



Jewish Educators in a 21st Century Society: **A report on the work of Jewish educators today**

A Lippman Kanfer Institute Research Brief
Prepared in cooperation with the Coalition for the Advancement of Jewish Education (CAJE)

Introduction:

In a time of cultural changes, including dramatically expanded use of technology, diverse family structures, fluid identities, and unprecedented pressures coupled with nearly unlimited choice, what is the work of Jewish educators like?

In order to better understand the environment in which Jewish educators teach today and its impact on their work, JESNA's Lippman Kanfer Institute and CAJE (the Coalition for the Advancement of Jewish Education) undertook a survey asking educators to reflect on their experiences and their roles in a changing field.

The survey was posted in January of 2008 on the web, and invitations to participate were sent to members of CAJE and to other listservs for Jewish educators (reaching approximately 8,000 educators in total). Three hundred ninety (390) respondents completed the survey, including teachers, administrators and rabbis from both day schools and synagogues throughout North America.¹

¹ In light of the survey methodology used and the response rate, we cannot make any claim about the extent to which the respondents are representative of the pool of Jewish educators as a whole or even of the entire CAJE membership. However, the responses are at least suggestive regarding the thinking of a diverse group of active educators.

The survey had two parts: The first section asked educators to respond to three questions focusing on a) the environment for Jewish education, b) the nature of the work of a Jewish educator as they experience it, and c) the knowledge and skills required to be successful. Each question listed a number of items postulated to be impactful or important and asked respondents to rate the extent of impact or importance of each item as they experience it using a four-part scale. The second part invited respondents to submit examples of programs that represent new approaches to recruiting, preparing, developing and supporting educators that are responsive to the conditions probed in the first part.

This report focuses only on the first part of the survey². It examines the results for the full group of 390 respondents, and compares the responses from teachers (88 respondents) and administrators (180 respondents), and from educators working in day school (56 respondents) and synagogue settings (186 respondents).³ Although many of the responses are similar across educator position or type of institution, the differences that do exist are worth noting.

The findings in this report reinforce the sense that societal changes are impacting on Jewish education in some significant ways, and that educators must deal with these changes in order for Jewish education to remain relevant and important in the lives of learners.

I. Elements in the Environment:

Today's environment for Jewish education reflects demographic, social, cultural and technological change that make the world of the Jewish educator quite different than that of even a decade or two ago. The first question in the survey asked respondents the extent to which ten specific elements of today's environment affect them as Jewish educators. Table 1 reports the results for the entire group of respondents.

² The information from the second part is being compiled and used by JESNA and CAJE to identify programs that may be worth further review and dissemination as possible examples of innovation.

³ See the Appendix for a full set of charts showing the responses to each of the three questions for these sub-groups. Because of the way in which the survey was conducted and the limitations of the software used in the analysis, the numbers of respondents cited here and used in the analysis for each of the four sub-categories may be smaller than the actual numbers in the total pool of respondents. I.e., more teachers, administrators, or educators based in synagogues or day schools may have answered the survey than the number we have been able to identify. But, how many more is undeterminable.

Jewish Educators for the 21st Century: New Challenges and Responses

1. The first three questions in this survey ask you to reflect on your own experience as an educator: 1. The list that follows identifies various ELEMENTS IN THE ENVIRONMENT in which Jewish educators work today. Please indicate for each item the extent to which it impacts on your work as an educator.

	Greatly impacts	Somewhat impacts	Slightly impacts	Not at all impacts	N/A	Rating Average	Response Count
1)Diverse family structures (single-parent, blended, GLBT parents, inter-faith, etc.)	39.6% (154)	38.8% (151)	17.5% (68)	3.9% (15)	0.3% (1)	1.86	389
2)Prominence of technology and media in the culture and the lives of learners	39.9% (155)	42.3% (164)	14.9% (58)	2.3% (9)	0.5% (2)	1.80	388
3)Adults who need / want to learn in parallel with their children	15.8% (61)	33.9% (131)	31.8% (123)	15.2% (59)	3.4% (13)	2.48	387
4)Competition for attention from other arenas of activity	76.2% (294)	15.5% (60)	5.7% (22)	1.8% (7)	0.8% (3)	1.33	386
5)Time pressures on children and families	78.6% (304)	16.0% (62)	3.4% (13)	0.8% (3)	1.3% (5)	1.25	387
6)Shortage of quality educators	56.6% (218)	26.5% (102)	9.4% (36)	5.5% (21)	2.1% (8)	1.63	385
7)Diversity and fluidity of Jewish identity	38.2% (148)	38.8% (150)	17.8% (69)	4.1% (16)	1.0% (4)	1.88	387
8)"Seekers" who are looking for meaning from their learning	15.3% (59)	36.4% (140)	35.3% (136)	10.1% (39)	2.9% (11)	2.41	385
9)Numbers of learners with special needs	28.6% (110)	40.8% (157)	22.3% (86)	6.2% (24)	2.1% (8)	2.06	385
10)Individuals and families approaching Jewish education as "consumers"	38.5% (148)	36.5% (140)	19.0% (73)	4.7% (18)	1.3% (5)	1.90	384

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TABLE 1

Based on the results from Table 1, it is clear that time pressures on children and families (78.6%) and competition for attention from other arenas of activity (76.2%) rate the highest in their perceived impact. The pressures of limited time and competition for attention may make the third most often cited “greatly impacting” element – the shortage of quality educators (56.6%) – even more acutely felt. Jewish education today is a “tough business,” and it needs all the talent it can muster to thrive in a competitive, time-challenged environment.

It is worth noting that, as might be expected, the shortage of quality educators (item 6) is felt most acutely by administrators, who are responsible for the quality of the teachers in their settings. Among directors, 61.7% cited a shortage as “greatly impacting” their work, vs. 37.5% of teachers. 14.8% of teachers said that a shortage of quality educators “not at all impacts” their work as an educator. Fewer than 2% of administrators said the same. Also worth noting is a difference between day school and synagogue educators, with the latter more likely to see a shortage of quality teachers as having a “great impact” on their work. This may reflect the differing demographics of teachers and employment conditions in day school and part-time settings.⁴

Another area where differences by setting were seen is in the item dealing with the prominence of media and technology in the environment. More than 80% of respondents

⁴ For much more information on teachers in day and complementary (part-time) Jewish schools, see the Educators in Jewish Schools Study (EJSS), published by JESNA in February 2008.

cited this as “greatly” or “somewhat” impacting their work, split almost evenly between the two categories. However, day school based respondents were substantially more likely (46.4%) than synagogue-based respondents (29.6%) to rate this as greatly impacting their work.

The differing roles and perspectives of administrators and teachers are also reflected in their responses regarding the suggestion that individuals and families approach Jewish education today as “consumers.” More than twice the percentage of directors (47.5%), compared to 22% of teachers, saw this consumerist approach as greatly impacting their work.

Overall, nearly every item listed was seen as either “greatly” or “somewhat” impacting their work by a substantial majority of survey respondents (between 70% and 90%). Educators seem to be very much aware that they are working in an environment in which learners are coming from more diverse backgrounds, with more diverse and fluid Jewish identities (seen as greatly or somewhat impacting their work by more than three-quarters of respondents). The only two items proposed that seem relatively less impactful were “adults needing or wanting to learn in parallel with their children” and “‘seekers’ who are looking for meaning from their learning.” These were seen as greatly or somewhat impacting their work by only around half of the educators who responded (though some might find even these numbers somewhat encouraging given the popular image of Jewish education as almost entirely pediatric in character). The responses on these two items differed only slightly across all of the respondent sub-groups – teachers and directors, day school and synagogue based educators.

II. Characteristics of the Work Educators Do:

Due at least in part to the environment in which they work, educators are now presented with new challenges and roles to fill in their work itself. The table below reports the responses when educators were asked to identify the extent to which they experience various postulated characteristics in their work today.

2. 2. The list that follows identifies various CHARACTERISTICS OF THE WORK that Jewish educators perform today. Please indicate for each item the extent to which you experience it as a component of your work as an educator.

	Greatly experience	Somewhat experience	Slightly experience	Not at all experience	N/A	Rating Average	Response Count
1)An increased emphasis on blending “formal” and “informal / experiential” approaches	53.1% (205)	33.2% (128)	9.3% (36)	2.3% (9)	2.1% (8)	1.60	386
2)The need to involve parents more fully in the educational process	40.4% (156)	43.8% (169)	11.4% (44)	3.1% (12)	1.3% (5)	1.77	386
3)The need to give greater attention to the unique characteristics of individual learners	62.3% (240)	28.8% (111)	7.3% (28)	0.8% (3)	0.8% (3)	1.46	385
4)The need to respond to parental concerns	47.9% (184)	39.1% (150)	9.1% (35)	2.3% (9)	1.6% (6)	1.65	384
5)Increased involvement in fundraising and marketing	22.1% (85)	32.3% (124)	25.8% (99)	13.8% (53)	6.0% (23)	2.33	384
6)Heightened demands for accountability and results	30.7% (119)	33.6% (130)	26.1% (101)	8.5% (33)	1.0% (4)	2.13	387
7)The need to make greater use of technology	27.9% (107)	39.3% (151)	25.0% (96)	7.3% (28)	0.5% (2)	2.12	384
8)The need for greater flexibility in scheduling	37.4% (144)	39.5% (152)	13.2% (51)	7.0% (27)	2.9% (11)	1.90	385
9)The need to work more closely with Boards, committees, and lay leaders	26.2% (101)	34.5% (133)	23.9% (92)	11.9% (46)	3.4% (13)	2.22	385
10)Limited time available to do the work	58.5% (223)	26.5% (101)	9.4% (36)	3.4% (13)	2.1% (8)	1.57	381

TABLE 2

The most greatly experienced characteristic is the need to give greater attention to the unique characteristics of individual learners (62.3%). Individualizing learning was the highest response for all respondents across categories – teachers, administrators, day schools and synagogues. Limited time available to do their work (58.5%) and an increased emphasis on blending “formal” and “informal” approaches (53.1%) were the next most frequently cited characteristics of respondents’ work experiences. These emphases makes complete sense in light of the responses to the first question: The only way, it would seem, that Jewish education (and educators) can be successful in an environment characterized by diversity, competition for attention, time pressures, and a consumerist ethos is by reaching individuals “where they’re at” and providing them with experiences that are engaging as well as content-ful. (Flexibility in scheduling may help as well – more than 75% of respondents reported experiencing the need for greater flexibility either “greatly” or “somewhat.”)

The need to respond to parental concerns and to involve parents more fully – again, reflecting key environmental factors – were also seen as important elements of their work experience by substantial majorities of survey respondents. We know that today, Jewish education is very much a “family affair,”⁵ and that the roles of parents both in choosing

⁵ See the superb study by Jack Wertheimer and his research team, *Family Matters: Jewish Education in an Age of Choice*, ed. Jack Wertheimer, Brandeis University Press, 2007.

Jewish education for their children and in helping to determine its ultimate impact by what they say and do are critical. Educators clearly understand that well.

Position again made a difference for some items in this question. “Heightened demands for accountability and results,” though not among the highest rated characteristics overall, was much more frequently cited as being experienced by directors (35% “greatly” and 36% “somewhat”) as compared to teachers (only 19% “greatly,” 27% “somewhat,” and 17% “not at all”). This raises an interesting question concerning the extent to which directors are either not being effective in transmitting the demands for results they are experiencing to teachers or may in fact be shielding teachers from these.

Other factors that are more strongly felt by directors than teachers are the need to respond to parental concerns, the need for greater flexibility in scheduling, the need to work more closely with Boards, committees, and lay leaders, and (not surprisingly) increased involvement in fundraising and marketing.

The responses of educators from day schools and synagogues also vary on several items. Not unexpectedly, day school educators are somewhat more likely to greatly experience the need to respond to parental concerns and for accountability and results. Synagogue educators are also much more likely to “not at all experience” increased involvement in fundraising and marketing and the need to make greater use of technology.

III. Knowledge and Skills Needed in Today’s Environment:

The third question posed in the survey asked respondents to rate the extent to which they regarded various elements of knowledge and skills as important requisites for their success as educators. Responses to this question followed from the previous questions, with the most often cited elements largely reflecting the environmental factors and work characteristics cited in the responses to those questions.

3. 3. The list that follows identifies elements of the KNOWLEDGE AND SKILLS that some would argue Jewish educators need today in order to be successful in their work. Please indicate for each item the extent to which you feel this is an important requisite for your own success as an educator.

	Critical	Important	Desirable	Unimportant	Response Count
1) Ability to deal with the impacts of technology and to use technology effectively	30.5% (118)	48.1% (186)	19.9% (77)	1.6% (6)	387
2) Ability to deal with the diverse family structures and living arrangements of learners	49.5% (191)	39.4% (152)	9.6% (37)	1.6% (6)	386
3) Ability to work with and educate adults	39.6% (153)	42.0% (162)	16.1% (62)	2.3% (9)	386
4) Facility in informal / experiential learning	48.8% (188)	39.2% (151)	10.9% (42)	1.0% (4)	385
5) Ability to deliver high level Jewish content (e.g., intensive study of original texts)	35.2% (136)	39.4% (152)	22.3% (86)	3.1% (12)	386
6) Ability to accommodate individual learners and learning styles	65.2% (251)	29.1% (112)	4.7% (18)	1.0% (4)	385
7) Ability to help learners find personal meaning through their learning	59.1% (228)	31.3% (121)	8.5% (33)	1.0% (4)	386
8) Ability to work collaboratively and systemically	53.7% (208)	37.2% (144)	7.5% (29)	1.6% (6)	387
9) Ability to generate funding	18.8% (72)	30.3% (116)	34.5% (132)	16.4% (63)	383
10) Competency in Hebrew language	27.2% (104)	43.1% (165)	26.1% (100)	3.7% (14)	383

TABLE 3

The most often named “critical” skill was the ability to accommodate individual learners and learning styles (65.2%), hearkening back to the similarly high rating given to the need to give greater attention to individual learners in question 2. Interestingly, although few respondents saw the presence of “seekers” as a major factor in the environment affecting their work, the ability to help learners find personal meaning through their learning (59.1%) was the second most frequently cited “critical” skill. This may reflect a general sense, seen in a number of responses to the different questions, that because Jewish education today operates in an environment that is both competitive for time and attention and colored by an increasing emphasis on “personalization” in many spheres of activity, the ability to tailor education to individual needs, circumstances and aspirations is paramount. The relatively high rating given to the ability to deal with diverse family structures and living arrangements of learners further buttresses this conclusion. There was little difference in the responses on these items between directors and teachers, both finding skills relating to individualization of learning to be critical.

Specific pedagogic knowledge and skills, such as competency in Hebrew, the ability to deliver high level Judaic content, and the ability to deal with the impacts of technology and to use technology effectively, were rated “important” by substantial numbers of respondents, but “critical” by only about a quarter of those completing the survey. On the other hand, facility in informal and experiential learning was seen as “critical” by more than half the respondents, reflecting trends in the field and, perhaps again, a strong

sense that Jewish education must engage individuals deeply in order to be effective in today's environment.

For most of these items, day school and synagogue based respondents, and teachers and directors, gave similar rankings in terms of their importance, though day school respondents and directors were more likely to rank accommodating individual learners as critical than were synagogue educators, and the latter were, in turn, more likely to see facilitating experiential learning as critical than were their day school counterparts.

Encouragingly, more than half the respondents rated the ability to work collaboratively and systemically as a critical skill. However, this was felt much more strongly by directors (64%) than teachers (40%). This may simply reflect the realities of their respective experiences, since we know that for many, teaching remains largely a solo practice.

When asked about the importance of being able to work with and educate adults, 42% percent responded that it is "important" and nearly 40% said "critical." This result parallels almost exactly the responses to the question concerning the extent to which educators experience a need to involve parents more fully in the educational process (40% greatly, 42% somewhat). Whether this reflects demand from the parental side is less clear, however, since fewer than half the respondents responded that adults needing/wanting to learn in parallel with their children either "greatly" or "somewhat" impacted their work. These mixed results suggest that engaging parents in Jewish learning along with their children remains somewhat of a challenge, but one that educators are increasingly eager to take on.

The skill rated least important by respondents is the ability to generate funding, although, as would be expected, directors were significantly more likely than teachers to rate it highly. Whether this is good news (funding is adequate or secured by others) or bad news (educators don't recognize the importance of raising additional resources), or both, may well be in the eyes of the beholder.

What We Have Learned:

Two overall impressions stand out from reading the responses to this survey:

The first is that Jewish educators feel that they are dealing with a complex environment, that their work makes a wide range of demands on them, and that a variety of knowledge and skills – and not necessarily those most associated with their own Judaic learning – are needed to meet these demands successfully. We have no way of knowing, of course, what other factors, work characteristics, or knowledge and skills *not* listed in this survey are shaping the work and lives of Jewish educators today. But, those listed are certainly regarded by large percentages of educators as very real components of the Jewish educational environment and institutions they experience.

Second, a recurring theme in this report is that educators are acutely conscious of working with learners who require individual and personalized attention. This is becoming a defining characteristic of Jewish educators' work, made all the more demanding because of the limitations of time (the learners' and theirs) that weigh heavily on them. Perhaps the relatively lower importance given to Hebrew competency or ability to deliver high quality Judaic content compared to pedagogic skills reflects a belief by many educators that they simply have too little opportunity to use and transmit high level Jewish knowledge. On the other hand, educators now face the challenge of providing meaningful learning to diverse learners, and, where possible, parents as well, in ways that engage students experientially, not just cognitively. This creates in some respects a new role for Jewish educators to work not just as teachers, but as "learning consultants," tailoring a program that will work for each individual and/or his or her family needs.

Next Steps:

This survey was modest in both scope and ambition. It cannot and should not be taken as providing a definitive portrait of either the current Jewish educational environment or the evolving work of educators. But, hopefully, it will serve as a spur for conversation and more intensive study.

Among the issues worth further research and discussion are these:

- What are the key characteristics of the environment of Jewish families/learners today? How do these elements affect their decisions to engage in Jewish education?
- Are time constraints a serious problem for the learner that needs to be solved, or an excuse for learners not to engage?
- In Question 1, the shortage of quality Jewish educators was of high concern. How is this felt by learners, and the parents of learners who are children, and how does it affect their attention and interest?
- Is technology a vehicle for learners to "self-learn" Judaism without the help of an educator? Can better use of technology help address some of the challenges they are currently experiencing according to the survey (e.g., personalization and limited time)?
- How far can we go to accommodate learners' needs and interests? Is there a limit as to how far we should go? What are the institutional, financial, and communal implications of seeking to deal with today's diversity and demands for individualization?
- What are the implications for preparing Jewish educators to respond to these changes? How can our educational leaders, our training institutions, congregations, and communities best respond?

We encourage readers to dig deeper into the data we have presented here and into these questions that will help draw the face of Jewish education in the 21st century.

Prepared by Monica Rozenfeld and Jonathan Woocher

Lippman Kanfer Institute Research Briefs are reports on small-scale research projects conducted or commissioned by the Institute that are designed to illuminate and stimulate conversation and further research about issues relating to innovation and system redesign in Jewish education.

Table 1

Directors

1. The first three questions in this survey ask you to reflect on your own experience as an educator: 1. The list that follows identifies various ELEMENTS IN THE ENVIRONMENT in which Jewish educators work today. Please indicate for each item the extent to which it impacts on your work as an educator.							
	Greatly impacts	Somewhat impacts	Slightly impacts	Not at all impacts	N/A	Rating Average	Response Count
1)Diverse family structures (single-parent, blended, GLBT parents, inter-faith, etc.)	41.1% (74)	37.8% (68)	18.3% (33)	2.8% (5)	0.0% (0)	1.83	180
2)Prominence of technology and media in the culture and the lives of learners	41.7% (75)	42.8% (77)	12.8% (23)	2.2% (4)	0.6% (1)	1.75	180
3)Adults who need / want to learn in parallel with their children	15.6% (28)	36.3% (65)	31.8% (57)	12.8% (23)	3.4% (6)	2.43	179
4)Competition for attention from other arenas of activity	81.7% (147)	10.8% (19)	8.7% (12)	0.6% (1)	0.6% (1)	1.26	180
5)Time pressures on children and families	81.1% (146)	14.4% (26)	2.8% (5)	1.1% (2)	0.6% (1)	1.23	180
6)Shortage of quality educators	61.7% (111)	25.6% (46)	10.8% (19)	1.7% (3)	0.6% (1)	1.52	180
7)Diversity and fluidity of Jewish identity	40.8% (73)	39.1% (70)	14.0% (25)	5.0% (9)	1.1% (2)	1.83	179
8)"Seekers" who are looking for meaning from their learning	17.2% (31)	36.1% (65)	34.4% (62)	10.0% (18)	2.2% (4)	2.38	180
9)Numbers of learners with special needs	28.7% (48)	42.2% (76)	22.2% (40)	8.7% (12)	2.2% (4)	2.09	180
10)Individuals and families approaching Jewish education as "consumers"	47.5% (85)	35.2% (63)	12.8% (23)	3.9% (7)	0.6% (1)	1.73	179
					Other (please specify)		18
<i>answered question</i>							180

Teachers

1. The first three questions in this survey ask you to reflect on your own experience as an educator: 1. The list that follows identifies various ELEMENTS IN THE ENVIRONMENT in which Jewish educators work today. Please indicate for each item the extent to which it impacts on your work as an educator.

	Greatly impacts	Somewhat impacts	Slightly impacts	Not at all impacts	N/A	Rating Average	Response Count
1)Diverse family structures (single-parent, blended, GLBT parents, inter-faith, etc.)	30.7% (27)	46.6% (41)	19.3% (17)	3.4% (3)	0.0% (0)	1.95	88
2)Prominence of technology and media in the culture and the lives of learners	31.8% (28)	46.6% (41)	18.2% (18)	2.3% (2)	1.1% (1)	1.91	88
3)Adults who need / want to learn in parallel with their children	19.2% (18)	27.3% (24)	27.3% (24)	21.6% (19)	5.7% (5)	2.55	88
4)Competition for attention from other arenas of activity	67.0% (59)	27.3% (24)	4.5% (4)	1.1% (1)	0.0% (0)	1.40	88
5)Time pressures on children and families	76.1% (67)	20.5% (18)	2.3% (2)	0.0% (0)	1.1% (1)	1.25	88
6)Shortage of quality educators	37.5% (33)	30.7% (27)	12.5% (11)	14.8% (13)	4.5% (4)	2.05	88
7)Diversity and fluidity of Jewish identity	31.8% (28)	33.0% (29)	28.4% (25)	5.7% (5)	1.1% (1)	2.08	88
8)"Seekers" who are looking for meaning from their learning	17.4% (15)	26.7% (23)	39.5% (34)	8.1% (7)	8.1% (7)	2.42	88
9)Numbers of learners with special needs	31.8% (28)	36.4% (32)	25.0% (22)	5.7% (5)	1.1% (1)	2.05	88
10)Individuals and families approaching Jewish education as "consumers"	21.8% (19)	33.3% (29)	34.5% (30)	5.7% (5)	4.6% (4)	2.25	87
					Other (please specify)		9
					<i>answered question</i>		88

Synagogues

1. The first three questions in this survey ask you to reflect on your own experience as an educator: 1. The list that follows identifies various ELEMENTS IN THE ENVIRONMENT in which Jewish educators work today. Please indicate for each item the extent to which it impacts on your work as an educator.

	Greatly impacts	Somewhat impacts	Slightly impacts	Not at all impacts	N/A	Rating Average	Response Count
1)Diverse family structures (single-parent, blended, GLBT parents, inter-faith, etc.)	38.9% (72)	38.9% (72)	17.3% (32)	4.3% (8)	0.5% (1)	1.87	186
2)Prominence of technology and media in the culture and the lives of learners	29.6% (55)	48.9% (91)	17.2% (32)	3.2% (6)	1.1% (2)	1.94	186
3)Adults who need / want to learn in parallel with their children	15.6% (29)	33.3% (62)	30.8% (57)	18.1% (30)	4.3% (8)	2.49	186
4)Competition for attention from other arenas of activity	82.3% (153)	12.9% (24)	3.2% (6)	0.5% (1)	1.1% (2)	1.21	186
5)Time pressures on children and families	84.9% (158)	10.8% (20)	3.2% (6)	0.5% (1)	0.5% (1)	1.19	186
6)Shortage of quality educators	54.6% (101)	25.4% (47)	13.0% (24)	5.4% (10)	1.6% (3)	1.69	186
7)Diversity and fluidity of Jewish identity	32.3% (60)	41.4% (77)	19.9% (37)	4.3% (8)	2.2% (4)	1.96	186
8)"Seekers" who are looking for meaning from their learning	8.6% (16)	35.7% (68)	41.6% (77)	10.3% (19)	3.8% (7)	2.56	186
9)Numbers of learners with special needs	24.2% (45)	43.0% (80)	24.7% (46)	6.6% (12)	1.6% (3)	2.14	186
10)Individuals and families approaching Jewish education as "consumers"	37.5% (69)	33.7% (62)	21.2% (39)	5.4% (10)	2.2% (4)	1.94	184
					Other (please specify)		20
					answered question		186

Day Schools

1. The first three questions in this survey ask you to reflect on your own experience as an educator: 1. The list that follows identifies various ELEMENTS IN THE ENVIRONMENT in which Jewish educators work today. Please indicate for each item the extent to which it impacts on your work as an educator.

	Greatly impacts	Somewhat impacts	Slightly impacts	Not at all impacts	N/A	Rating Average	Response Count
1)Diverse family structures (single-parent, blended, GLBT parents, inter-faith, etc.)	28.6% (16)	44.6% (25)	23.2% (13)	3.6% (2)	0.0% (0)	2.02	56
2)Prominence of technology and media in the culture and the lives of learners	46.4% (26)	39.3% (22)	10.7% (6)	3.6% (2)	0.0% (0)	1.71	56
3)Adults who need / want to learn in parallel with their children	19.6% (11)	35.7% (20)	23.2% (13)	16.1% (9)	5.4% (3)	2.38	56
4)Competition for attention from other arenas of activity	53.6% (30)	33.9% (19)	10.7% (6)	1.8% (1)	0.0% (0)	1.61	56
5)Time pressures on children and families	69.6% (39)	26.8% (15)	0.0% (0)	1.8% (1)	1.8% (1)	1.33	56
6)Shortage of quality educators	46.4% (26)	28.6% (16)	10.7% (6)	12.5% (7)	1.8% (1)	1.89	56
7)Diversity and fluidity of Jewish identity	34.5% (19)	34.5% (19)	23.6% (13)	7.3% (4)	0.0% (0)	2.04	55
8)"Seekers" who are looking for meaning from their learning	14.5% (8)	38.2% (21)	36.4% (20)	5.5% (3)	5.5% (3)	2.35	55
9)Numbers of learners with special needs	41.1% (23)	39.3% (22)	17.9% (10)	1.8% (1)	0.0% (0)	1.80	56
10)Individuals and families approaching Jewish education as "consumers"	32.1% (18)	42.9% (24)	21.4% (12)	3.6% (2)	0.0% (0)	1.96	56
					Other (please specify)		7
					<i>answered question</i>		56

Table 2

Directors

2. 2. The list that follows identifies various CHARACTERISTICS OF THE WORK that Jewish educators perform today. Please indicate for each item the extent to which you experience it as a component of your work as an educator.							
	Greatly experience	Somewhat experience	Slightly experience	Not at all experience	N/A	Rating Average	Response Count
1)An increased emphasis on blending "formal" and "informal / experiential" approaches	59.8% (107)	29.1% (52)	8.9% (16)	1.1% (2)	1.1% (2)	1.51	179
2)The need to involve parents more fully in the educational process	48.0% (86)	40.8% (73)	8.4% (15)	2.8% (5)	0.0% (0)	1.66	179
3)The need to give greater attention to the unique characteristics of individual learners	61.5% (110)	29.6% (53)	7.8% (14)	0.0% (0)	1.1% (2)	1.46	179
4)The need to respond to parental concerns	55.3% (99)	35.2% (63)	6.7% (12)	1.7% (3)	1.1% (2)	1.54	179
5)Increased involvement in fundraising and marketing	32.0% (57)	35.4% (63)	23.6% (42)	7.9% (14)	1.1% (2)	2.07	178
6)Heightened demands for accountability and results	35.0% (63)	36.1% (65)	23.9% (43)	4.4% (8)	0.6% (1)	1.98	180
7)The need to make greater use of technology	26.8% (48)	45.8% (82)	24.0% (43)	3.4% (6)	0.0% (0)	2.04	179
8)The need for greater flexibility in scheduling	42.1% (75)	40.4% (72)	10.7% (19)	5.1% (9)	1.7% (3)	1.78	178
9)The need to work more closely with Boards, committees, and lay leaders	31.8% (57)	40.8% (73)	21.2% (38)	5.0% (9)	1.1% (2)	1.99	179
10)Limited time available to do the work	59.0% (105)	27.5% (49)	10.7% (19)	2.2% (4)	0.6% (1)	1.56	178
Other characteristics (please specify)							11
<i>answered question</i>							180

Teachers

2. 2. The list that follows identifies various CHARACTERISTICS OF THE WORK that Jewish educators perform today. Please indicate for each item the extent to which you experience it as a component of your work as an educator.								
	Greatly experience	Somewhat experience	Slightly experience	Not at all experience	N/A	Rating Average	Response Count	
1)An increased emphasis on blending "formal" and "informal / experiential" approaches	38.6% (34)	43.2% (38)	12.5% (11)	3.4% (3)	2.3% (2)	1.80	88	
2)The need to involve parents more fully in the educational process	33.0% (29)	44.3% (39)	15.9% (14)	5.7% (5)	1.1% (1)	1.94	88	
3)The need to give greater attention to the unique characteristics of individual learners	70.5% (62)	21.6% (19)	6.8% (6)	1.1% (1)	0.0% (0)	1.39	88	
4)The need to respond to parental concerns	38.6% (34)	45.5% (40)	12.5% (11)	2.3% (2)	1.1% (1)	1.78	88	
5)Increased involvement in fundraising and marketing	4.5% (4)	20.5% (18)	33.0% (29)	23.9% (21)	18.2% (16)	2.93	88	
6)Heightened demands for accountability and results	19.3% (17)	27.3% (24)	36.4% (32)	17.0% (15)	0.0% (0)	2.51	88	
7)The need to make greater use of technology	22.1% (19)	36.0% (31)	27.9% (24)	12.8% (11)	1.2% (1)	2.32	86	
8)The need for greater flexibility in scheduling	23.9% (21)	44.3% (39)	14.8% (13)	11.4% (10)	5.7% (5)	2.14	88	
9)The need to work more closely with Boards, committees, and lay leaders	9.2% (8)	25.3% (22)	28.7% (25)	28.7% (25)	8.0% (7)	2.84	87	
10)Limited time available to do the work	54.5% (48)	29.5% (26)	10.2% (9)	3.4% (3)	2.3% (2)	1.62	88	
							Other characteristics (please specify)	5
							<i>answered question</i>	88

Synagogues

2. 2. The list that follows identifies various CHARACTERISTICS OF THE WORK that Jewish educators perform today. Please indicate for each item the extent to which you experience it as a component of your work as an educator.

	Greatly experience	Somewhat experience	Slightly experience	Not at all experience	N/A	Rating Average	Response Count
1)An increased emphasis on blending "formal" and "informal / experiential" approaches	49.7% (92)	34.1% (63)	11.8% (22)	1.6% (3)	2.7% (5)	1.64	186
2)The need to involve parents more fully in the educational process	41.8% (78)	45.7% (85)	8.6% (16)	3.2% (6)	0.5% (1)	1.73	186
3)The need to give greater attention to the unique characteristics of individual learners	61.3% (114)	28.0% (52)	9.1% (17)	1.1% (2)	0.5% (1)	1.50	186
4)The need to respond to parental concerns	51.9% (96)	36.2% (67)	9.7% (18)	1.6% (3)	0.5% (1)	1.61	186
5)Increased involvement in fundraising and marketing	16.2% (30)	30.8% (57)	27.6% (51)	19.5% (36)	5.9% (11)	2.53	186
6)Heightened demands for accountability and results	21.5% (40)	35.5% (66)	31.7% (59)	10.2% (19)	1.1% (2)	2.31	186
7)The need to make greater use of technology	18.8% (35)	39.2% (73)	30.6% (57)	10.2% (19)	1.1% (2)	2.33	186
8)The need for greater flexibility in scheduling	37.1% (69)	43.0% (80)	10.2% (19)	7.0% (13)	2.7% (5)	1.87	186
9)The need to work more closely with Boards, committees, and lay leaders	22.6% (42)	33.3% (62)	25.8% (48)	14.5% (27)	3.8% (7)	2.34	186
10)Limited time available to do the work	57.8% (107)	28.6% (53)	7.6% (14)	4.3% (8)	1.6% (3)	1.58	186
Other characteristics (please specify)							13
answered question							186

Day Schools

2. 2. The list that follows identifies various CHARACTERISTICS OF THE WORK that Jewish educators perform today. Please indicate for each item the extent to which you experience it as a component of your work as an educator.								
	Greatly experience	Somewhat experience	Slightly experience	Not at all experience	N/A	Rating Average	Response Count	
1)An increased emphasis on blending "formal" and "informal / experiential" approaches	44.6% (25)	39.3% (22)	12.6% (7)	1.8% (1)	1.8% (1)	1.71	56	
2)The need to involve parents more fully in the educational process	46.4% (26)	42.9% (24)	8.9% (5)	0.0% (0)	1.8% (1)	1.62	56	
3)The need to give greater attention to the unique characteristics of individual learners	75.0% (42)	23.2% (13)	1.8% (1)	0.0% (0)	0.0% (0)	1.27	56	
4)The need to respond to parental concerns	60.7% (34)	35.7% (20)	1.8% (1)	0.0% (0)	1.8% (1)	1.40	56	
5)Increased involvement in fundraising and marketing	30.4% (17)	37.5% (21)	19.6% (11)	3.6% (2)	8.9% (5)	1.96	56	
6)Heightened demands for accountability and results	32.1% (18)	48.2% (27)	17.9% (10)	1.8% (1)	0.0% (0)	1.89	56	
7)The need to make greater use of technology	34.5% (19)	43.6% (24)	18.2% (10)	3.6% (2)	0.0% (0)	1.91	55	
8)The need for greater flexibility in scheduling	36.4% (20)	38.2% (21)	14.5% (8)	7.3% (4)	3.6% (2)	1.92	55	
9)The need to work more closely with Boards, committees, and lay leaders	21.8% (12)	36.4% (20)	27.3% (15)	10.9% (6)	3.6% (2)	2.28	55	
10)Limited time available to do the work	69.6% (39)	17.9% (10)	10.7% (6)	1.8% (1)	0.0% (0)	1.45	56	
							Other characteristics (please specify)	6
							answered question	56

Table 3

Directors

3. 3. The list that follows identifies elements of the KNOWLEDGE AND SKILLS that some would argue Jewish educators need today in order to be successful in their work. Please indicate for each item the extent to which you feel this is an important requisite for your own success as an educator.

	Critical	Important	Desirable	Unimportant	Response Count
1)Ability to deal with the impacts of technology and to use technology effectively	31.7% (57)	51.7% (93)	15.0% (27)	1.7% (3)	180
2)Ability to deal with the diverse family structures and living arrangements of learners	49.2% (88)	39.7% (71)	9.5% (17)	1.7% (3)	179
3)Ability to work with and educate adults	45.3% (81)	38.5% (69)	15.1% (27)	1.1% (2)	179
4)Facility in informal / experiential learning	53.3% (96)	40.0% (72)	6.7% (12)	0.0% (0)	180
5)Ability to deliver high level Jewish content (e.g., intensive study of original texts)	34.4% (62)	41.1% (74)	22.2% (40)	2.2% (4)	180
6)Ability to accommodate individual learners and learning styles	62.0% (111)	33.0% (59)	4.5% (8)	0.6% (1)	179
7)Ability to help learners find personal meaning through their learning	56.7% (102)	32.8% (59)	10.0% (18)	0.6% (1)	180
8)Ability to work collaboratively and systemically	64.4% (116)	30.8% (55)	4.4% (8)	0.6% (1)	180
9)Ability to generate funding	21.8% (39)	37.4% (67)	33.5% (60)	7.3% (13)	179
10)Competency in Hebrew language	25.3% (45)	44.4% (79)	28.1% (50)	2.2% (4)	178
			Other (please specify)		12
			answered question		180

Teachers

3. 3. The list that follows identifies elements of the KNOWLEDGE AND SKILLS that some would argue Jewish educators need today in order to be successful in their work. Please indicate for each item the extent to which you feel this is an important requisite for your own success as an educator.

	Critical	Important	Desirable	Unimportant	Response Count
1)Ability to deal with the impacts of technology and to use technology effectively	29.5% (26)	39.8% (35)	30.7% (27)	0.0% (0)	88
2)Ability to deal with the diverse family structures and living arrangements of learners	48.9% (43)	39.8% (35)	10.2% (9)	1.1% (1)	88
3)Ability to work with and educate adults	29.5% (26)	44.3% (39)	20.5% (18)	5.7% (5)	88
4)Facility in informal / experiential learning	38.6% (34)	38.6% (34)	20.5% (18)	2.3% (2)	88
5)Ability to deliver high level Jewish content (e.g., intensive study of original texts)	35.6% (31)	35.6% (31)	25.3% (22)	3.4% (3)	87
6)Ability to accommodate individual learners and learning styles	75.0% (66)	22.7% (20)	2.3% (2)	0.0% (0)	88
7)Ability to help learners find personal meaning through their learning	72.7% (64)	19.3% (17)	8.0% (7)	0.0% (0)	88
8)Ability to work collaboratively and systemically	40.9% (36)	42.0% (37)	13.6% (12)	3.4% (3)	88
9)Ability to generate funding	8.0% (7)	19.5% (17)	35.8% (31)	36.8% (32)	87
10)Competency in Hebrew language	29.5% (26)	42.0% (37)	25.0% (22)	3.4% (3)	88
			Other (please specify)		6
			<i>answered question</i>		88

Synagogues

3. 3. The list that follows identifies elements of the KNOWLEDGE AND SKILLS that some would argue Jewish educators need today in order to be successful in their work. Please indicate for each item the extent to which you feel this is an important requisite for your own success as an educator.

	Critical	Important	Desirable	Unimportant	Response Count
1)Ability to deal with the impacts of technology and to use technology effectively	25.3% (47)	50.5% (94)	22.0% (41)	2.2% (4)	186
2)Ability to deal with the diverse family structures and living arrangements of learners	50.3% (93)	39.5% (73)	9.2% (17)	1.1% (2)	185
3)Ability to work with and educate adults	39.8% (74)	41.4% (77)	15.6% (29)	3.2% (6)	186
4)Facility in informal / experiential learning	55.7% (103)	33.5% (62)	8.6% (16)	2.2% (4)	185
5)Ability to deliver high level Jewish content (e.g., intensive study of original texts)	26.5% (49)	41.1% (76)	28.1% (52)	4.3% (8)	185
6)Ability to accommodate individual learners and learning styles	64.9% (120)	29.2% (54)	4.9% (9)	1.1% (2)	185
7)Ability to help learners find personal meaning through their learning	60.8% (113)	28.5% (53)	9.1% (17)	1.6% (3)	186
8)Ability to work collaboratively and systemically	51.6% (96)	40.3% (75)	6.5% (12)	1.6% (3)	186
9)Ability to generate funding	15.1% (28)	27.4% (51)	38.7% (72)	18.8% (35)	186
10)Competency in Hebrew language	22.8% (42)	48.4% (89)	24.5% (45)	4.3% (8)	184
				Other (please specify)	10
				answered question	186

Day Schools

3. 3. The list that follows identifies elements of the KNOWLEDGE AND SKILLS that some would argue Jewish educators need today in order to be successful in their work. Please indicate for each item the extent to which you feel this is an important requisite for your own success as an educator.

	Critical	Important	Desirable	Unimportant	Response Count
1)Ability to deal with the impacts of technology and to use technology effectively	28.6% (16)	50.0% (28)	21.4% (12)	0.0% (0)	56
2)Ability to deal with the diverse family structures and living arrangements of learners	42.9% (24)	44.6% (25)	8.9% (5)	3.8% (2)	56
3)Ability to work with and educate adults	30.9% (17)	45.5% (25)	20.0% (11)	3.8% (2)	55
4)Facility in informal / experiential learning	32.1% (18)	53.6% (30)	14.3% (8)	0.0% (0)	56
5)Ability to deliver high level Jewish content (e.g., intensive study of original texts)	35.7% (20)	42.9% (24)	19.6% (11)	1.8% (1)	56
6)Ability to accommodate individual learners and learning styles	82.1% (46)	16.1% (9)	1.8% (1)	0.0% (0)	56
7)Ability to help learners find personal meaning through their learning	64.3% (36)	25.0% (14)	8.9% (5)	1.8% (1)	56
8)Ability to work collaboratively and systemically	58.9% (33)	35.7% (20)	3.8% (2)	1.8% (1)	56
9)Ability to generate funding	23.2% (13)	32.1% (18)	28.6% (16)	16.1% (9)	56
10)Competency in Hebrew language	38.2% (21)	43.6% (24)	14.5% (8)	3.8% (2)	55
			Other (please specify)		5
			answered question		56