



Committee for the Evaluation of English Teacher Education Study Programs

Jerusalem College
Department of English
Evaluation Report

November 2017

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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, 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 served as the Coordinator 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 Israel Academic College of Education, 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.

This report deals with the Department of English Teacher Education at Jerusalem College. The Committee's visit to Jerusalem College took place on May 23, 2017.

Due to scheduling considerations, the committee split into two groups and held simultaneous visits in the institutions. The group which visited Jerusalem College was chaired by Professor Goldenberg and included Professor Crandall, and Professor Ur.

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

The Committee thanks the management of the Jerusalem College of Education 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 Jerusalem College

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

Jerusalem College is considered a leading teacher-training institution for orthodox women. There is a very strong sense of collegiality, warmth, and solidarity among staff, students, and alumni. Senior members of staff are accessible to students, and there is a great deal of flexibility. Members of the faculty are highly qualified (with doctorates), and many have had experience teaching in schools, though most in Judaic studies or subjects other than English. Although the student population is limited to Orthodox Jewish women, there is substantial diversity through the admission of international students.

The new library with its study rooms, computers, and comfortable reading corners was very impressive.

Overall, we conclude that, with a few exceptions, the program provides adequate preparation for successful beginning teaching. We recommend a number of changes falling into three categories: Study Programs, Human Resources/Faculty, and Infrastructure.

2. Study Programs

Observations and findings

General

There are places in the curriculum where there is disproportionate emphasis on some topics and relative neglect of others. For example, the program emphasizes the teaching of reading/literature at the expense of the teaching of listening, speaking, and writing.

There is a noticeable emphasis on the view of English as the language of its native speakers, and the criterion for proficiency is consistently 'native-speaker' (see p. 39 of the Self-Evaluation Report).

Individual courses

A range of beliefs were expressed about the relevance and utility of the large number of literature courses. These are clearly very well taught and enjoyable. Literature is a valuable discipline in itself, and provides an important context and background for the understanding of culture, both international and of the English-speaking peoples specifically. Literature courses may be of assistance to those teachers who find themselves teaching literature in high school. However, the sheer number of courses in this subject may be disproportionate to the perceived usefulness of their content for future English teachers.

The pedagogical grammar course is excellent in many respects, but not fully adequate for student needs. The 'independent study' courses (Independent Reading and Vocabulary) appear to be unsatisfactory in that they do not result in substantial learning of content. It is possible that students complete the minimum requirements then tend to forget most of what they have done; perhaps they do not even learn much of the course content.

Syllabi

In some cases, there is a mismatch between the headings of the syllabi and their actual content. The layout, organization, and content of the syllabi are inconsistent and sometimes rather short and superficial. Many references to required readings and other resources and bibliographies seem out of date.

The practicum

There is insufficient institutionalized support for students during the practicum and a lack of integration between courses on practical English teaching methods and practicum. Current pedagogical advisors have been providing a course to support the practicum, largely on their own initiative, but frequency and intensity of student contact with the pedagogical advisors is insufficient. The practicum at present ('academia kita') provides experience at only the secondary level, whereas a number of students get jobs as elementary teachers upon program completion and need relevant experience with younger classes. Moreover, students at present have experience of only one host teacher and school. The 'academia kita' model provides no school experience before third year.

<u>Recommendations</u>	<u>Essential/Important/Desirable</u>
General	
<ul style="list-style-type: none"> The college should move towards emphasizing the teaching of English as an international language since English is today primarily a vehicle for international and intercultural communication. The model English teacher is therefore the highly competent user of English, regardless of his or her first language. 	Important
Individual courses	
<ul style="list-style-type: none"> Pedagogy courses should ensure clear, comprehensive, and balanced coverage of teaching of the four skills and grammar, vocabulary, and pronunciation. 	<i>Essential</i>
<ul style="list-style-type: none"> The department should ensure that the independent study courses in vocabulary and reading contribute substantially to the development of English proficiency. Department faculty should either ensure that students who take the “Independent Reading and Vocabulary” course demonstrate an adequate mastery over course content or else redesign the course so that it has an instructor rather than being based on independent study. 	<i>Essential</i>
<ul style="list-style-type: none"> Topics of multilingualism, plurilingualism, and intercultural competence should be incorporated into the linguistics program, perhaps in the Advanced Linguistics course. 	Important
<ul style="list-style-type: none"> Unnecessary overlaps across courses should be identified and eliminated in order to make space for material that needs attention. 	Important
<ul style="list-style-type: none"> Methodology 2 and 3 should be separated into two year-long (2-credit) courses (as used to be the case). 	Important
<ul style="list-style-type: none"> Pedagogical grammar should be extended into a full year’s course (2 credits). 	Important
Literature	
<ul style="list-style-type: none"> Mandatory literature courses should address issues of different approaches to interpretation of literary texts, genre, cultural and historical context, and the multicultural dimension of Anglophone literatures (including majority and minority perspectives expressed in literary texts and methods of analysis). 	<i>Essential</i>

<ul style="list-style-type: none"> The underlying purpose of literature courses and their role in the preparation of English teachers, how many there should be, and what specific areas to prioritize should be reconsidered. 	Desirable
Syllabi	
<ul style="list-style-type: none"> Syllabi should have 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>
<ul style="list-style-type: none"> Course readings should be up-to-date. 	<i>Essential</i>
<ul style="list-style-type: none"> Course titles of the syllabi documents should clearly correspond with course content. 	<i>Essential</i>
The practicum	
<ul style="list-style-type: none"> Students should be enrolled in a weekly course that supports the practicum. 	<i>Essential</i>
<ul style="list-style-type: none"> A closer association between courses on practical English teaching methods and the practicum should be ensured, either by having the same instructors teach them or close collaboration between the respective instructors. 	<i>Essential</i>
<ul style="list-style-type: none"> Organization of the practicum should ensure that students get at least some experience of elementary schools and contact with a variety of teaching situations and teachers. 	Important
<ul style="list-style-type: none"> Teaching practice (observations, and where appropriate supervised teaching) should begin from the first or at least second year. 	Important

3. Human Resources / Faculty

Observations and findings

There is little in the way of systematic induction or support to help incoming teachers within the English Department. There is also not enough done to encourage continuing teacher development (as distinct from academic research), in order to ensure that the teachers on the program provide good role models for their students.

<u>Recommendations</u>	<u>Essential/Important/Desirable</u>
<ul style="list-style-type: none"> Hours should be set aside for teacher development. These would take the form of meetings for the purpose of workshops or for the sharing of recommended professional readings and successful or innovative strategies. 	<i>Essential</i>
<ul style="list-style-type: none"> A systematic induction process should be provided, which would include the appointment of a mentor for teachers who are new to the institution and observation of new teachers by the Head of Department or experienced faculty. 	Important

4. Infrastructure

Observations and findings

Most main textbooks about English teaching methodology do not appear in the library catalogue. Some can be found on the shelves of the resource room, if you look for them, but there is no card-index or computerized system to enable students to find them if the person in charge of the room is not there. Other resources are either missing or appear only in outdated editions (e.g. Swan, *Practical English Usage*, 1983). The journal *English Teaching* is available online, but no other essential professional or research journals are in the library, either in paper or online (e.g. *ELT Journal*, *TESOL Quarterly*, *English Teaching Professional*).

<u>Recommendation</u>	<u>Essential/Important/Desirable</u>
<ul style="list-style-type: none"> Essential books listed in course bibliographies should be identified and acquired, including the latest editions of standard works; the important journals should be available online; and incentives and opportunities should be provided for students to use them. 	<i>Essential</i>

<ul style="list-style-type: none"> • There should be permanent online subscriptions to the major English-teaching journals including <i>ELT Journal</i>, <i>English Teaching Professional</i>, <i>Language Teaching</i>, <i>TESOL Quarterly</i>, and <i>English Teaching Forum</i>. 	Important
<ul style="list-style-type: none"> • Resources for English teachers (books, journals etc.) should be readily and easily accessible to individual students working independently. 	Important

Chapter 4: Summary of Recommendations

Essential

- Pedagogy courses should ensure clear, comprehensive, and balanced coverage of teaching of the four skills and grammar, vocabulary, and pronunciation.
- The department should ensure that the independent study courses in vocabulary and reading contribute substantially to the development of English proficiency. Department faculty should either ensure that students who take the “Independent Reading and Vocabulary” course demonstrate an adequate mastery over course content or else redesign the course so that it has an instructor rather than being based on independent study.
- Mandatory literature courses should address issues of different approaches to interpretation of literary texts, genre, cultural and historical context, and the multicultural dimension of Anglophone literatures (including majority and minority perspectives expressed in literary texts and methods of analysis).
- Syllabi should have 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
- Course readings should be up-to-date.
- Course titles of the syllabi documents should clearly correspond with course content.
- Students should be enrolled in a weekly course that supports the practicum.
- A closer association between courses on practical English teaching methods and the practicum should be ensured, either by having the same instructors teach them or close collaboration between the respective instructors.
- Hours should be set aside for teacher development. These would take the form of meetings for the purpose of workshops or for the sharing of recommended professional readings and successful or innovative strategies.

- Essential books listed in course bibliographies should be identified and acquired, including the latest editions of standard works; the important journals should be available online; and incentives and opportunities should be provided for students to use them.

Important

- The college should move towards emphasizing the teaching of English as an international language since English is today primarily a vehicle for international and intercultural communication. The model English teacher is therefore the highly competent user of English, regardless of his or her first language.
- Topics of multilingualism, plurilingualism, and intercultural competence should be incorporated into the linguistics program, perhaps in the Advanced Linguistics course.
- Unnecessary overlaps across courses should be identified and eliminated in order to make space for material that needs attention.
- Methodology 2 and 3 should be separated into two year-long (2-credit) courses (as used to be the case).
- Pedagogical grammar should be extended into a full year's course (2 credits).
- Organization of the practicum should ensure that students get at least some experience of elementary schools and contact with a variety of teaching situations and teachers.
- Teaching practice (observations, and where appropriate supervised teaching) should begin from the first or at least second year.
- A systematic induction process should be provided, which would include the appointment of a mentor for teachers who are new to the institution and observation of new teachers by the Head of Department or experienced faculty.
- There should be permanent online subscriptions to the major English-teaching journals including *ELT Journal*, *English Teaching Professional*, *Language Teaching*, *TESOL Quarterly*, and *English Teaching Forum*.
- Resources for English teachers (books, journals etc.) should be readily and easily accessible to individual students working independently.

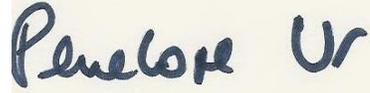
Desirable

- The underlying purpose of literature courses and their role in the preparation of English teachers, how many there should be, and what specific areas to prioritize should be reconsidered.

Signed by:



Prof. Claude Goldenberg - Chair



Prof. Penny Ur



Prof. JoAnn (Jodi) Crandall

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.

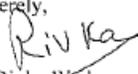
It is with great pleasure that I hereby appoint you to serve as chair of the Council for Higher Education's Committee for the Evaluation of the study programs in **English Teacher Education**. In addition to yourself, the composition of the Committee will be as follows: Prof. Janina Brutt-Griffler, prof. 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, CHE
Ms. Maria Levinson-Or, Committee Coordinator

Appendix 2: Site Visit Schedule

<u>English Teacher Education - Schedule of site visit</u> <u>Jerusalem College</u>	
23.05.17, location: room 301 (entrance floor in the main building)	
Opening session with the heads of the institution	Prof. Yaacov Katz, Dr. Devora Rosenwasser, Rabbi Shlomo Polak, Dr. Tsila Aran
Meeting with the Head of the Study program	Dr. Emmy Zitter, Dr. Debbie Lifschitz
Meeting with senior academic staff * (up to 8)	Dr. Tanya Benchetrit, Dr. Bracha Kupinsky, Dr. Sue Rosenfeld, Ms. Naomi Arram, Ms. Adele Oratz, Ms. Pnina Rosenes, Ms. Tova Persoff, Ms. Sara Morgenstern
Meeting with pedagogical instructors* (up to 8)	Ms. Shoshana Frankel, Ms. Zimrat Harband, Ms. Nomi Isenberg
Lunch (in the same room)	Closed-door meeting of the committee
Open slot	Campus tour: Main Library – Dr. Nicham Ross, Didactic Studio – Dr. Devora Rosenwasser, English Department Resource Room – Ms. Esther Gordon
Meeting with B.Ed. students** (up to 6)	
Meeting with Alumni** (up to 6)	
Closed-door meeting of the committee	
Closing meeting with the heads of the institutions and the head of the study program	Prof. Yaacov Katz, Dr. Devora Rosenwasser, Dr. Tsila Aran, Dr. Emmy Zitter