute (MTEI) is a two and a half year professional development program sponsored by the Mandel Foundation, the Richard & Rhoda Goldman Fund and the Bureau of Jewish Education of San Francisco, the Peninsula, Marin and Sonoma Counties. Its goal: to create a cadre of school-based educators and consultants who will design and implement ongoing, innovative learning opportunities for teachers in their settings.

This survey is part of the research component of this program. It includes questions about your educational background, school context and involvement in Jewish education along with other questions on your recent experience as a learner in professional development activities related to teaching. This survey is not an evaluation of you or your school.

We hope to use the results of this survey to gather data on the status of Jewish education, to improve the MTEI program and to contribute to a broader conversation about creating good environments for teaching, learning and professional development in Jewish schools.

Because of the diversity of schools and agencies participating in this program, some questions may seem more applicable to your experience than others. You may skip questions as needed. The entire survey should take about 45 minutes to complete. Please, respond to the survey questions as fully as possible. Your participation in this study is voluntary.

Confidentiality: We will not identify individuals or individual institutions under any circumstances without explicit permission. Any identifying information required for survey administration purposes will be removed and reports of the data will present results for respondents anonymously and as a group only.

When final results are completed, we will share a summary of the data gathered through this research project with you as members of the Bay Area Jewish education community.

Thank you again for your participation in completing this survey.

Name: _____

School/Agency_____

Position_____

Note: For comparability, some of the questions in this survey and the earlier survey of TEI-Boston participants are based on those from other studies and publications. These sources include: CIJE Study of Educators, January 1996, Principal Researchers Adam Gamoran and Ellen Goldring; Jewish School Study-Teacher Survey, 2000, prepared by Barbara Schneider for the Cooperative Research Project in Chicago and funded by the Spencer Foundation; *Professional Communities and the Work of High School Teaching*, McLaughlin and Talbert, University of Chicago Press, 2001; and the Longitudinal Teacher Survey, Elementary School Mathematics, Spring 1999 created by Garet, Porter, Desimone, Birman and Yoon of the American Institutes for Research, University of Wisconsin-Madison and Vanderbilt University.

A. Introductory Questions

1. Under which of the following auspices are you connected to the MTEI program?

- ☐ Day school
- ☐ After school or Sunday school
- ☐ Early childhood setting
- ☐ Central agency
- ☐ Other

1A. If you teach in a day school, do you teach ☐ Jewish Studies ☐ General Studies
(**Please check one or both**)

2. Please indicate the nature of your position at this school during the 2005-06 academic year and the 2006-07 academic year. (**Please check one for each year.**)

2005-06

2006-07

- | | |
|--------------------------|--|
| ☐ | ☐ Teaching exclusively |
| ☐ | ☐ Combination of teaching and administration |
| ☐ | ☐ Primarily administrative role with limited or no classroom responsibilities |
| ☐ | ☐ Was not employed at this school |

3. In the school (connected to MTEI program) where you currently work, how many hours and days per week are you assigned to teach?

_____ Hours per week _____ Days per week _____ NA

3A. Which of the following best describes your employment status at this school? (**Please check one.**)

CHECK HERE

- | | |
|-------------------------------|--------------------------|
| a. Full-Time | ☐ |
| b. Between Half and Full Time | ☐ |
| c. Half-Time | ☐ |
| d. Less than Half-Time | ☐ |

4. In addition to your position at this school, are you actively employed elsewhere? (**Please check one**)

☐ Yes ☐ No

IF YES:

4A. Please check each additional setting besides this school where you are currently (2006-07) employed.

- | | |
|--|--------------------------|
| a. As an educator in other Jewish school(s) | ☐ |
| b. As an educator in a non-Jewish setting | ☐ |
| c. In employment outside Jewish or general education | ☐ |

d. In employment in the Jewish community, not in education []

e. Other (*Please specify*): _____ []

4B. What is the total number of hours you are employed in this additional setting?

_____ Hours

5. In addition to any employment, are you also currently a student? (***Please check one.***)

[] Yes [] No

IF YES:

5A. What is the total number of credit hours for which you are currently enrolled this term?

_____ Credit hours

6. At the end of the last school year (June 2006), how many years had you been employed in Jewish education:

In total in the field of Jewish education: _____ Number of years

In the Bay area: _____ Number of years

In this school or agency _____ Number of years

Directions for Completing Part B of the Survey

As you respond to the next set of questions, please refer only to the school where you are completing this survey and only consider the 2005-06 school year. If you were not at this school during 2005-06, please go to Part C, page 8.

B. Your Experience with the Teaching and Learning Environment

1. In general, how often do you have contact with other teachers at your school outside of formal meetings? **(Please check one.)**

☐ Never ☐ Rarely ☐ Occasionally ☐ Often ☐ Regularly

2. How frequently do teachers in your school have the opportunity to meet formally or informally to discuss the following topics? **(Please circle one response for each line.)**

Topics	<u>Never</u>	<u>Rarely</u>	<u>Occasionally</u>	<u>Often</u>	<u>Regularly</u>
a. General curriculum content	1	2	3	4	5
b. Approaches to teaching particular lessons	1	2	3	4	5
c. How children learn a specific subject	1	2	3	4	5
d. How children learn in general	1	2	3	4	5
e. Assessment methods and results by subject	1	2	3	4	5
f. The progress of specific students.....	1	2	3	4	5
g. Desired goals for instruction.....	1	2	3	4	5
h. Jewish ideas/ texts.....	1	2	3	4	5
i. General pedagogical strategy	1	2	3	4	5

- 2A. Mentorship may involve experienced teachers being available to guide less experienced teachers. Does your school offer this type of mentorship opportunity? **(Please check one.)**
☐ Yes ☐ No ☐ Don't know

IF YES:

- 2B. Do you feel the opportunity for mentorship available at your school, as defined in Question 2A above, is: **(Please check one.)**
☐ More than needed ☐ About right ☐ Less than needed

2C. Did you serve as a mentor during 2005-06? ☐ Yes ☐ No

IF YES: Did you receive training as a mentor or coach? ☐ Yes ☐ No

3. In the 2005-06 academic year, did you participate in the following kinds of classroom observation experiences at this MTEI school? **(Please check one for each.)**

3A. *You* visited in another classroom to observe other teachers in your school teach a complete class period or lesson.

☐ Yes ☐ No

IF YES: Did you discuss what you observed with your colleague afterwards?

☐ Yes ☐ No

3B. *Other classroom teachers* in your school observed you teach a complete class period or lesson.

☐ Yes ☐ No

IF YES: Did you discuss what was observed with your colleague afterwards?

☐ Yes ☐ No

3C. *A principal, supervisor, or other education administrator* from your school formally observed you teach a complete class period or lesson.

☐ Yes ☐ No

IF YES: Did you discuss what was observed with your supervisor afterwards?

☐ Yes ☐ No

IF YES: Did you receive feedback or suggestions based on the observation?

☐ Yes ☐ No

4. Please indicate how strongly you agree or disagree with each statement below from the perspective of the teachers at this MTEI school during 2005-2006.

Statement	<u>Strongly</u> <u>Disagree</u>		<u>Strongly Agree</u>		
	/				\
a. We have very different ideas about what we should emphasize in the curriculum.....	1	2	3	4	5
b. We have little idea of each other's teaching goals and classroom practices.	1	2	3	4	5
c. There is little disagreement about what should be taught in our subject area.	1	2	3	4	5
d. There is a lot of disagreement among us about how to teach the subject.(what subject?	1	2	3	4	5
e. We share views of students and how to relate to them.	1	2	3	4	5

5. Please indicate how strongly you agree or disagree with each statement below about the teaching and learning environment in your school.

Statement	<u>Strongly Disagree</u>			<u>Strongly Agree</u>		
	/					\
a. Most teachers share common beliefs about what the central mission of the school should be.	1	2	3	4	5	
b. Goals and priorities for the school are clear.	1	2	3	4	5	
c. Most teachers in the school have high expectations for student learning.	1	2	3	4	5	
d. Teachers make a conscious effort to coordinate their course content with that of other teachers.	1	2	3	4	5	
e. Teachers have many opportunities to collaborate with other teachers on their instructional practices.	1	2	3	4	5	
f. You can count on most faculty members to help out anywhere, even though it may not be part of their official assignment.	1	2	3	4	5	
g. Time is set aside for teachers to examine teaching practices together.	1	2	3	4	5	
h. There is a great deal of cooperative effort among staff members.	1	2	3	4	5	
i. Meetings devoted to professional development are held in this school.	1	2	3	4	5	
j. This school seems like a big family, everyone is so close and cordial.	1	2	3	4	5	
k. In this school, I am encouraged to experiment with my teaching.	1	2	3	4	5	
l. The principal is interested in innovations and new ideas.	1	2	3	4	5	
m. The staff is continually evaluating its programs and activities.	1	2	3	4	5	
n. Teachers are recognized for a job well done.	1	2	3	4	5	
o. In this school time is set aside for teachers to study Jewish content.	1	2	3	4	5	
p. Teachers in this school work together on curriculum development.	1	2	3	4	5	
q. In this school time is set aside for teachers to work together on instruction.	1	2	3	4	5	

6. Please indicate how strongly you agree or disagree with each of the following statements regarding your current feelings about teaching in general, your current position, your students and the school where you teach.

Statement	<u>Strongly Disagree</u>			<u>Strongly Agree</u>		
	/					\
a. I have opportunities to plan instruction with other teachers.	1	2	3	4	5	
b. I feel that I have many opportunities to learn new things in my present job.	1	2	3	4	5	
c. I feel supported by colleagues to try out new ideas.	1	2	3	4	5	
d. In this school, we solve problems; we don't just talk about them.	1	2	3	4	5	
e. My job provides me with continuing professional stimulation and growth.	1	2	3	4	5	
f. The staff seldom evaluates its programs and activities.	1	2	3	4	5	
g. I am encouraged to teach with colleagues in this school.	1	2	3	4	5	
h. I have a professional relationship with most teachers in this school	1	2	3	4	5	
i. I am proud to tell others that I work for this school.	1	2	3	4	5	
j. No matter how hard I try, some students will not be able to learn aspects of my subject matter.	1	2	3	4	5	
k. My expectations about how much students should learn are not as high as they used to be.	1	2	3	4	5	
l. Students who work hard and do well deserve more of my time than those who do not.	1	2	3	4	5	
m. The attitudes and habits students bring to my classes greatly reduce their chances for Jewish learning.	1	2	3	4	5	
n. I have a personal relationship with most teachers in this school	1	2	3	4	5	
o. It is important for me to know something about my students' families.	1	2	3	4	5	

7. Please indicate how satisfied you are with specific conditions of your teaching job at your school.

Specific condition	<u>Very Unsatisfied</u>			<u>Very Satisfied</u>		
	/					\
a. Extent of support I receive from school administrators.	1	2	3	4	5	
b. Extent of support I receive from school colleagues.	1	2	3	4	5	
c. Opportunities to participate in decisions affecting my work.	1	2	3	4	5	
d. Opportunities to collaborate with school colleagues.	1	2	3	4	5	
e. Opportunities for professional development.	1	2	3	4	5	

Directions for Completing Part C of the Survey

- Please recall and report your participation **as a learner** in Professional Development (PD) activities ***related to teaching and learning*** during the 2005-2006 academic year. Consider only the PD activities in which you participated between June 2005 and June 2006.
- Include PD activities with Jewish content and those concerning general teaching methods applicable to all subjects (e.g. special needs, types of teaching methods, student learning styles, etc.)

C. Your Professional Development Experiences

1. For each PD activity you attended between June 2005 and June 2006, find the category in the list below that best describes it. Choose only one category for each activity and put a check mark in the corresponding box. Please categorize a given activity, so that each activity is counted only once. If an additional activity has a format that you have already checked, do not check it off again. ***(The list of categories continues on next page, so please look at the whole list before you begin)***

Category of Professional Development Activity	Check Here
a. Workshop held within the school <i>during regular teaching time</i>	
b. Workshop held within the school <i>during non-teaching hours/days</i>	
c. Access to a teacher resource center within the school which is staffed by a lead or resource teacher	
d. Teacher study-group composed of teachers <i>within the school</i> , that meets regularly to explore relevant educational content or skills	
e. Teacher study-group composed of teachers <i>across different schools</i> , that meets regularly to explore relevant educational content or skills	
f. One-on-one mentoring or coaching which involved observation <i>in your classroom</i>	
g. One-on-one mentoring or coaching, <i>outside the classroom only</i>	
h. The opportunity to observe another teacher in his/her classroom for your own learning purposes	
i. Courses for college credit	
j. Central agency institutes (multi-session offerings)	
k. Central agency programs (single session offerings)	
l. Session or module within conference or institute activity <i>held locally</i> , through denominational or other sponsorship (other than Central Agency)	
m. Session or module within conference or institute activity <i>held non-locally</i> , through denominational or other sponsorship	
n. Mini-courses <i>held locally</i>	

o. Mini-courses <i>held non-locally</i>	
p. School-based committees or task forces focused on curriculum, instruction or student assessment	
q. Formal program in Israel, linked to teaching or professional development	
r. Other forms of organized professional development related to your teaching in Jewish schools. (Do not include reading or other work you have done on your own.) Please specify: _____	

Note: If you did not select any response in Question C1, because you did not participate as a learner in any professional development activity that focused on teaching and learning during this period, *you may skip to Section D*

2. Considering all the activities listed in Question 1 above, which of the following best describes who initiated your participation? (***Please check one***)

_____ Mainly school administration

_____ Mainly I initiated my own participation

From among all the activities you checked off in response to Question 1 above--Please select the one you consider *most significant and valuable* to your professional development.

3. **Selected Activity:** Activity's Title: _____

i. What category from Question 1 above describes this activity? (***Please record one response***)

Letter of category: _____

ii. How many meetings *and* contact hours were involved in the activity? (***Please record two numbers***)

Number of meetings: _____ Number of contact hours: _____

iii. If there were multiple sessions, was the content connected across sessions in some sort of sequence or did each session stand on its own? (***Please check one***)

[] Content connected across sessions [] Content **not connected** across sessions
[] Only one session

iv. Which of the following characterizes the participants in this activity? **(Please circle the one that applies most closely)**

- | | |
|--|---|
| All teachers in an age level grouping or subject matter department | a |
| All teachers in one school..... | b |
| All teachers in a group of schools..... | c |
| Teachers as individuals | d |
| A group that included teachers and other professionals | e |
| Other (Please specify) | f |

v. Did you *attend* the activity individually or as part of a school-based team? **(Please check one)**

☐ As an individual ☐ As part of a school-based team ☐ With entire school faculty

vi. If you attended as part of a school-based team, were there opportunities during the activity to work with your team as a group? **(Please check one):**

☐ Yes ☐ No

vii. Was your attendance required by your school or was attendance voluntary? **(Please check one)**

Required_____ Voluntary_____

viii. How would you characterize the activity facilitator (s)? **(Please check all that apply)**

- _____ Expert(s) in teaching and pedagogy
- _____ Rabbi or other expert(s) in Jewish studies
- _____ Classroom teacher(s)
- _____ School administrator(s)
- _____ Other, Please specify_____

ix. Was the activity leader a member of your school staff or an outside expert? **(Please check one)**

☐ Member of this school staff ☐ Outside expert

x. Which of the following was the major focus of the activity? (**Please circle only 1 or 2 of the following list**)

Examining curriculum materials	a
Developing curriculum materials (e.g. units, lessons)	b
Learning specific instructional methods	c
Examining approaches to assessment	d
Studying strategies for teaching diverse student populations (e.g. students with disabilities)	e
Developing or deepening knowledge of Jewish specific subject matter	f
Classroom management techniques	g
Analyzing student work in detail	h
Studying Jewish subject matter related to school curriculum	i
Developing or deepening knowledge of “other than” Jewish subject matter	j
Studying child development	k
Analyzing teaching practice	l
<i>Torah Lishmah</i> – Jewish learning for its own sake	m
Analyzing one’s own classroom practice	n
Developing ideas and strategies for working with families	o
Other (Please specify)	p

xi. As part of the professional development activity or following it, did you develop a plan to adapt and use what you had learned in your own classroom practice? (**Please check one**)

Yes, I did so as part of the professional development activity..... []
 Yes, but I only did so on my own..... []
 No, I did not develop a plan..... []

xii. As part of the professional development activity, did you have the opportunity to try out what you learned in your classroom and obtain feedback or guidance? (**Please check one**)

Yes []
 No..... []

xiii. Have you discussed what you learned with other teachers in your school or department *who attended* the activity? **(Please check one)**

Yes []
 No []
 N/A..... []

xiv. Have you discussed what you learned with other teachers in your school or department *who did not attend* the activity? **(Please check one)**

Yes []
 No []
 N/A..... []

xv. Have you discussed or shared what you learned with *administrators* (e.g., principal or supervisor), whether they attended the activity or not? **(Please check one)**

Yes []
 No []

xvi. What types of support did you receive to attend this activity? **(Please circle all that apply)**

Release time from teaching	a
Credit toward salary or pay increases	b
Stipends	c
Full or partial reimbursement of college/school tuition.....	d
Conference or workshop fees paid.....	e
Reimbursement for travel and/or per diem expenses	f
Grant awarded to support a special project	g
Recognition or increased status as a professional within your school	h
Childcare provided during session.....	i
Meal provided during session.....	j
No support provided	k

xvii. How was the activity evaluated? (*Please circle all that apply.*)

Participants completed a survey about satisfaction.....	a.
Participants completed a survey about knowledge development.....	b.
Participants were interviewed to provide feedback.....	c.
The session was observed by an evaluator.....	d.
My classroom was observed after the activity	e.
Student outcomes in my classroom were evaluated before and after the activity ..	f.
Some other form of evaluation took place (specify)	g.
No discernible evaluation took place.....	h.

xviii. Have you attempted to introduce changes in your teaching as a result of your participation in *this* professional development activity?

☐ Yes ☐ No

xix. How would you evaluate the impact of your involvement in this professional development activity?

	Strongly Disagree				Strongly Agree
a. Stimulated me to think differently about my work as a teacher	1	2	3	4	5
b. Increased my knowledge of specific content or subject matter	1	2	3	4	5
c. Led to specific changes in my teaching	1	2	3	4	5
d. Led to new questions or ways of thinking about my work	1	2	3	4	5
e. Led to more closeness with my colleagues	1	2	3	4	5
f. Led to collaborative work with colleagues	1	2	3	4	5
g. Led to more collegial relationship with principal	1	2	3	4	5
h. Did not have much impact	1	2	3	4	5

D. Your Educational and Professional Background

1. Please indicate your educational background below. **(Please check all that apply)**

☐ Some college (including Associate's degree, not including a Teacher's Seminary)

☐ Teacher's seminary graduate (non-university)

☐ Bachelors:

a. Did you major in Education? ☐ Yes ☐ No

b. Did you major in Jewish studies or related field? ☐ Yes ☐ No

c. How many Jewish studies courses did you take? ☐ None ☐ Some ☐ Many

☐ Masters:

Field of Specialization: _____

☐ Doctorate/Rabbinical - **Please check all that apply:** ☐ Ph.D. ☐ Ed.D. ☐ Rabbinical

Field of Specialization, if applicable: _____

☐ Other (Please specify): _____

2. Do you have teaching certification from any of the following sources? **(Please check all that apply.)**

☐ Teaching seminary

☐ National Board of License (in Jewish Education)

☐ State certification

☐ Other (Please specify): _____

3. Are you currently working toward a professional license/certification or degree?

☐ Yes

☐ No

IF YES:

3A. What professional or certification degree are you currently working toward? **(Please check all that apply).**

Check here

Jewish Education ☐

General Education ☐

Educational Administration/Supervision ☐

Other (Please specify) _____ ☐

4. Have you pursued any non-degree Jewish study over the past year? (Please do not include national or regional conferences, e.g. CAJE, NATE. **(Please check one.)**

☐ Yes

☐ No

IF YES, Please describe briefly:

5. How proficient are you in Hebrew? **(Please circle one for each.)**

Hebrew Skill	<u>Fluent</u>	<u>Moderate</u>	<u>Limited</u>	<u>Not at all</u>
a. Reading for pronunciation.....	1	2	3	4
b. Reading with understanding	1	2	3	4
c. Writing	1	2	3	4
d. Speaking	1	2	3	4

6. How many years of Jewish education did you receive in the following grades when you were young?

Grades K-7: _____ Years of Jewish education (*maximum 8*)

Grades 8-12: _____ Years of Jewish education (*maximum 5*)

7. What Jewish educational settings did you attend before the age of 13? In the following table, please check as many as apply and indicate the branch of Judaism with which the school was affiliated. *If you were largely raised and educated in Israel, please check the final response only.*

Before the age of 13	Check	Denominational or Congregational Affiliation (Please check one for each school setting)				
School Type	Yes, Attended	Conservative	Orthodox	Reform	Reconstructionist	Other, including Community or No Affiliation
One day/week supplementary school	☐	☐	☐	☐	☐	☐
Two or more days/week supplementary school	☐	☐	☐	☐	☐	☐
Full-day school or yeshiva	☐	☐	☐	☐	☐	☐
Formal home or private tutoring	☐	☐	☐	☐	☐	☐
School in Israel (non-Israeli)	☐	☐	☐	☐	☐	☐
No Jewish education	☐					
Raised and educated in Israel	☐					

Other, including Jewish summer camps, JCC programs, youth groups and Israel trips, check here ☐

(Please specify): _____

8. What Jewish educational settings did you attend after the age of 13 (and before college)? In the following table, please check as many as apply and indicate the branch of Judaism with which the school was affiliated.

After the age of 13	Check	Denominational or Congregational Affiliation (Please check one for each school setting)				
School Type	Yes, Attended	Conservative	Orthodox	Reform	Reconstructionist	Other, including Community or No Affiliation
One day/week supplementary school	☐	☐	☐	☐	☐	☐
Two or more days/ week supplementary school	☐	☐	☐	☐	☐	☐
Full-day school or yeshiva	☐	☐	☐	☐	☐	☐
Formal home or private tutoring	☐	☐	☐	☐	☐	☐
School in Israel (non-Israeli)	☐	☐	☐	☐	☐	☐
No Jewish education	☐					
Raised and educated in Israel	☐					
Other, including Jewish summer camps, JCC programs, youth groups and Israel trips, check here ☐						
(Please specify): _____						

9. Have you spent time in Israel after the age of 18? **(Please check one.)**

[] Yes [] No

IF YES, Please describe briefly: _____

E. Your Attitudes Toward Employment in Jewish Schools

1. If you are currently employed outside of Jewish education in addition to your work in the field, would you prefer to work exclusively in Jewish education? **(Please check one.)**
☐ Yes
☐ No
☐ I am not currently employed outside of Jewish education
2. Is your employment in Jewish education a primary source of income for you and/or your family? **(Please check one.)**
☐ Yes ☐ No
3. If you work in multiple settings, do you do so in order to earn a suitable wage? **(Please check one)**
☐ Yes
☐ No
☐ I do not work in more than one setting
4. Do you plan to continue working in Jewish education in the future?
☐ Yes
☐ No
☐ Unsure
5. Would you describe yourself as having a career in Jewish education? **(Please check one.)**
☐ Yes
☐ No
☐ Unsure

The following items describe different aspects of employment and work-life conditions.

6. Please indicate how **important** you consider each to be to your work-life in Jewish education, for you personally. Also please indicate your **satisfaction** with each in your setting. For each scale, a rating of **1 indicates low** (importance or satisfaction) and a rating of **5 indicates high** (importance or satisfaction). In addition, please check the final column if the specific benefit listed is **not available** to you in your setting.

IMPORTANCE					Specific Benefits	SATISFACTION					NA
<u>Low</u> /				<u>High</u> \\		<u>Low</u> /				<u>High</u> \\	
1	2	3	4	5	a. Free or reduced tuition for children	1	2	3	4	5	6
1	2	3	4	5	b. Daycare	1	2	3	4	5	6
1	2	3	4	5	c. Free or reduced membership in a synagogue or JCC	1	2	3	4	5	6
1	2	3	4	5	d. Synagogue privileges such as High Holiday tickets	1	2	3	4	5	6
1	2	3	4	5	e. Funding to attend conferences, continuing education courses	1	2	3	4	5	6
1	2	3	4	5	f. Sabbatical leave (full or partial pay)	1	2	3	4	5	6
1	2	3	4	5	g. Disability benefits	1	2	3	4	5	6
1	2	3	4	5	h. Employer contributions to a health plan	1	2	3	4	5	6
1	2	3	4	5	i. Pension benefits	1	2	3	4	5	6
1	2	3	4	5	j. Maternity leave (full or partial pay)	1	2	3	4	5	6
IMPORTANCE					General Work Conditions	SATISFACTION					
<u>Low</u> /				<u>High</u> \\		<u>Low</u> /				<u>High</u> \\	
1	2	3	4	5	k. Salary	1	2	3	4	5	
1	2	3	4	5	l. Opportunities for career advancement	1	2	3	4	5	
1	2	3	4	5	m. Job security, tenure	1	2	3	4	5	
1	2	3	4	5	n. Opportunities to work closely with other educators	1	2	3	4	5	

F. Your Demographic Background

1. What is your gender? **(Please check one.)**

☐ Male ☐ Female

2. What is your age? **(Please check one.)**

☐ Under 20 years

☐ 20-29 years

☐ 30-39 years

☐ 40-49 years

☐ 50-59 years

☐ 60 years or older

3. Where were you born? **(Please check one.)**

☐ USA

☐ Israel

☐ Other (Please specify) _____

IF BORN IN USA:

4. In what part of the country did you grow up primarily? **(Please check one.)**

☐ East Coast

☐ Midwest

☐ South

☐ West

5. Did you grow up primarily in the Bay Area? **(Please check one.)**

☐ Yes ☐ No

IF NO:

5A. How long have you lived in the Bay area most recently? _____ years

If you have any additional comments you wish to share, please do so on the back of the survey form. Feel free to share your comments either about your work in Jewish education or about this survey.

THANK YOU for taking the time to help us!