

Introduction and consent

This survey asks about your opinions about Hebrew education at the [REDACTED] [REDACTED] of the [REDACTED] and should take about 8-10 minutes. [REDACTED] [REDACTED] completed a more extensive survey a few months ago, and your school is one of ten that we have selected to participate in a follow-up study for teachers, students, parents, and clergy. There are no risks associated with this survey, and you will receive no payment. Potential benefits include strengthening your school's education program and other Jewish educational institutions. Your participation is voluntary, and you may stop the survey at any point with no penalty.

The overall survey results will be widely shared so educational institutions can learn from each other. Your information and the name of your school will remain confidential, and data will be reported in aggregate or with descriptors (e.g., "a medium-sized Reform school in the Northeast"). Other constituents at your institution will only see an aggregate of all clergy responses, not your individual responses. The only people who will see your individual responses are members of the research team and, possibly, the University of Southern California's Human Subjects Protection Program (HSPP). (The HSPP reviews and monitors research studies to protect the rights and welfare of research subjects.)

This survey is conducted by:

- Dr. Netta Avineri, Middlebury Institute of International Studies at Monterey;
- Dr. Sarah Bunin Benor, Hebrew Union College and University of Southern California (USC);
- and Rabbi Nicki Greninger, Temple Isaiah of Lafayette.

If you have questions, you may contact the researchers at sbenor@huc.edu or 213-765-2187. HSPP contact information: irb@usc.edu, 323-223-2340, USC Institutional Review Board, 1640 Marengo Street, Suite 700, Los Angeles, CA 90033-9269. Project number: UP-18-00528.

By clicking NEXT, you consent to participate. Thank you for your time!

Your role

1. What is your role at your synagogue?

- Cantor
- Assistant cantor
- Cantorial soloist
- Rabbi/Educator
- Rabbi Emeritus
- Senior Rabbi
- Rabbi
- Associate Rabbi
- Assistant Rabbi
- Other (please specify)

2. Overall, how satisfied are you with [REDACTED]'s school?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

Hebrew at your school

3. How satisfied are you with [REDACTED]'s Hebrew education?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

4. How familiar are you with the way Hebrew is taught at [REDACTED]?

- Very familiar
- Somewhat familiar
- Not very familiar
- Not at all familiar

Importance of Hebrew instruction

5. In relation to other subjects taught in the program, how central do you feel Hebrew currently is?

- Very central
- Moderately central
- A bit central
- Not at all central

6. In relation to other subjects taught in the program, how central do you feel Hebrew *should be*?

- Very central
- Moderately central
- A bit central
- Not at all central

Hebrew-related rationales and goals

7. Thinking about your *personal* rationales for why students at your school should learn Hebrew, to what extent is each of these a rationale?

	To a great extent	To a moderate extent	To a small extent	Not at all
Bar/bat mitzvah preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hebrew is a language of the Jewish people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hebrew is a language of the Jewish religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hebrew is a language of the State of Israel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hebrew is a language of American Jewish life/culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now we have a series of questions about your Hebrew-related goals for students by the time they finish 6th grade at your school. To what extent do YOU think each of these should be a goal (graduates **should** be able to do it), and to what extent are students currently achieving that goal (graduates **are** generally able to do it)?

8. Recitation goals

	Graduates should be able to	Graduates are generally able to
recite Hebrew prayers by ear/heart	<input type="text"/>	<input type="text"/>
recite Hebrew prayers while reading transliteration (English letters)	<input type="text"/>	<input type="text"/>
recite Hebrew prayers while reading Hebrew letters	<input type="text"/>	<input type="text"/>
recite or chant Torah in Hebrew	<input type="text"/>	<input type="text"/>
sing Hebrew songs	<input type="text"/>	<input type="text"/>

9. Reading goals

	Graduates should be able to	Graduates are generally able to
recognize names or sounds of Hebrew letters	<input type="text"/>	<input type="text"/>
decode Hebrew words (sound out letters and vowel signs to form words) using block letters	<input type="text"/>	<input type="text"/>
decode Hebrew words using cursive letters	<input type="text"/>	<input type="text"/>

10. Comprehension goals

	Graduates should be able to	Graduates are generally able to
understand key Torah passages in Hebrew (e.g., beginning of Genesis, Ten Commandments)	<input type="text"/>	<input type="text"/>
understand themes of key prayers	<input type="text"/>	<input type="text"/>
understand a story in Modern Hebrew	<input type="text"/>	<input type="text"/>
understand basic Hebrew instructions (e.g., <i>na lakum, lashevet b'sheket</i>)	<input type="text"/>	<input type="text"/>
understand Jewish life vocabulary (Hebrew words used in English sentences, like <i>siddur, tefillah</i>)	<input type="text"/>	<input type="text"/>

11. Conversation goals

	Graduates should be able to	Graduates are generally able to
use Jewish life vocabulary (Hebrew words used in English sentences, like <i>siddur, tefillah</i>)	<input type="text"/>	<input type="text"/>
have a basic Modern Hebrew conversation (e.g., greetings, directions, ordering food)	<input type="text"/>	<input type="text"/>
have an intermediate Modern Hebrew conversation	<input type="text"/>	<input type="text"/>

12. Writing goals

	Graduates should be able to	Graduates are generally able to
write Hebrew block letters	<input type="text"/>	<input type="text"/>
write Hebrew cursive letters	<input type="text"/>	<input type="text"/>
write a story in Modern Hebrew	<input type="text"/>	<input type="text"/>

13. Affective goals

	Graduates should be able to	Graduates are generally able to
associate Hebrew with Jewishness	<input type="text"/>	<input type="text"/>
associate Hebrew with fun	<input type="text"/>	<input type="text"/>
feel personally connected to Hebrew	<input type="text"/>	<input type="text"/>
feel a sense of accomplishment regarding their Hebrew knowledge	<input type="text"/>	<input type="text"/>
have a desire to pursue further Hebrew education	<input type="text"/>	<input type="text"/>

14. Do you have other Hebrew-related goals for the school? If so, what are they?

15. To what extent have you been involved in envisioning Hebrew-related goals and methods for your school?

- To a great extent
- To a moderate extent
- To a small extent
- Not at all

16. What factors are helping your school achieve its Hebrew-related goals?

17. What factors are hindering your school from achieving its Hebrew-related goals?

Valuing Hebrew

18. To what extent do you value Hebrew education for bar/bat mitzvah preparation?

- To a great extent
- To a moderate extent
- To a small extent
- Not at all

19. To what extent do you think each of the following constituencies at your school values Hebrew education for bar/bat mitzvah preparation?

	To a great extent	To a moderate extent	To a small extent	Not at all
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. To what extent do you value Hebrew education *for reasons other than* bar/bat mitzvah preparation?

- To a great extent
- To a moderate extent
- To a small extent
- Not at all

21. To what extent do you think each of the following constituencies at your school values Hebrew education *for reasons other than* bar/bat mitzvah preparation?

	To a great extent	To a moderate extent	To a small extent	Not at all
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Conclusion

22. Your age

- Under 35
- 35-44
- 45-54
- 55-64
- 65+

23. Do you have other comments about Hebrew education at [REDACTED]'s school?