

Introduction and consent

This anonymous survey should take about 8-10 minutes. It asks about what your child has learned and what you hope they will learn at the ██████████ of the ██████████, especially with regard to Hebrew. There are no risks associated with this survey, and you will receive no payment. Potential benefits include strengthening your synagogue'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 name 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"). The school director will receive a report of the overall responses but will not see individual responses. The only people who will see your 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!

Background information

If you have multiple children at ██████████, please answer the questions with one 5th- or 6th-grade student in mind.

1. How many years has this child attended ██████████?

- Less than 1
- 1-2
- 3-4
- 5 or more

2. Overall, how satisfied are you with ██████████?

- Very satisfied
- Moderately satisfied
- A little bit satisfied
- Not at all satisfied

3. How satisfied do you think your child is with ██████████?

- Very satisfied
- Moderately satisfied
- A little bit satisfied
- Not at all satisfied

Hebrew education at your school

4. How satisfied are you with ██████████'s *Hebrew* education so far?

- Very satisfied
- Moderately satisfied
- A little bit satisfied
- Not at all satisfied

5. How satisfied do you think your child is with ██████████'s Hebrew education?

- Very satisfied
- Moderately satisfied
- A little bit satisfied
- Not at all satisfied

6. In relation to other subjects taught in ██████████, how central do you feel Hebrew currently is?

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

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

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

8. 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

9. 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

Hebrew-related rationales

10. Why do you want your child to learn Hebrew?

11. In your opinion, how important is each of the following rationales for your child to learn Hebrew?

| | Very important | Moderately important | Somewhat important | Not at all important |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |

12. Thinking about why ██████████ teaches Hebrew, how important do you think each of the following rationales is in the opinion of the program's leaders?

| | Very important | Moderately important | Somewhat important | Not at all important |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |

Hebrew goals

Now we have a series of questions about your Hebrew-related goals for your child. By the end of 6th grade, my child should be able to:

13. Recitation goals

| | To a great extent | To a moderate extent | To a small extent | Not at all |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| recite Hebrew prayers by ear/heart | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| recite Hebrew prayers while reading transliteration (English letters) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| recite Hebrew prayers while reading Hebrew letters | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| recite or chant Torah in Hebrew | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| sing Hebrew songs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. Reading goals

| | To a great extent | To a moderate extent | To a small extent | Not at all |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| recognize names or sounds of Hebrew letters | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| decode Hebrew words (sound out letters and vowel signs to form words) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| decode Hebrew words using cursive letters | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Comprehension goals

| | To a great extent | To a moderate extent | To a small extent | Not at all |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| understand key Torah passages in Hebrew (e.g., beginning of Genesis, Ten Commandments) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| understand themes of key prayers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| understand a story in Modern Hebrew | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| understand basic Hebrew instructions (e.g., <i>na lakum, lashevet b'sheket</i>) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| understand Jewish life vocabulary (Hebrew words used in English sentences, like <i>siddur, tefillah</i>) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. Conversation goals

| | To a great extent | To a moderate extent | To a small extent | Not at all |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| use Jewish life vocabulary (Hebrew words used in English sentences, like <i>siddur</i> , <i>tefillah</i>) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| have a basic Modern Hebrew conversation (e.g., greetings, directions, ordering food) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| have an intermediate Modern Hebrew conversation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. Writing goals

| | To a great extent | To a moderate extent | To a small extent | Not at all |
|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| write Hebrew letters | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| write Hebrew cursive letters | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| write a story in Modern Hebrew | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. Affective/emotional goals

| | To a great extent | To a moderate extent | To a small extent | Not at all |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| associate Hebrew with Jewishness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| associate Hebrew with fun | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| feel personally connected to Hebrew | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| feel a sense of accomplishment regarding their Hebrew knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| have a desire to pursue further Hebrew education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. Do you have other Hebrew-related goals for your child? If so, what are they?

20. To what extent do you feel the school is succeeding in Hebrew education, according to the goals you identified as important?

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

Comments about this (optional)

School-parent communication

21. Has a teacher or administrator from ██████████ communicated their Hebrew-related goals to parents at the school? If so, how often?

- Multiple times each year
- Once each year
- Once every few years
- Once
- Never
- Not sure

22. Has a teacher or administrator from ██████████ asked for your input regarding the way Hebrew is taught at the school? If so, how often?

- Multiple times each year
- Once each year
- Once every few years
- Once
- Never
- Not sure

23. Are you on any committees or do you have any leadership roles at the ██████████?

- Yes
- No

If yes, please specify

Conclusion

24. What grade is your child in?

- 5th
- 6th
- 7th
- Other (please specify)

25. Where is your child in the process of bar/bat mitzvah preparation?

- They already had their bar/bat mitzvah.
- Their bar/bat mitzvah is coming up, and they have had many tutoring sessions.
- Their bar/bat mitzvah is coming up, and they have had a few tutoring sessions.
- Their bar/bat mitzvah is in the future, and they have not begun tutoring sessions.
- They will not have a bar/bat mitzvah.

26. Do you have other comments about the way your child is learning Hebrew at ██████████?