

**DRAFT FOR CLIENT REVIEW
NOT FOR CIRCULATION OR CITATION**



GOI Ministry of Diaspora Affairs

Unit.Ed Evaluation
Draft: December 16, 2019

Unit.Ed Head of School Survey

Note: In some cases, the survey will be administered to the Senior Jewish Professional in the school, not necessarily the Head of School

The language in the purple shading is dependent on the recipient's region:
EFI for Europe, Lamorim for France, and Unit.Ed for Latin America.

This survey has been commissioned by the Government of Israel's Ministry of Diaspora Affairs and is being carried out by Rosov Consulting, a research firm that is evaluating the Ministry's "Unit.Ed" initiative. In order to assess the impact that Unit.Ed and its partners – EFI and Lamorim – are having on participating schools, we would like to hear from you about your experience with EFI / Lamorim / Unit.Ed, to get a sense of your educational practices, and to learn about the students and educators in your school. We would appreciate if you can please complete the following survey – your open and honest perspective is crucial to understanding the value of EFI's / Lamorim's / Unit.Ed's work. Please note that any information you share will be kept confidential and will only be reported in the aggregate.

If you have any questions or concerns, including any difficulty in accessing or completing the survey, please contact Avigail at amwknine@rosovconsulting.com. Thank you for your participation.

We first have a few questions about you and your professional practices.

1. Which of the following positions best characterizes your work?
 - a) Head of School
 - b) Assistant Director or Vice Principal of School
 - c) Director/Coordinator of Judaic Studies
 - d) Other (please specify: _____)

2. For how long have you been serving in this position?
 - a) Less than one year
 - b) 1-2 years
 - c) 3-5 years
 - d) 6-10 years
 - e) 11-20 years
 - f) More than 20 years

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3. What academic degree(s) do you currently hold? Please select all that apply.

- a) B.A. in Education
- b) B.A. in a field other than Education
- c) M.A. in Education
- d) M.A. in a field other than Education
- e) Doctorate in Education
- f) Doctorate in a field other than Education
- g) S'micha (Rabbinic Ordination)

4. Do you identify as Jewish?

- a) Yes
- b) No

5. Please indicate how many Judaic and Hebrew studies educators teach in your school, and what their employment status is:

| Employment status | Number of educators |
|---------------------------------|---------------------|
| Full-time | |
| Part-time – more than half-time | |
| Half-time – half-time or less | |

6. How often do you engage in each of the following behaviors?

| | Rarely or seldom | Once in a while | Sometimes | Often | Very frequently |
|--|------------------|-----------------|-----------|-------|-----------------|
| I try to understand what “being Jewish” means to my students | | | | | |
| I articulate how my actions are guided by my Jewish knowledge and values | | | | | |
| I help educators reach their professional development goals | | | | | |
| I solicit feedback from parents | | | | | |
| I demonstrate a personal passion for Judaic knowledge | | | | | |
| I develop cooperative relationships among my staff | | | | | |
| I implement the ideas and suggestions of educators in my school | | | | | |

Commented [RC1]: Adapted from the CASJE School Leadership survey

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7. How often do you engage in each of the following behaviors?

| | Rarely or seldom | Once in a while | Sometimes | Often | Very frequently |
|--|------------------|-----------------|-----------|-------|-----------------|
| I speak with educators about the importance of infusing Jewish values into classroom culture | | | | | |
| I exhibit a passion for contributing to the Jewish community above and beyond my job responsibilities | | | | | |
| I ask for feedback on how my actions affect educators' job satisfaction | | | | | |
| I make myself available throughout the day to talk with students, educators, and/or parents | | | | | |
| I help educators understand how their teaching supports the school's vision | | | | | |
| I model character values in my personal interactions with students and adults | | | | | |
| I initiate dialogues with stakeholders (e.g., educators, parents, community members) to reflect on school practices from a variety of perspectives | | | | | |

Commented [RC2]: Adapted from the CASJE School Leadership survey

8. In a typical school week, approximately how many hours do you dedicate to each of the following activities?

| | Number of hours |
|---|-----------------|
| Administrative tasks (e.g., enrollment management, budgeting) | |
| Observing educators in the classroom | |
| Curriculum planning and development | |
| Teaching students in the classroom | |
| Meeting with parents | |
| Providing or planning staff professional development | |
| Interacting with students outside of the classroom (providing academic guidance, support, discipline, etc.) | |
| Meeting with external organizations (e.g., synagogues, etc.) | |

Commented [RC3]: Adapted from CASJE survey. Added "interacting with students outside of the classroom" and "meeting with external organizations"

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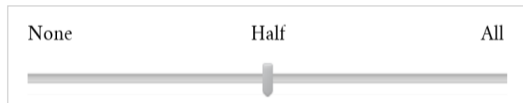
9. How confident do you feel in your ability to create positive change in your school's Judaic and/or Hebrew studies departments?
- a) Not at all confident
 - b) A little confident
 - c) Somewhat confident
 - d) Confident
 - e) Very confident

10. Please explain your response:

11. Commented [RC4]: Adapted from the CASJE School Leadership survey
- a) A lack of qualified teachers
 - b) Shortage or inadequacy of instructional materials or resources (e.g., textbooks, curriculum)
 - c) Shortage or inadequacy of technology capacity (e.g., computers, internet connection, etc.)
 - d) Shortage or inadequacy of facilities (e.g., classroom space, etc.)
 - e) Other (please specify: _____)

The next few questions ask about the students and teachers in your school.

12. We'd like to get a sense of the students in your school, in terms of their involvement in Jewish life. Using the slider, please indicate what proportion of students in your school...



- a) Have had, or plan to have, a Bar/Bat Mitzvah
- b) Attend a *Seder* on Passover
- c) Live in a home where Shabbat is marked differently than the rest of the week
- d) Have visited Israel
- e) Have a parent who attends synagogue at least once a month

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13. When you think about your primary goals for your students, which of the following are your top five goals?

- a) Students feel connected to the Jewish People
- b) Students are knowledgeable about Jewish heritage, rituals, and traditions
- c) Students act in ways that reflect Jewish values
- d) Students are involved in the local Jewish community
- e) Students feel proud of being Jewish
- f) Students are knowledgeable about Jewish texts (e.g., Torah, Oral Law)
- g) Students feel connected to the local Jewish community
- h) Students develop skills they can use throughout the rest of their lives
- i) Students feel good about themselves
- j) Students develop a relationship to the land, people, and state of Israel
- k) Students are curious and interested to learn about Jewish life and Jewish heritage
- l) Students take part in Shabbat and holiday rituals
- m) Students engage in community service and/or volunteer
- n) Students develop Hebrew language skills
- o) Students form strong Jewish friendships
- p) Students feel a sense of responsibility to care for other Jews
- q) Students understand the history of the local Jewish community

14. To what extent do the Judaic and Hebrew studies educators in your school have...

| | Not at all | A little | Somewhat | A lot | Very much |
|--|------------|----------|----------|-------|-----------|
| A high level of knowledge of the subject matter they teach | | | | | |
| Strong professional skills and capacities | | | | | |
| Confidence to do their job well | | | | | |
| A sense of commitment/dedication to their work | | | | | |
| A sense of professionalism | | | | | |
| The ability to manage challenges that they encounter at work | | | | | |
| A desire for their current work to be a long-term career | | | | | |
| Curriculum and resources to achieve their goals | | | | | |

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15. In your opinion, which of the following professional development topics would the Judaic and Hebrew studies educators in your school benefit from most? Please select your top three choices.
- a) Setting goals for students' Jewish growth
 - b) Assessing students' Jewish growth
 - c) Enhancing the *Tefilah* (prayer) experience
 - d) Teaching *Tanakh*
 - e) Teaching about Israel
 - f) Teaching Hebrew language
 - g) Integrating technology into Jewish/Hebrew studies
 - h) Integrating *midot* (character) education into the curriculum
 - i) Delivering experiential Jewish education
 - j) Other (please specify: _____)

Commented [RC5]: Adapted from the CASJE School Leadership survey

The next set of questions ask about your experience and work thus far with **EFI / Lamorim / Unit.Ed.**

16. How many educators or administrators in your school – other than yourself – participated in any of EFI's / Lamorim's / Unit.Ed's offerings or programs? [Write-in]
17. Have you personally participated in any of EFI's / Lamorim's / Unit.Ed's offerings or programs?
- a) Yes
 - b) No
18. In your own words, what would you say are EFI's / Lamorim's / Unit.Ed's goals? [Write-in]
19. Which of the following EFI / Lamorim / Unit.Ed offerings or programs have educators/administrators in your school participated in, or are currently participating in? Please select all that apply [Include region-specific list]
20. Please rate your satisfaction with the following EFI / Lamorim / Unit.Ed programs being offered to your school:

| | Very dissatisfied | Dissatisfied | Neutral | Satisfied | Very satisfied |
|---|-------------------|--------------|---------|-----------|----------------|
| [Carry forward selected choices from Q19] | | | | | |
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21. How, if at all, has EFI / Lamorim / Unit.Ed furthered your school's mission, or intend to further it, this academic year? [Write-in]

22. To what extent have the programs offered to your school by EFI / Lamorim / Unit.Ed contributed to students'...

| | Not at all | A little | Somewhat | A lot | Very much | Not applicable |
|--|------------|----------|----------|-------|-----------|----------------|
| Knowledge of Jewish heritage, rituals, and traditions | | | | | | |
| Hebrew language skills | | | | | | |
| Connection to the land, people, and state of Israel | | | | | | |
| Involvement in the local Jewish community | | | | | | |
| Feeling proud of their Jewish identity | | | | | | |
| Sense of responsibility to care for Jews in need | | | | | | |
| Curiosity and interest in learning about Jewish life and Jewish heritage | | | | | | |

23. To what extent have the programs offered to your school by EFI / Lamorim / Unit.Ed contributed to students'...

| | Not at all | A little | Somewhat | A lot | Very much | Not applicable |
|--|------------|----------|----------|-------|-----------|----------------|
| Knowledge of Jewish texts (e.g., Torah, Oral Law) | | | | | | |
| Marking Shabbat in a way that is different from the rest of the week | | | | | | |
| Awareness of current events in Israel | | | | | | |
| Understanding the history of their local Jewish community | | | | | | |
| Development of leadership skills | | | | | | |
| Feeling a sense of belonging to their peers/community | | | | | | |

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24. What type of impact have the programs offered by EFI / Lamorim / Unit.Ed had on educators in your school, in each of the following domains:

| | None | Little | Some | Significant | Highly significant |
|---|------|--------|------|-------------|--------------------|
| Increased knowledge of the subject matter they teach | | | | | |
| Increased reflection about teaching and learning | | | | | |
| Improved teaching practice | | | | | |
| Increased sense of collegiality | | | | | |
| Increased sense of professionalism | | | | | |
| Learned specific techniques or theories | | | | | |
| Increased sense that their current work can be a long-term career | | | | | |

