



**Committee for the Evaluation of English Teacher Education
Study Programs**

Academic Arab College of Education in Haifa

Department of English

Evaluation Report

April 2018

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Chapter 1: Background

The Council for Higher Education (CHE) decided to evaluate study programs in the field of English Teacher Education during the academic year of 2016-2017.

Following the decision of the CHE, the Vice Chair of the CHE appointed a Committee consisting of:

- **Prof. Claude Goldenberg**, Stanford University, USA - committee chair
- **Prof. Charlene Rivera**, The George Washington University, Washington DC, USA.
- **Prof. JoAnn (Jodi) Crandall**, University of Maryland, Baltimore County, USA.
- **Prof. Malatesha Joshi**, Texas A&M University, USA.
- **Prof. Janina Brutt-Griffler**, The State University of New York at Buffalo, USA.
- **Prof. Penny Ur**, Oranim Academic College, Israel.
- **Prof. Bernard Spolsky** (Emeritus), Bar-Ilan University, Israel.
- **Prof. Hana Wirth-Nesher**, Tel-Aviv University, Israel.

Ms. Maria Levinson-Or and Ms. Molly Abramson served as the Coordinators of the Committee on behalf of the CHE.

Within the framework of its activity, the Committee was requested to:¹

1. Examine the self-evaluation reports, submitted by the institutions that provide study programs in English Teacher 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 September 2015).

¹ The Committee's letter of appointment is attached as **Appendix 1**.

Chapter 2: Committee Procedures

The Committee held its first meetings on 21.05.2017, during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as English Teacher Education Study programs in Israel.

In May 2017, the Committee held its first visit of evaluation, and visited the David Yellin Academic College of Education, Talpiot College of Education, Jerusalem College, Orot College, Kaye Academic College of Education, and Herzog College. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students.

In June 2017, the Committee held an additional visit of evaluation, and visited Levinsky College of Education, Beit Berl College (including the Arab Academic Institute), and Kibbutzim College of Education. Similar to the previous visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff and students.

In December 2017, the Committee held its final visit of evaluation, and visited Oranim Academic College, Ohalo College in Katzrin - Academic Institute for Education, Sciences and Sports, Al-Qasemi Academic College of Education, the College of Sakhnin for Teacher Education, the Academic Arab College of Education in Haifa, the Gordon College of Education, Shaanan Academic Religious Teachers' College, Achva Academic College, Givat Washington Academic College of Education, and Hemdat HaDarom Academic College of Education. As conducted in May and June 2017, the Committee met with various stakeholders at the institutions, including management, faculty, staff and students.

This report deals with the Department of English Teacher Education at the Academic Arab College of Education in Haifa. The Committee's visit to the Arab College of Education took place on December 7, 2017.

Due to scheduling considerations, the committee split into two groups and held simultaneous visits in the institutions. The group that visited Academic Arab College of Education in Haifa was co-chaired by Professor Crandall, and included Professor Brutt-Griffler and Professor Spolsky.

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

The Committee thanks the management of the Academic Arab College of Education in Haifa and the Department of English Teacher Education for their self-evaluation report and for their hospitality towards the committee during its visit at the institution.

Chapter 3: Evaluation of English Teacher Education Study Program at the Academic Arab College of Education in Haifa

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

Founded in Jaffa in 1949 to deal with the problem that in most Arab villages the highest qualification of teachers was high school completion, the institute was later moved to Haifa and recognized as an academic college of education in 1996. Since then, it has grown to become the largest Arab postsecondary institution. The College prides itself on its multicultural, multiethnic, multi-religious administration, faculty, and students. Faculty and students from a variety of backgrounds (Jewish, Bedouin, Druze, Christian, and also Circassian) are on campus. Of the 250 lecturers, close to 100 are Jewish. The College is training teachers for all Israeli schools, not just the Arabic ones. Given their situation in a four-language context, they view English as a significant variable in achieving academic excellence and globalization.

The English program attracts the strongest students in the College and focuses on the development of the students' English language proficiency, as well as their knowledge and pedagogical skills among future English teachers. The Faculty are very committed to high standards and enthusiastic about their academic work and student development. Its B.Ed. Program is a single major (English) and a majority of education courses that students are required to take are taught in English.

The lecturers share a wide range of professional experience and interests, but are uniformly enthusiastic about their teaching and the Department's mission. The pedagogical advisors have significant experience teaching in schools, with some of them still teaching in schools and at the same time teaching methodology courses in the English Department. Some also teach in the English for Academic Purposes (EAP) program on campus. They clearly cooperate with each other in discussing issues and ways of addressing these. They also spend substantial amounts of time reviewing students' lesson plans before the student enters into the classroom to teach; they provide the students individually and collectively with feedback after the students teach in schools, an established practice which has clearly helped the practicing teachers after they have left the program. The pedagogical advisors often

require the mentor teachers to participate in a methodology course in the English Department; as such, mentor teachers receive professional development and are oriented towards the students' knowledge and skills and the profession at the College level.

The English Department uses two practicum models for the third year – the PDS and the Academic Kita. Students choose on the basis of their personal circumstances (need to work, transportation, etc.). The final projects for practicum students involve collaboration with the mentor teachers and the school students. They present these projects in front of the College so other students can benefit from them. Selected third-year students participate in a newly-established peer-mentoring program in the English Department; selected 3rd year B.Ed. students who are high performers in English provide tutoring and assistance for first-year students who are having difficulty with their English proficiency. The student mentors reflect on the experience and write a report at the end of the semester. They are moving in the direction of offering this experience as a one-hour course. The experiences of these students could make an excellent presentation at professional conferences such as ETAI. To date, faculty and student participation in ETAI has been limited. Students would benefit if they were encouraged to continue professional development after graduation (being invited to campus for lectures, participating in ETAI, etc.). A yearly conference on campus enables students to present their projects.

There are some excellent literature seminars with themes and texts that could be very useful to motivate young teens to engage in more extensive reading; we understand that more of these courses would be welcomed.

Overall, the program provides adequate preparation for successful beginning teaching. We have a number of suggestions in four categories: Study Programs, Faculty/Human Resources, and Infrastructure.

2. Study Programs

Observations and findings

Curriculum

The program is not housed under a parent unit. Senior administration and the Head of the English Department provide management and oversight of the English program. The College has three programs: a B.Ed. in English (a single major); an M.Ed. for English teachers; and a third program for students with a BA in English who want to add teacher certification.

Syllabi

Most of the syllabi distinguish texts that are required from those that are supplemental readings. Course syllabi provide student learning outcomes and most syllabi indicate what readings are used on in a given week. Courses emphasize academic writing.

Linguistics

For students in this program, English is a fourth language, as it most likely will be for the students they will be teaching. The faculty offer some solid courses that are well received courses among students: for example, a course on error analysis. Another course that falls into this category is corpus linguistics with a focus on vocabulary. It is one of the distinctive features of the program and it offers an opportunity for research by some staff members.

Literature

All literature courses in the programs are required. While survey courses provide an overview of British and American literature, seminar courses seem to be the most likely to provide new foci and insights. The faculty offer some exciting new seminars that appeal to young people, including one on fantasy and another on detective fiction. A course in children's literature was offered in the past and since many graduates end up teaching in elementary schools, the program should consider offering this as an elective or even requiring it

Proficiency

Students who are accepted into the B.Ed. English program on average have higher composite scores than other students in the College. The admissions process includes an oral interview during which both language proficiency and the student's potential to grow as an English teacher are assessed. In addition, the applicant writes a response essay to a short reading passage.

Proficiency tends to be a challenge for the students for whom English often is the fourth language that they acquire. They have limited opportunities to use/interact in English except for viewing TV or movies. Once admitted, the College strives to provide additional experiences and opportunities to use English in motivating ways. One example is a collaborative project that involved Arab-American students from the College and Westminster College in Pennsylvania who read and viewed *Wonder* and discussed it online. Third-year students develop projects that serve the students and schools in which they teach; for example, one project involved students in English classes in the school writing and publishing a magazine of the activities they had during the school year. Another involved the development of a learning center in the school. Some students are tutoring adults

and performing a service to the community. The program is considering providing credit (1 hour) for this initiative and adding support through a course, which would include a literature review and reflections after teaching.

The English Department also made the decision to offer a single major (as opposed to double major) to put more emphasis on students' development of English.

Pedagogy

The English Department is transitioning to offering most of the educational courses in English. Currently three educational courses (sociology of education, academic reading and writing, education for democracy) are taught in English. The English Department plans to teach more of the pedagogical courses through English, a decision we endorse.

Practical Training

All students spend one day in the schools during the first year, primarily to become acquainted with schools and the role of the English teacher. During the second year, they begin to prepare lessons and teach under the supervision of a mentor teacher and the pedagogical advisor.

The English Department still uses two practicum models – a PDS and Academia Kita – during the third year – which students choose on the basis of their work commitments, transportation challenges, etc. The PDS model involves students for one day in the schools; in the Academia Kita, they are in schools for three days. In the Academia Kita, schools and mentor teachers are selected by the MOE, specifically the English inspectors. In the PDS model, the schools are selected by the pedagogical instructors who over time have become quite knowledgeable about the quality of schools and the teachers whom they select for their students. It is important to note that pedagogical advisers work with these two models currently, and they also teach methodology courses in the English Department. This arrangement provides a mutually beneficial connection for the schools and the English Department and its students. Some students live in remote areas and do not drive. The College needs to be recognized for providing students with two models (PDS and Academia Kita) to meet needs of different students.

Students

We understood from students that they are aware from the outset of the difficulty they face in getting jobs. It can take as much as five years. In spite of that, they are extremely motivated by the profession and the English language. Currently, there is little emphasis on conferences or professional development activities where they might learn of employment possibilities.

Alumni

We found that alumni felt they were well-prepared for their teaching assignments, but were not involved in professional development. Currently there is no systematic way for the College of the Department to keep in touch with alumni and engage them as potential teacher mentors.

<u>Recommendation</u>	<u>Essential/ Important/ Desirable</u>
Syllabi	
<ul style="list-style-type: none"> • Syllabi should include a uniform format, including at least: <ul style="list-style-type: none"> ○ Title ○ Year offered ○ One- or two-semester ○ Year of program, if relevant ○ How often given, if relevant ○ Number of hours/credits ○ Prerequisites ○ Mandatory or elective ○ Goals/Learning outcomes (as defined in the self-evaluation guidelines) ○ Course description/summary ○ Week-by-week content, assignments, and readings ○ Assessment • Bibliography 	<i>Essential</i>
Literature	
<ul style="list-style-type: none"> • The English Department should offer a course in children’s literature since many of their future teachers will work in elementary schools. 	<i>Essential</i>
<ul style="list-style-type: none"> • The Department should keep the orientation to literature that motivates young teens to read. 	<i>Essential</i>
<ul style="list-style-type: none"> • The Department should reinstate a course in children’s literature and consider requiring it. 	<i>Essential</i>
<ul style="list-style-type: none"> • The English Department should develop more <i>elective</i> courses that include texts (literature) that would appeal to the youth in elementary and in junior high schools. 	Important
Linguistics	
<ul style="list-style-type: none"> • The English Department should continue offering courses that help students understand cross-linguistic influence and language analysis among learners. 	Important
<ul style="list-style-type: none"> • The English Department should continue offering a range of linguistic courses with a special attention to the nature of language acquisition of 3rd and 4th languages among the 	Important

students.	
<ul style="list-style-type: none"> The English Department should consider offering a course on Bilingualism or Multilingualism as an elective. 	Important
Proficiency	
<ul style="list-style-type: none"> The College should provide more opportunities for students to interact in English and to build international collaboration/partnerships. 	<i>Essential</i>
<ul style="list-style-type: none"> A course should be provided to support and provide credit for students who are tutoring adults. 	Important
<ul style="list-style-type: none"> Peer-mentoring initiative should be explored for college level teaching (adult English learners) among the students. 	Important
Pedagogy	
<ul style="list-style-type: none"> The College should continue to increase the number of Education courses taught in English. 	<i>Essential</i>
Practical Training	
<ul style="list-style-type: none"> The Department should consider developing hybrid courses for students to provide more logistical flexibility for students in accessing courses while being in the field/internships. 	Important
Students	
<ul style="list-style-type: none"> The Department should make consistent and systematic efforts to raise awareness among students and engage them in the professional opportunities in the field so that they continue developing upon the completion of the program. 	<i>Essential</i>
Alumni	
<ul style="list-style-type: none"> The Department should develop a means to maintain systematic contact with the alumni and provide opportunities for continued professional development. 	<i>Essential</i>
<ul style="list-style-type: none"> The Department should to explore opportunities with their alumni to engage them in serving as cooperating teachers. 	Important

3. Faculty/Human Resources

Observations and findings

Faculty are actively engaged in collaborative research projects. One example focuses on developing corpora of Arabic students' English writing and analyzing the errors, providing students in the program the skills and knowledge to predict, analyze, and explain student errors. This can enable students in the practicum to analyze their students' errors and determine a grammar or vocabulary focus (e.g., the use of *make* vs *do* in English and Arabic). This is research that others around the world would find useful as well.

There is good evidence of collegiality and academic cooperation among the faculty across the ranks. The new hires are supported by their colleagues and the Head of the Department. The latter is thoughtful and reflective in the practices she offers, including a review of the syllabi. At the same time, there is no formal mentoring program and induction for new hires to “help them with a soft landing.”

<u>Recommendation</u>	<u>Essential/ Important/ Desirable</u>
<ul style="list-style-type: none"> We endorse the value of this collaborative stream of research to the program and recommend that a comprehensive research program be developed around this focus (aspects of 3rd and 4th language acquisition and pedagogy). It would provide more applied research in the profession; it could meet the college’s research requirements. 	Important
<ul style="list-style-type: none"> The Department should develop a formal mentoring program for new and junior faculty. 	Important

4. Infrastructure

Observations and findings

The library has the foundational texts for students and subscribes to some educational databases. Given the multilingual population of students and teachers, multilingual literary texts and professional books with this specific focus need to be more prominent in its holdings.

<u>Recommendation</u>	<u>Essential/ Important/ Desirable</u>
<ul style="list-style-type: none"> The Department should evaluate its library needs for its multilingual learner and teacher populations and convey its needs to the library liaison. 	Important
<ul style="list-style-type: none"> Literature for young learners should be available given that the teachers prepare to work in elementary schools. 	Important

Chapter 4 – Summary of Recommendations

Essential:

- Syllabi should include a uniform format, including at least:
 - Title
 - Year offered
 - One- or two-semester
 - Year of program, if relevant
 - How often given, if relevant
 - Number of hours/credits
 - Prerequisites
 - Mandatory or elective
 - Goals/Learning outcomes (as defined in the self-evaluation guidelines)
 - Course description/summary
 - Week-by-week content, assignments, and readings
 - Assessment
 - Bibliography
- The English Department should offer a course in children’s literature since many of their future teachers will work in elementary schools.
- The College should provide more opportunities for students to interact in English and to build international collaboration/partnerships.
- The College should continue to increase the number of Education courses taught in English.
- The Department should keep the orientation to literature that motivates young teens to read.
- The Department should reinstate a course in children’s literature and consider requiring it.
- The Department should make consistent and systematic efforts to raise awareness among students and engage them in the professional opportunities in the field so that they continue developing upon the completion of the program.
- The Department should develop a means to maintain systematic contact with the alumni and provide opportunities for continued professional development.

Important:

- The English Department should develop more elective courses that include texts (literature) that would appeal to the youth in elementary and in junior high schools.
- Linguistics
- The English Department should continue offering courses that help students understand cross-linguistic influence and language analysis among learners.
- The English Department should continue offering a range of linguistic courses with a special attention to the nature of language acquisition of 3rd and 4th languages among the students.
- The English Department should consider offering a course on Bilingualism or Multilingualism as an elective.
- A course should be provided to support and provide credit for students who are tutoring adults.
- Peer-mentoring initiative should be explored for college level teaching (adult English learners) among the students.
- The Department should consider developing hybrid courses for students to provide more logistical flexibility for students in accessing courses while being in the field/internships.'
- The Department should to explore opportunities with their alumni to engage them in serving as cooperating teachers.
- We endorse the value of this collaborative stream of research to the program and recommend that a comprehensive research program be developed around this focus (aspects of 3rd and 4th language acquisition and pedagogy). It would provide more applied research in the profession; it could meet the college's research requirements.
- The Department should develop a formal mentoring program for new and junior faculty.
- The Department should evaluate its library needs for its multilingual learner and teacher populations and convey its needs to the library liaison.
- Literature for young learners should be available given that the teachers prepare to work in elementary schools.

Signed by:



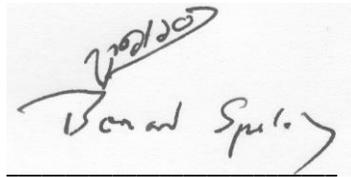
Prof. Claude Goldenberg – Chair



Prof. JoAnn (Jodi) Crandall – Co-Chair



Prof. Janina Brutt-Griffler



Prof. Bernard Spolsky

Appendix 1: Letter of Appointment



January 2017

Prof. Claude Goldenberg
Graduate School of Education
Stanford University
USA

Dear Professor,

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.

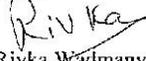
It is with great pleasure that I hereby appoint you to serve as chair of the Council for Higher Education's Committee for the Evaluation of the study programs in **English Teacher Education**. In addition to yourself, the composition of the Committee will be as follows: Prof. Janina Brutt-Griffler, prof. JoAnn (Jodi) Crandall, prof. Malatesha Joshi, prof. Charlene Rivera, prof. Bernard Spolsky, Penny Ur and prof. Hana Wirth-Nesher.

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 a member of this most important committee.

Sincerely,


Dr. Rivka Wadmany
Vice Chair,
The Council for Higher Education (CHE)

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

cc: Dr. Varda Ben-Shaul, Deputy Director-General for QA, CHIE
Ms. Maria Levinson-Or, Committee Coordinator

Appendix 2: Site Visit Schedule

<u>English Teacher Education - Schedule of site visit</u>		
<u>Arab Academic College of Education</u>		
<u>December 7th, 2017</u>		
09:00-09:45	Opening session with the heads of the institution	Prof. Salman Iliyan, College Head Dr. Randa Abbas, Dean of Academic Studies Dr. Muhammad Hujeirat, Deputy Director Dr. Alexandra Saed, Dean of Practical Training
09:45-10:30	Meeting with the Head of the Study program	Dr. Omaima Abboud
10:30-10:45	Break	
10:45-11:30	Meeting with senior academic staff * (up to 8)	Dr. Noam Ordan, Mr. Rizik Zoubi, Dr. Muzna Bishara, Dr. Nazih Kassis, Dr. Tami Levitsky-Aviad, Ms. Jumana Mussa, Dr. Hava Vidergor, Dr. Eman Nahhas
11:30-12:15	Meeting with pedagogical instructors* (up to 8)	Ms. Wafa Kardosh, Ms. Nariman, Abu Rahmoun, Ms. Hiba Hamarshy, Ms. Rana Najjar, Ms. Enas Shorrosh
12:15-13:00	Lunch (in the same room)	Closed-door meeting of the committee
13:00-13:45	Tour of library	Dr. Walid Abu Ahmad, Library Head
13:45-14:30	Meeting with B.Ed, Academic Retraining and M.Ed students** (up to 6)	
14:30-15:15	Meeting with Alumni (B.Ed, Academic Retraining and M.Ed) * (up to 6)	
15:15-15:35	Closed-door meeting of the committee	
15:35-16:00	Closing meeting	Prof. Salman Iliyan Dr. Omaima Abboud Dr. Randa Abbas Dr. Muhammad Hujeirat