



**Committee for the Evaluation of Education and Science Education Study  
Programs**

**Tel-Aviv University  
The Jaime and Joan Constantiner School of Education  
Evaluation Report**

**September 2014**

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## **Chapter 1: Background**

The Council for Higher Education (CHE) decided to evaluate study programs in the field of Education and Science Education during the academic year of 2013-2014.

Following the decision of the CHE, the Minister of Education, who serves ex officio as Chairperson of the CHE, appointed a Committee consisting of:

- ***Prof. Sam Wineburg*** - Graduate School of Education, Stanford University - California, USA. Committee Chair.
- ***Prof. Patricia Alexander*** - College of Education, University of Maryland - Maryland, USA.
- ***Prof. Yehudit Judy Dori*** - Department of Education in Science and Technology, Technion – Israel Institute of Technology – Israel, and Electrical Engineering and Computer Science Department, Massachusetts Institute of Technology – Massachusetts, USA.
- ***Prof. Sharon Feiman-Nemser*** - Mandel Center for Studies in Jewish Education, Brandeis University - Massachusetts, USA.
- ***Prof. Stephen Jacobson*** - Graduate School of Education, University at Buffalo - New York, USA.
- ***Prof. R. Malatesha Joshi*** - College of Education and Human Development, Texas A & M University - Texas, USA.
- ***Prof. Jeremy Kilpatrick*** - Mathematics Education Program, University of Georgia -Georgia, USA.
- ***Prof. Alan Lesgold*** - School of Education, University of Pittsburgh – Pennsylvania, USA.
- ***Prof. Arie Wilschut*** - School of Education, Amsterdam University of Applied Sciences – Netherlands.
- ***Prof. Anat Zohar*** - School of Education, The Hebrew University in Jerusalem – Israel.

Ms. Maria Levinson-Or served as the Coordinator of the Committee on behalf of the CHE.

Within the framework of its activity, the Committee was requested to:<sup>1</sup>

1. Examine the self-evaluation reports, submitted by the institutions that provide study programs in Education and Science Education, and to conduct on-site visits at those institutions.
2. Submit to the CHE an individual report on each of the evaluated academic units and study programs, including the Committee's findings and recommendations.
3. Submit to the CHE a general report regarding the examined field of study within the Israeli system of higher education including recommendations for standards in the evaluated field of study.

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of July 2012).

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<sup>1</sup> The Committee's letter of appointment is attached as **Appendix 1**.

## **Chapter 2: Committee Procedures**

The Committee held its first meetings on March 18, 2014, during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as Education and Science Education Study programs in Israel.

In March 2014, the Committee held its visits of evaluation, and visited Bar-Ilan University, The Open University and Tel-Aviv University. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff and students.

This report deals with the School of Education at Tel-Aviv University. The Committee's visit to the university took place on March 25-26, 2014.

The schedule of the visit is attached as **Appendix 2**.

The Committee thanks the senior management of Tel-Aviv University and the School of Education for their self-evaluation report and for their hospitality towards the committee during its visit at the institution.

## **Chapter 3: Evaluation of Education & Science Education Study**

### **Program at Tel-Aviv University**

*This Report relates to the situation current at the time of the visit to the institution, and does not take account of any subsequent changes. The Report records the conclusions reached by the Evaluation Committee based on the documentation provided by the institution, information gained through interviews, discussion and observation as well as other information available to the Committee.*

#### **1. Executive Summary**

Tel-Aviv University's School of Education combines solid research in the field of education along with high quality teaching. We were impressed both by the distinguished and devoted faculty members and the positive learning environment within the school.

The school, however, lacks a strategic plan that articulates its priorities for the future. In order to address the problems raised in this report, the school must formulate a plan that lays out a unified vision for its various programs. This strategic plan should reflect a broad vision of the field of education in Israel, taking into account not only the internal needs of the School of Education, but also its role in preparing people concerned with education outside the academy.

We found that the absence of a strategic plan manifests in several ways. First, study programs are configured according to perceived student demand. As a result, some essential programs are not active or have been suspended indefinitely. Second, the procedure for hiring new faculty (i.e., issuing a general call for positions and basing decisions on the strength of the candidate's CV rather than on area of specialty) also reflects the lack of a coherent strategic plan.

The committee also observed weak links between the theoretical knowledge taught in the various programs and the opportunities students have to apply that knowledge. This, we believe, is another manifestation of the absence of a

vision that considers both the role of the school as a research body and as an entity that serves the needs of the Israeli education system. An example of a weak link was in the teaching certificate program. There, students receive a heavy dose of general theoretical knowledge with limited opportunities for classroom application -- an outdated model that has been largely abandoned by the top schools of education. Also, many of the educational technologies that students read about in their classes are not available for use in their university classrooms.

Among the areas of strength of the School of Education is the M.A. program in Mathematics Education (EMST). This program, which has clear connections to ongoing research agendas and is well coordinated with teacher preparation, should serve as a model for other programs in the school.

Our report is organized topically, with a brief summary of each topic followed by the committee's recommendations. In addition to issues concerning equipment and infrastructure that must be addressed, we believe that a long-term strategic plan with clear goals will address many of the problems faced by the School of Education at Tel-Aviv University.

## **2. Mission and Goals**

### Observations and findings

The mission statement of Tel Aviv University's School of Education sets out a vision of achieving research and teaching excellence in every area of the educational enterprise. Given the diversity of topics and research areas brought under the roof of a School of Education, it is impossible, we believe, to excel in everything. We looked for, but did not find, a clear articulation of priorities for the School of Education. Instead, we found a broad variety of programs, each of which argued for an expansion in faculty and resources. We believe that it is the

responsibility of those at the helm to provide a rationale for why it makes the most sense to head in one direction, rather than innumerable others.

In setting priorities, a professional school in a research university has a dual mission: to produce knowledge of the highest quality and rigor, but also, to be responsive to a broad constituency of people concerned with education, which includes not only educational practitioners (e.g., teachers, principals, and supervisors) but also policy makers, parents, and the general public. During our visit, deliberations about the future seemed focused almost exclusively on the School of Education's internal needs. We heard little consideration of the pressing educational needs facing the society at large or the role that the School of Education might play in addressing them.

### Recommendations

#### **Essential Changes**

- a. Within one year, the School of Education must develop a strategic plan that clarifies and rank orders priorities, identifies current strengths and key areas of growth, and justifies these decisions in relation to a vision of where the field of education is headed, the unique role played by a School of Education in a research university, and the pressing educational needs facing Israeli society.
- b. The School of Education must initiate a process in which its strategic plan is reviewed by a faculty committee and the school leadership. Progress in achieving this plan should be assessed on a yearly basis and necessary adjustments made. The process of strategic planning should be transparent; tenure-line faculty should be able to review and comment on a document that sets forth measureable benchmarks and indicates next steps. Part of a strong strategic plan is a set of benchmarks that can be used to measure progress toward the completion of key goals.

### **Advisable Changes**

Once a strategic plan is put into place and progress is made, the school should become entrepreneurial, searching for new revenue sources to support projects and initiatives of the highest need. However, it will be difficult to secure funding from either private donors or foundations without first articulating clear goals and setting out on a path toward achieving them.

## **3. Organizational Structure**

### **Observations and findings**

At present, the School of Education lacks an organizational structure that allows it to efficiently set priorities, measure progress, and allocate limited resources. Schools of education of similar complexity have standing committees that bring faculty together from across different areas to make decisions about coordinating programs and setting future directions. We were encouraged to learn that the process of self-evaluation led to the formation of a new schoolwide committee to address shared concerns and promote collaboration across programs.

### **Recommendation**

#### **Essential Changes**

Within a period of six months, the School of Education must create a standing faculty committee for the purpose of strategic planning. This committee should be functioning within one year.

## **4. Study Programs**

### **Observations and findings**

The committee perceived that students seemed generally happy and satisfied with their studies, yet we must remain cautious on this point, due to the small number of students we actually met. (In one meeting, less than half of the

students listed in the School of Education's agenda actually attended the meeting.)

The configuration of study programs seems to be based mostly on perceived student demand, rather than on clearly articulated goals and priorities. For example, the committee learned that the M.A. program in Educational Assessment was frozen due to a lack of students. Given national and international trends, as well as the Ministry of Education's new policy of placing an assessment coordinator in every school, we find this decision difficult to understand. Several times, when we asked why critical programs had been frozen, we heard the excuse "there are no students". Demand for programs is not merely a function of the marketplace, but can be created through special scholarship programs and other incentives.

**B.A. Program:**

The Bachelor's programs in education enable students to study what they are most passionate about. However, the committee noted a lack of coordination among courses and the repetitive nature of content across different courses. We were unclear whether the school has a process for collective syllabi review in place, a procedure that would reduce overlap among courses. We got the impression that courses provide a solid theoretical backing, but that the links between theoretical knowledge and how that knowledge can be applied are often tenuous.

The self-evaluation report stated that TAU is considering reinstating a general B.A. program in education. The committee heard no compelling educational rationale for doing so.

Recommendations:

**Essential change:**

The general B.A. program in education should not be reinstated at this time.

**Advisable change:**

A committee should examine duplications in course content and undertake an examination of how course content can better connect to educational practice.

**M.A. Programs:**

The committee noticed sharp differences between the EMST (Education, Mathematics, Science and Technology) and the other M.A. tracks. Within mathematics education, the M.A. program had clear links to ongoing and well-funded research agendas. It was also well coordinated with teacher preparation. We saw less evidence of such coordination in the other M.A. tracks.

**Recommendation:**

**Advisable change:**

The form of coordination in the EMST program, which maintains clear links among study programs, research initiatives, and programs for preparing teachers, should be used as a model for other programs.

**Ph.D. Program:**

Although students receive personal and intellectual support from their advisors, they are given limited financial support from the university to complete their degrees. As a result, many students have to work full-time while completing their degree. Except in rare cases, Ph.D. students receive only a modest one-time allocation and have to pay for conference expenses themselves. Such financial constraints limit students' ability to attend international conferences to present their work.

The committee also learned that there is a desire and need for more courses in academic English.

**Advisable changes:**

- a. The School of Education should seek new funds to support students during their Ph.D. training.
- b. The School of Education should extend the course in academic writing and speaking in English from one semester to two.

**Teaching Certificate:**

With policy changes affecting teachers' colleges over the past decade, and their growing movement toward becoming full-fledged academic institutions, the Israeli educational landscape is undergoing a rapid transformation. Unfortunately, given this reality, we saw no corresponding movement in how the School of Education conceives of what has traditionally been part of its core mission: the preparation of teachers for Israeli high schools. With the notable exception of the preparation of math teachers, the teaching certificate program seemed disconnected from the academic and research concerns of the School of Education faculty, as well as from the concerns and realities of educational practitioners in the field. It seemed to us that the organization of teacher preparation reflects outdated models that have been largely abandoned by the top schools of education, e.g., giving students a heavy dose of general theoretical knowledge with limited opportunity for classroom application. The separation of "foundation courses" from practical classroom application is inconsistent with best practices in the field. Worldwide, secondary teacher preparation has moved from a focus on generic pedagogical principles to a focus on "subject specific pedagogy," the strategies for teaching concepts within specific subject areas. We saw little evidence of any movement in this direction.

The committee was concerned regarding the academic and intellectual level of the teaching certificate classes. We learned that the level of these classes may be lower than that of other courses in other departments across the university. We also learned that students have few opportunities to observe and practice the kind of teaching they learn about in their courses. Finally, opportunities for

students to actually teach in real classrooms are fewer than what is currently recommended as best practice.

There was one exception to these overall impressions: the preparation of teachers of mathematics. Along with M.A. and Ph.D. students, beginning math teachers are exposed to cutting-edge research on student misconceptions and the specific pedagogical techniques for overcoming them. Teacher recruits learn from senior faculty members, whose research speaks directly to issues of classroom learning in mathematics. Given the example of mathematics education in the School of Education, the lack of coordination in other subject areas seemed even more apparent.

We were pleased to learn that M.A. students in Math and Science are not required to pay for their teaching certificates. Incentivizing students to pursue careers in Math and Science teaching will help meet an essential need of Israeli society.

### Recommendations

#### **Essential Changes:**

- a. The school must reorganize the other teaching certification programs, using the math education program as a model.
- b. During the strategic planning phase, the school must reconceptualize the role played by teacher preparation in a research university.

#### **Desirable Changes:**

- a. During the formation of the strategic plan, the school should create incentives for faculty members and doctoral students to develop programs of research focused on the teaching and learning of school subjects and on teacher education and development.
- b. The school should better publicize the fact that M.A. students in math and science can obtain a teaching certificate without paying tuition. The

school should work toward generating similar opportunities in other required disciplines (e.g., fellowships for excellent students completing the M.A. in Bible, history, or literature).

- c. During the induction phase, the school should coordinate with other bodies to place teacher certification students with alumni who have been teaching for 5+ years and who are eager for expanded responsibilities and opportunities to collaborate with School of Education faculty members.

## **5. Human Resources / Faculty**

### Observation and findings

The School of Education at TAU has a high quality faculty, including several scholars with international reputations. The faculty is productive in terms of the standard academic metrics of research, publishing, and generating external funding. They are to be commended for these efforts in light of the heavy advising loads many carry. Some faculty members have to turn away those students who are seeking an advisor because of their current advising loads. The committee was under the impression that, as a result, a considerable number of M.A. students who had hoped to write a thesis could not find a suitable advisor to supervise them. We did, however, learn of efforts to create research groups to deal with this issue.

In order to address faculty losses, the School of Education has received 12 faculty lines in the past four years. However, we did not see evidence of a strategic hiring plan that sets out a coherent vision for the future of the school. The hiring process currently in place seems more ad hoc than strategic. As we understand it, after a general call for positions is announced, candidates are first sorted by the strength of their CV's and only secondarily by whether they fit with the needs of the School of Education. Issuing a general call for positions, rather than designating a given position as its top priority, hampers the School

of Education in locating the best candidate to fill a programmatic need. At top universities, once a programmatic need has been identified, a concerted effort is made to search for the top candidates worldwide. In contrast, a general call issued across a wide array of fields prevents this kind of targeted and focused hiring. Furthermore, general calls can create a situation where a top candidate (in terms of his or her research profile) could emerge in an area peripheral to the mission of the school. He or she may still receive the faculty line because of an ability to attract students and gain research funds, at the expense of programs that desperately need new faculty to sustain them.

#### Recommendations

##### **Essential Changes:**

- a. Faculty searches must be restricted to the highest priorities as outlined in the strategic plan, not conducted through a general call.
- b. The strategic plan must take into account recent and upcoming retirements in areas of existing strength and international renown, particularly in mathematics education and science education.

## **6. Students**

#### Observation and findings

Many of the students we met with were highly motivated and talented. The committee was impressed by the passion and commitment shown by some students, particularly individuals who had left prestigious positions in technology and law firms to return to campus in order to earn a teaching certificate.

The committee was also impressed by the positive learning environment within the school and the accessibility of teaching and administrative staff.

Ph.D. students regularly take part in peer group activities that provide mutual support. They are encouraged to submit their written work as articles and to take part in conferences. However, much of this activity depends on the personal initiative of faculty members, rather than on schoolwide structures extended to all Ph.D. students, regardless of advisor.

The student-staff ratio is a serious problem for the school. In the B.A. and teacher training programs, students often meet in large classes of up to 80 students. For reasons of efficiency, much of the assessment of student progress involves multiple-choice testing, not an ideal means of assessment for a university that prides itself on research eminence.

The committee got the sense that for many students finding an advisor to supervise their thesis poses a significant challenge. In some cases, this influences students' decisions to elect the non-thesis track. Even when a suitable advisor is found, finding time with that advisor can be a challenge given the current advising demands.

The committee also learned that there is little systematic career counseling. It seemed to us that students received little help in finding suitable positions in the workplace at the completion of their degrees.

### Recommendations

#### **Advisable Changes:**

- a. The university should bring the student-faculty ratio into compliance with the university average and the recommendations of the CHE.
- b. The university should expand the activities of the Center for Professional Development in order to help students locate suitable employment at the completion of their degrees.
- c. The center should develop the means to track alumni of the school and maintain contact over time.

## **7. Teaching and Learning Outcomes**

### Observations and findings

Faculty at all levels seemed committed to providing quality instruction and mentoring to their students. This impression was confirmed by student course ratings, which were generally above university averages. However, there seemed to be few other means for evaluating teaching beyond student course ratings. This is problematic given the checkered reliability of course ratings as an indication of student learning.

The committee was under the impression that M.A. and Ph.D. students receive timely and informative feedback.

There were concerted attempts to bring students into the academic community through collaborating on writing scholarly publications prior to the completion of the Ph.D., especially in the area of Mathematics Education.

For those enrolled in the B.A. and teacher preparation programs, there seemed to be a separation between theoretical learning and practical needs, with the balance weighted in the favor of the theoretical. The committee was concerned about the vague connections between this theoretical knowledge and students' field experiences. We learned of a desire for more practical training and more explicit instruction in real-world applications. Students' progress is frequently assessed only through multiple-choice examinations.

The committee learned that many of the educational technologies that students read about in their university classes are not available for use in their university classrooms. In order to stay current, the School of Education must be on the lookout for new technologies that support learning, especially those that are likely to be used in Israeli schools. The School of Education must ensure that

students have access to these innovative technologies and are given practice in using them before applying them in a classroom setting.

### Recommendations

#### **Essential Change:**

The school must ensure that technological resources are adequate for the educational innovations that students are being taught to use.

#### **Advisable Changes:**

- a. Instruction should be anchored in experiences and examples of educational activity. Teaching of educational theory disconnected from practical examples should be curtailed.
- b. In a research university, multiple-choice testing should be reduced, and diverse assessment methods such as open-ended questions, papers, portfolios, and small research projects should be developed.

#### **Desirable Change:**

In addition to student course ratings, faculty should explore new means of evaluating teaching. Peer evaluations of teaching, reviews of syllabi, and analyses of student work are all options for creating a culture of continuous improvement around teaching.

## **8. Research**

### Observation and findings

The School of Education stresses the importance of research and encourages publication in international journals. Faculty members publish in a wide variety of journals, receive both internal and external grants, and present at respected peer-reviewed conferences. Many doctoral students have also published in journals in conjunction with their advisors.

We noticed inconsistencies in how the impact of research publications is assessed. The ranking of journals is not uniform across the school and, in some cases, is not consistent with standards generally accepted by professionals in academia.

Furthermore, it was often unclear who actually benefits from the research produced by the School of Education. Because this research largely appears in English language journals, there are few opportunities for educational practitioners and the general public to learn about the research conducted by scholars in the School of Education. The chief audience for research seems to be other scholars who publish in the same journals rather than principals, teachers, students, and parents. Many leading schools of education develop mechanisms such as special publications or websites that distill the findings of research and put them in a format that can reach beyond the university gates, and influence public discourse on issues of educational import. A professional school has an obligation to address broad societal concerns and to inform the public about research findings, as well as to raise the public's awareness of educational issues facing the community and the nation. We did not get the sense that faculty members see such an obligation as a core part of their mission.

### Recommendations

#### **Essential Change:**

The School of Education must use a consistent means of ranking international journals (for example Thomson ISI) rather than developing its own idiosyncratic criteria.

#### **Advisable Change:**

The School of Education should develop mechanisms (e.g., new kinds of publications, websites, email blasts, podcasts) by which parents, practitioners,

policymakers, and the general public can learn about and benefit from the research conducted by the School of Education faculty.

## **9. Infrastructure**

### Observations and findings

The physical infrastructure of the school is severely out-of-date and run down. We found the Sharett Building, where most school activity is conducted, to be cramped and under-equipped. Classrooms, offices, and laboratories are not adequate for the teaching and research functions of the school.

We learned that the technology used does not always reflect what is available in the schools and other institutions where students will be teaching.

### Recommendations

#### **Essential Changes:**

- a. Within one year, renovate the laboratory facilities of the school.
- b. Within one year, upgrade the technology resources used by the B.A., M.A., and teacher certification programs.

#### **Advisable Change:**

The existing building is inadequate for discharging the educational activities of the School of Education. A plan to renovate the building should be completed and initiated within three years.

## **10. Self-Evaluation Process**

### Observations and findings

The self-evaluation process led to an awareness of the many activities going on in the School of Education. It also highlighted possibilities for research collaboration, and led to the formation of a new committee to discuss issues of mutual concern. However, we were disappointed to learn that the process of

self-evaluation did not lead to a clearer sense of the directions and priorities in the School of Education.

## **11. Science and Mathematics Education**

### Observations and findings

#### **Mathematics**

The program in mathematics education at the Tel Aviv University School of Education is an outstanding example of the integration of cutting-edge research, active support for students, a distinguished faculty, and serious attention to teaching practice and the needs of learners, schools, and society. Moreover, the research feeds back into the educational system, and has made possible the extension into a specialist program at the elementary school level. A notable feature of the mathematics education program has been incorporating subject-matter-oriented courses and seminars, also subject specific pedagogy, the M.A. degree, and the teaching certificate program into the same department with the same faculty. Unfortunately, we saw no indication that those senior faculty members nearing retirement are being replaced by junior faculty to carry on this work and to sustain program quality.

#### **Science Education**

Prior to recent retirements, science education had been an area of strength at Tel Aviv University's School of Education. Over the last four years, new faculty members have been added in various areas, but not the teaching of science. The area of EMST has faculty in Mathematics and Technology, but only one faculty member to represent all of the sciences.

Recommendations

**Advisable Change:**

Given the strengths of Tel Aviv University in the sciences, and the past strength of science education in the School of Education, the school should make the field of science education a major priority in its upcoming hiring decisions.

## **Chapter 4: Summary of Recommendations**

### **Essential Changes:**

- 1) Within one year, the School of Education must develop a strategic plan that clarifies and rank orders priorities, identifies current strengths and key areas of growth, and justifies these decisions in relation to a vision of where the field of education is headed, the unique role played by a School of Education in a research university, and the pressing educational needs facing Israeli society.
- 2) The School of Education must initiate a process in which its strategic plan is reviewed by a faculty committee and the school leadership. Progress in achieving this plan should be assessed on a yearly basis and necessary adjustments made. The process of strategic planning should be transparent; tenure-line faculty should be able to review and comment on a document that sets forth measureable benchmarks and indicates next steps. Part of a strong strategic plan is a set of benchmarks that can be used to measure progress toward the completion of key goals.
- 3) Within a period of six months, the School of Education must create a standing faculty committee for the purpose of strategic planning. This committee should be functioning within one year.
- 4) The general B.A. program in education should not be reinstated at this time.
- 5) The school must reorganize the other teaching certification programs, using the math education program as a model.
- 6) During the strategic planning phase, the school must reconceptualize the role played by teacher preparation in a research university.
- 7) Faculty searches must be restricted to the highest priorities as outlined in the strategic plan, not conducted through a general call.
- 8) The strategic plan must take into account recent and upcoming retirements in areas of existing strength and international renown, particularly in mathematics education and science education.

- 9) The school must ensure that technological resources are adequate for the educational innovations that students are being taught to use.
- 10) The School of Education must use a consistent means of ranking international journals (for example Thomson ISI) rather than developing its own idiosyncratic criteria.
- 11) Within one year, renovate the laboratory facilities of the school.
- 12) Within one year, upgrade the technology resources used by the B.A., M.A., and teacher certification programs.

**Advisable Changes:**

- 1) Once a strategic plan is put into place and progress is made, the school should become entrepreneurial, searching for new revenue sources to support projects and initiatives of the highest need. However, it will be difficult to secure funding from either private donors or foundations without first articulating clear goals and setting out on a path toward achieving them.
- 2) A committee should examine duplications in course content and undertake an examination of how course content can better connect to educational practice.
- 3) The form of coordination in the EMST program, which maintains clear links among study programs, research initiatives, and programs for preparing teachers, should be used as a model for other programs.
- 4) The School of Education should seek new funds to support students during their Ph.D. training.
- 5) The School of Education should extend the course in academic writing and speaking in English from one semester to two.
- 6) The university should bring the student-faculty ratio into compliance with the university average and the recommendations of the CHE.
- 7) The university should expand the activities of the Center for Professional Development in order to help students locate suitable employment at the completion of their degrees.

- 8) The center should develop the means to track alumni of the school and maintain contact over time.
- 9) Instruction should be anchored in experiences and examples of educational activity. Teaching of educational theory disconnected from practical examples should be curtailed.
- 10) In a research university, multiple-choice testing should be reduced, and diverse assessment methods such as open-ended questions, papers, portfolios, and small research projects should be developed.
- 11) The School of Education should develop mechanisms (e.g., new kinds of publications, websites, email blasts, podcasts) by which parents, practitioners, policymakers, and the general public can learn about and benefit from the research conducted by the School of Education faculty.
- 12) The existing building is inadequate for discharging the educational activities of the School of Education. A plan to renovate the building should be completed and initiated within three years.
- 13) Given the strengths of Tel Aviv University in the sciences, and the past strength of science education in the School of Education, the school should make the field of science education a major priority in its upcoming hiring decisions.

**Desirable Changes:**

- 1) During the formation of the strategic plan, the school should create incentives for faculty members and doctoral students to develop programs of research focused on the teaching and learning of school subjects and on teacher education and development.
- 2) The school should better publicize the fact that M.A. students in math and science can obtain a teaching certificate without paying tuition. The school should work toward generating similar opportunities in other required disciplines (e.g., fellowships for excellent students completing the M.A. in Bible, history, or literature).

- 3) During the induction phase, the school should coordinate with other bodies to place teacher certification students with alumni who have been teaching for 5+ years and who are eager for expanded responsibilities and opportunities to collaborate with School of Education faculty members.
- 4) In addition to student course ratings, faculty should explore new means of evaluating teaching. Peer evaluations of teaching, reviews of syllabi, and analyses of student work are all options for creating a culture of continuous improvement around teaching.

**Signed by:**



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Prof. Sam Wineburg  
Committee Chair



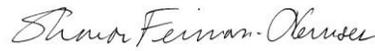
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Prof. Patricia Alexander



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Prof. Yehudit Judy Dori



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Prof. Sharon Feiman-Nemser



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Prof. Stephen Jacobson



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Prof. R. Malatesha Joshi



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Prof. Jeremy Kilpatrick



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Prof. Alan Lesgold



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Prof. Arie Wilschut



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Prof. Anat Zohar

**Appendix 1: Letter of Appointment**



February 2014

Prof. Sam Wineburg  
Graduate School of Education  
Stanford University  
USA

Dear Professor Wineburg,

The Israeli Council for Higher Education (CHE) strives to ensure the continuing excellence and quality of Israeli higher education through a systematic evaluation process. By engaging upon this mission, the CHE seeks: to enhance and ensure the quality of academic studies, to provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel, and to ensure the continued integration of the Israeli system of higher education in the international academic arena.

As part of this important endeavor we reach out to world renowned academicians to help us meet the challenges that confront the Israeli higher education by accepting our invitation to participate in our international evaluation committees. This process establishes a structure for an ongoing consultative process around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial enterprise.

It is with great pleasure that I hereby appoint you to serve as the chair of the Council for Higher Education's Committee for the Evaluation of the study programs in **Education and Science Education**. In addition to yourself, the composition of the Committee will be as follows: Prof. Patricia Alexander, Prof. Yehudit Judy Dori, Prof. Sharon Feiman-Nemser, Prof. Stephen Jacobson, Prof. R. Malatesha Joshi, Prof. Jeremy Kilpatrick, Prof. Alan Lesgold, Prof. Arie Wilschut and Prof. Anat Zohar.

Ms. Maria Levinson-Or will be the coordinator of the Committee.

Details regarding the operation of the committee and its mandate are provided in the enclosed appendix.

I wish you much success in your role as the chair of this most important committee.

Sincerely,  
*Hagit Messer Yaron*  
Prof. Hagit Messer-Yaron  
Deputy Chairperson,  
The Council for Higher Education (CHE)

*Enclosures:* Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Michal Neumann, Deputy Director-General for QA, CHE  
Ms. Maria Levinson-Or, Committee Coordinator

**Appendix 2: Site Visit Schedule**

**Tuesday, March 25, 2014**

<b>Time</b>	<b>Subject</b>	<b>Participants</b>
09:00-09:30	Opening session with the heads of the institution and the senior staff member appointed to deal with QA	Prof. Aron Shai, Rector Prof. Dina Kovetz-Prialnik, Vice Rector Prof. Eyal Zisser, Dean, Faculty of Humanities Prof. David Horn, Head, Academic Quality Assessment
09:30-09:45	Meeting with the Head of the School of Education and the Senior staff members appointed to deal with QA	Prof Rafi Nachmias Prof. Dina Tirosh Prof. David Mioduser
09:45-10:15	Meeting with the Head of the School of Education	Prof Rafi Nachmias
10:15-11:15	Meeting with the academic heads of the school*	Prof. Audrey Add-Racchah Prof. Rachel Gali Cinamon Prof. David Chen Dr. Ofra Inbar Dr. Michal Tannenbaum Dr. Tal Sofer Hagit Barak
11:15-12:00	Meeting with senior academic staff (representatives of relevant committees/programs)*	Prof. Michal Al-Yagon Dr. Ricardo Tarrasch Prof. Lilach Shalev-Mevorach Prof. Dorit Aram Prof. Izhar Oplatka Prof. Ami Volansky Dr. Dan Gibton Prof. Fadia Nasser-Abu Alhija Prof. Dorit Ravid Prof. Avner Ben Amos
12:00-12:45	Meeting with senior academic staff (representatives of relevant committees/programs)*	Prof. David Mioduser Prof. Ilya Levin Prof. Pessia Tsamir Dr. Reuven Babai Dr. Michal Tabach Dr. David Ginat
12:45-13:30	Lunch (in the same room)	<i>Closed-door meeting of the committee</i>
13:30-14:30	Tour of facilities: classrooms, library, labs, offices	
14:30-15:15	Meeting with Junior academic staff*	Michal Spector Tamar Kehat Maya Yachini Ruth Aladjem Yael Roth Barkai Oded Mcdossi

**Wednesday, March 26, 2014**

<b>Time</b>	<b>Subject</b>	<b>Participants</b>
09:15-10:00	Meeting with adjunct academic staff *	Dr. Batsheva Ronen Dr. Meira Efrati Dr. Esther Levenson Dr. Ruth Barkai Dr. Sharon Hardoff Dr. Orli Haim Dr. Tami Hoffman Dr. Tammy Shel
10:00-10:45	Meeting with B.A. students*	
10:45-11:30	Meeting with M.A. students**	
11:30-12:15	Meeting with Ph.D. students**	
12:15-13:00	Meeting with Teacher Education students**	
13:00-13:45	Lunch (in the same room)	<i>Closed-door meeting of the committee</i>
13:45-14:30	Meeting with Alumni**	
14:30-15:15	Closing meeting with the Head of the School of Education and the heads of the institution	Prof. Rafi Nachmias Prof. Aron Shai, Rector Prof. Dina Kovetz-Prialnik, Vice Rector Prof. Eyal Zisser, Dean, Faculty of Humanities Prof. David Horn, Head, Academic Quality Assessment