



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

Bar-Ilan University

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:¹

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

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

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).

Chapter 2: Committee Procedures

The Committee held its first meeting 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 Bar-Ilan University. The Committee's visit to the university took place on March 19-20, 2014.

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

The Committee thanks the senior management of Bar-Ilan University and the School of Education for their self-evaluation report, and for the hospitality extended to the committee during its visit at the institution.

Chapter 3:

Evaluation of Education Study Program at Bar-Ilan University

This Report relates to the situation at the time of the visit to the institution, and does not take into account 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 made available to the Committee.

1. Executive Summary

Despite its size and complexity, Bar Ilan University's School of Education manages to create a positive and congenial atmosphere for learning that is rare to find in a research university. Faculty and staff alike are motivated by a collective sense of mission to serve students.

BIU's School of Education has a multi-tiered organizational structure, with many programs and subprograms. However, there are few connections among programs, and much apparent overlap. Student demand drives the choice of what programs to offer. Currently, several programs are frozen due to lack of student demand. Fresh thinking is needed on how to create need and foster enrollment in areas crucial to the nation's future – such as preparing quality teachers of math and science.

The School of Education has a high student to faculty ratio exacerbated by the failure to replace faculty members who have retired recently. The number of students wanting to pursue MA theses outstrips the availability of faculty members to advise them. Heavy teaching and advising loads on faculty threaten the ability of the School of Education to discharge its mission. One way to lighten faculty load would be to consolidate MA programs and to close BA programs that do not lead to the ability to engage in educational practice.

Finally, BIU's teacher training program is organized as a separate unit, composed of fifteen tracks, and seems disconnected from the B.A. and M.A. programs. There are

no senior faculty teaching in the teacher preparation program. This lack of involvement by senior faculty conveys the impression that teacher preparation is held in low esteem. In general, the teacher certification program seems tied to assumptions that no longer hold sway in the field (e.g., separating generic psychological theories from how such theories would be applied in specific subject matter contexts).

The *Nachshonim* program, on the other hand, represents an exception. This program, which combines the B.A., M.A. and teaching certificate, attracts highly capable students filled with dedication to the teaching profession. *Nachshonim* represents the kind of forward-looking, creative programming that can serve as a model for the role of research universities in teacher preparation.

The challenges facing the School of Education stem from the fact that it seems to define the criterion of success as “more is better”—more research, more publications, more programs—but lacks clear mechanisms for setting priorities and for articulating a rationale for why one area is more important to pursue than another, what research is most significant, and what aims need to be addressed first. Thus, the committee recommends that the School of Education undertake a process of strategic planning that clarifies priorities, identifies key areas of growth, and justifies decisions by connecting them to a vision of where the field of education is headed, the unique role played by a school of education within a research university, and the most pressing educational needs facing Israeli society.

Our report is organized topically, with a brief summary of each topic followed by the committee’s recommendations. The last section of the report summarizes all of our recommendations.

2. Mission and Goals

Observations and findings

The mission statement of Bar-Ilan's School of Education lays out a vision of achieving research and teaching excellence in every area of the educational enterprise. Given the diversity of subjects and research areas brought under a single roof, it is impossible, we believe, to excel at everything. We looked for but did not find a clear articulation of priorities for the School of Education. Instead, we encountered a broad variety of programs, each of which called for an expansion in faculty and resources. 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 purpose: to produce knowledge of the highest quality and rigor, but also to be responsive to the broader field of education, which includes not only educational practitioners (e.g., teachers, principals, and supervisors), but also policy makers, parents, and the general public. How does the School of Education see itself contributing to the pressing educational issues facing the nation, such as a lack of science and math teachers, the demographic shift in school-aged children from different sectors of the population, the growing recognition of the importance of early childhood education and differential access to it, and the increasing disparities between rich and poor? The committee got the impression that the School of Education defines success using the criterion "more is better"—more research, more publications, more programs—but may lack a clear sense of which educational areas are important to pursue, what research is most significant, and what aims need to be addressed first.

The leadership of the university expressed a goal of increasing the number of students in the School of Education. The main consideration in developing or discontinuing a given program seemed to be student demand rather than the

educational importance of the program. We understand that all programs need to attract students, but demand for programs can also be created using incentives and scholarships, provided there is an entrepreneurial spirit and a clear vision of what matters most.

Recommendations

Essential Change

Within one year, the School of Education must develop a strategic plan that clarifies priorities, identifies key areas of growth, and justifies decisions by connecting them to a vision of where the field of education is headed, the unique role played by a school of education within a research university, and the most pressing educational needs facing Israeli society. The School of Education must initiate a process whereby its strategic plan is reviewed by a faculty committee and the school leadership. Progress in achieving this plan should be assessed yearly. The process of strategic planning should be transparent; tenure-line faculty should be able to review and comment on a document that sets forth measurable benchmarks and indicates next steps.

Advisable Change

This vision should be created in consultation with a variety of stakeholders: faculty and staff, but also students, practitioners in the field, policy makers and members of the general public.

3. Organizational Structure

Observations and findings

Given the School of Education's many programs and divisions, setting priorities poses an enormous challenge. Other schools of education with similar organizational structures have established standing committees that bring together faculty from different programs in order to set a future course. These committees, if given decision-making power, can be crucial in setting priorities and defining areas

of growth.

At present the School of Education is under the aegis of the Faculty of Social Sciences. The School of Education expressed a desire to become a separate unit. Aside from issues of its size and complexity, the committee did not hear a compelling rationale at this point for constituting the School of Education as a separate faculty.

Recommendation

Essential Change

The School of Education must create a standing faculty committee for the purposes of strategic planning. This committee should be functioning within six months.

4. Study Programs

Observation and findings

BIU has study programs that range from B.A. programs in a variety of educational specialties to the Ph.D. degree.

It seemed to us that the current range of study programs is driven more by the ability to attract students than the pressing educational needs of the society at large. For example, several programs have been frozen due to lack of students. We heard little consideration of ways to *create* demand for new and innovative programs through special scholarships and other incentives. What is needed is an entrepreneurial spirit, a willingness to seek funds beyond the traditional sources, and a clear vision.

The school has many separate study programs with few interconnections. The committee got the sense that faculty were focused on their own program with little sense of the overall whole of the School of Education's program. For example, based on their titles, there appeared to be overlap between the MA in Science Education

and the MA program in Science, Halacha and Education. In fact, there seemed to be little connection between them. Further, it seemed odd to us that there were no senior faculty from the School of Education teaching in the Science, Halacha and Education program. From our review of the list of courses and syllabi of this program, it seems to us to depart considerably from standard academic content in education, with a particular weakness in the science content that must be at the heart of a program with this appellation.

B.A. programs:

The B.A. programs were created at a time when the first degree enabled individuals to engage in educational practice. With the exception of Special Education, this is no longer the case. Apart from an ability to draw students to existing programs, we did not see a convincing reason why these B.A. programs should continue as currently structured (with the exception of special education).

M.A. programs:

Bar-Ilan University offers nine different M.A. programs. Some are variations of one another (as is the case with special education's subspecialties). Other programs, such as educational technology, and curriculum and instruction, are currently frozen due to a lack of student enrollment.

We had many questions about why a program in curriculum and instruction would be frozen. In other countries, scholars focus on issues that are crucial to a country's educational mission, such as the alignment between what is taught and what is tested, or how high-stakes tests (such as Israel's matriculation exams) shape and constrain curricular choice. At a time when Israel's Ministry of Education is promoting "meaningful learning," we were saddened to learn there were not more scholars working in educational measurement, the teaching and learning of school subjects, or the alignment of the curriculum with systems of assessment. During our visit, the committee learned about important issues like educational counseling, learning disabilities, and special education, but much less about issues of teaching

and learning, early childhood education, teacher quality, and educational assessment—areas that affect practically every child in the Israeli educational system. Furthermore, Israel faces a dire shortage of qualified teachers in science and mathematics. Where are the programs designed to address this need?

Recommendations

Essential Change

- a. The School of Education must reconsider its B.A. and M.A. programs and formulate a strategic vision (within **1 year**) that connects the programs offered with the essential needs facing Israeli society. This may require curtailing B.A. programs that do not lead directly to a professional certificate. It may also require consolidating the number of M.A. programs.
- b. The program in Science, Halacha, and Education must either be placed in another unit of the university, or a substantial overhaul of its course list and syllabi must be undertaken to bring the program into alignment with best practices in science education and the learning sciences.

Advisable Change

The School of Education should study the possibility of offering combined M.A./teaching certificate programs in science and mathematics, in which students in disciplines essential to Israel's economic future (e.g., science, mathematics, and computer science) can earn a teaching certificate at no extra cost.

Ph.D. program:

We are encouraged by the fact that the university has limited Ph.D. enrollment to five students per advisor. However, it seems that certain basic features of Ph.D. training are still lacking.

The committee learned that under the current arrangement, there are few opportunities for students to come together as a research community to share work in progress and engage in mutual critique of scholarly products.

The committee was also concerned that there were few courses in advanced research methods.

We got the impression that Ph.D. students lacked opportunities and support for presenting their work in international venues. Students attended conferences on the initiative of an individual adviser, it seemed, rather than as a formal feature of the Ph.D. program. We were concerned that few funds are available to defray the cost of attending conferences, and that when students do attend, they must pay their own expenses.

Recommendations

Advisable Changes

- a. The School of Education should create more opportunities for Ph.D. students to gain the skills necessary to become members of the international research community. Some examples include Ph.D. student colloquia, a pro-seminar in which students present work in progress and receive critiques, and a mini-conference where they can present their work in English.
- b. The School of Education should increase the number of advanced quantitative and qualitative courses available to Ph.D. students.

Teacher Education program:

We were particularly impressed by the description of the *Nachshonim* program, which combines a B.A. and M.A. with the teaching certificate. This program attracts highly capable students filled with dedication to the teaching profession. Given the Israeli educational landscape, it seems that such programs serve an important need. *Nachshonim* represents the kind of forward-looking, creative program that can serve as a model for the role of research universities in teacher preparation.

While BIU's teacher training program is organized as a separate unit, composed of fifteen tracks, it seemed to the committee that the unit was disconnected from the

B.A. and M.A. programs. There are no senior faculty members teaching in the teacher preparation program. Lack of involvement by senior faculty conveys the impression that teacher preparation is held in low esteem.

In general, the teacher certification program seems tied to assumptions that no longer hold sway in the field (e.g., separating generic psychological theories from how such theories would be applied in specific subject matter contexts). With the growth of teachers' colleges, Israel's teacher training landscape has changed dramatically. Even so, the committee did not hear how the thinking of School of Education faculty has changed with the times. What can a research university contribute to teacher preparation that a teachers' college cannot? How can the assets of a research university be exploited to create programs that reflect the "value-added" of a rich intellectual environment, where the goal is not to merely prepare typical teachers, but to train teacher-leaders who will set the course for Israel education in the future?

The self-evaluation report mentions helping teachers develop "pedagogical content knowledge"—strategies for teaching concepts within specific subject areas, such as mathematics, science, literature, or history. A great deal of research has shown that skilled teachers possess this specialized form of knowledge. Despite the focus on pedagogical content knowledge in the Self-Evaluation report, the committee did not get the sense that this is happening consistently across the various tracks.

For their practicum, students spend one day a week in the schools, mostly observing lessons. They teach a minimum of ten hours under the supervision of an experienced teacher. However, the actual number of lessons taught depends on the willingness of teachers to give students the chance to teach. There seem to be few organized structures for ensuring the quality of the teaching practicum, such as the careful selection of cooperating teachers, shared performance standards, and designated faculty to provide intellectual leadership.

According to the self-evaluation report, there will be a "full activation of the PDS model" (professional development school) in all learning tracks by 2014. How this plan will be carried out was unclear, given the time, vision, and personnel required to develop and sustain school/university partnerships.

Recommendations:

Essential Change:

During the strategic planning phase, the school must reconceptualize the role that teacher preparation plays in a research university and consider its relation to the other programs within the school. In the spirit of the *Nachshonim* program, new models must be formulated that reflect the unique advantages of earning a teaching certificate at a research university.

Advisable Changes:

Senior faculty should take on teaching roles in the teaching certification program and serve as models of the importance of teacher preparation.

Desirable Changes:

During the induction phase, the school could work with other institutions to place teacher-certification students with alumni who have been teaching for 5+ years and are looking for ways to collaborate with School of Education faculty.

5. Human Resources/Faculty

Observations and findings

The faculty at BIU seem well qualified for their academic roles. However, what sets these scholars apart is the caring environment they have created for students. Throughout our visit, the committee learned how faculty members provide a supportive and understanding atmosphere for students. 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.

The committee was concerned about the high student-to-staff ratio (approximately 50:1) in the School of Education. This ratio has been increased by a failure to replace recent retirees. We learned that in the last three years, more than one hundred new faculty were added to the university's ranks, yet only one position was added to the faculty of the School of Education. This is a troubling trend and endangers the health of the school. The ability to hire new faculty in the School of Education seems to depend solely on the strength of a given candidate's CV, with less regard for the School's programmatic needs. Anticipated retirements are a cause for greater concern and, unless dealt with, will further weaken the School of Education's ability to discharge its mission.

Recommendations:

Essential Change

Faculty searches must be based on a sober assessment of the most crucial educational areas to pursue at the national level, such as mathematics and science teaching, early childhood education, educational access, educational assessment, and teacher education.

Advisable Change

The School of Education should explore creative ways of managing the advising burden for faculty, such as creating research groups of M.A. students to work with one faculty member. This would better allow students who want to write a thesis to pursue that option.

6. Students

Observations and findings

The School of Education provides a positive learning environment. The committee was impressed by the warm atmosphere and accessibility of teaching and

administrative staff. To achieve this kind of atmosphere in an academic environment says a great deal about the camaraderie and sense of purpose among BIU faculty.

We look favorably upon the policy instituted by the School of Education that limits Ph.D. advising to 5 students per advisor. At the same time, we were concerned about the high ratio of M.A. advisees to senior faculty, which leads to problems such as the difficulty some students face in finding a thesis advisor. We also noted the unequal distribution of advisees—some senior faculty have many advisees, and others have very few. This discrepancy raises questions about how faculty workload gets distributed.

We were also concerned that there seemed to be no consistent program for tracking School of Education alumni.

Recommendations:

Essential Change

The University must bring the student-faculty ratio into compliance with the university average, and as recommended by the CHE².

Desirable Change

The School of Education could develop systems for tracking alumni. These data could be used to inform strategic planning.

7. Teaching and Learning Outcomes

Observations and findings

Teaching Outcomes

The School of Education appears to rely almost exclusively on student evaluations as a means of evaluating teaching. Using evaluations in this way blurs the issues of student satisfaction with those of teaching quality. The two are related but not

² The Budgetary Model of the Higher Education System in Israel, 2012, p.126.

identical, as research in this area has shown.

The recently established Center for Teaching Advancement under the Office of the Vice Rector has been charged with providing assistance to those seeking to improve their teaching. We had no indication of whether these services were widely used by the School of Education faculty.

Mentoring was also acknowledged as a means of promoting teaching excellence. However, the assignment of mentors seemed voluntary, rather than a systematic feature of instructional improvement.

Learning Outcomes

The assessment of learning outcomes varied across programs, from tests to seminar projects to the completion of empirical studies. Perhaps, due to the high student-to-faculty ratio, many instructors relied heavily on multiple-choice tests. This form of testing, when used as the sole means of evaluation, is inconsistent with the stated goals of the School of Education of preparing students to evaluate and engage in research.

We also noted wide variation in the types of feedback that students receive. For M.A. students, feedback seemed timely and responsive to their needs. For B.A. students, this was sometimes not the case. We learned that some students were provided with only a grade and no written comments on their work.

Recommendations

Advisable Changes:

The use of multiple-choice testing should be reduced, and diverse assessment methods such as open-ended questions, papers, portfolios, and small research studies should be developed.

Desirable Change

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

8. Research

Observations and findings

The School of Education stresses the importance of research and encourages faculty to publish in international journals. Faculty members publish in a wide variety of venues; many have received internal and external grants, and presented at respected peer-reviewed conferences. Some doctoral students have published in journals in conjunction with their advisors.

We noticed inconsistencies in how the impact of research publications is assessed. The ranking of journals was not uniform across the unit and, in some cases, was not consistent with what is accepted in academic circles. For example, an online journal published at BIU (a journal which, at present, has no Thomson ISI statistic) was rated more highly than long-established journals in the field. Decisions like these are hard to justify.

While we recognize an incentive system that offers rewards for numbers of publications, we are concerned by the focus on counting publications as a measure of the importance and significance of educational research.

It was often unclear who the beneficiary is for the research produced by the School of Education faculty. Because research findings generally appear in English language journals, there are few opportunities for practitioners and other interested parties to learn about the research conducted at Bar-Ilan's School of Education. The chief audience for research seems to be the scholars who publish in the same international journals, not Israel's teachers, principals, students, policy makers,

parents and members of the public. Many leading schools of education have developed mechanisms (special publications and websites, weekly email blasts, and podcasts) to distill research findings into a format that reaches a broader audience. Such outreach is seen as central to the mission of many professional schools, a form of repaying the debt that a professional school owes to the society that supports it. We learned of some efforts in this direction, such as the magazine produced for preschool teachers with ideas for teaching science to young children. Outreach efforts like these are crucial, and embody the public service mission of a school of education. They should be nurtured and encouraged, and faculty should be rewarded for them.

Recommendations

Essential Change

The School of Education must use a consistent means for 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, and podcasts) by which educational practitioners, parents, policy makers and members of the general public can learn about and benefit from the research done by School of Education faculty. A professional school has an obligation to address broader societal concerns—not just by informing people about research results but also letting them know what the school of education is doing in and for the larger community.

9. Infrastructure

Observation and findings

The Jim Joseph Education Building houses the school administration, library, auditorium, and many centers, offices, laboratories, and classrooms. It is a functional

modern building with many resources, and is seen by faculty members and students as offering opportunities for innovative work. This new building has unified various parts of the school to form a more coherent community.

The committee was concerned to learn, however, that faculty are expected to provide their own computers rather than receiving them as part of a basic package for completing their duties. This arrangement is very different from academic working conditions in other developed countries.

Recommendations

Essential Change

Faculty members must be provided with computers and software packages necessary to carry out their academic duties

Desirable Changes

- a. A policy for replacing computer hardware on a periodic basis should be instituted.
- b. Rather than having individual faculty members purchase software packages, the School of Education could negotiate a school-wide licensing agreement.

10. Self-Evaluation Process

Observation and findings

The self-evaluation process took a year, and involved administrators and faculty at all levels and ranks in the School of Education. School administration convened leaders of the various B.A., M.A., and teacher certification programs to discuss the structure of the final report and request relevant information about each program. These leaders in turn met with program faculty and staff to generate information. Faculty and staff at all ranks and levels participated in discussions about their respective programs. The responsibility for pulling the entire study together fell to Professor Yaakov Katz, who served as editor of the final document.

No comprehensive self-assessment had taken place at the BIU School of Education before, and the process was full of surprises. We learned that the biggest surprise was the lack of knowledge and understanding about the “big picture” in the School of Education. While people knew that the School was complex, heads of departments and programs were not well informed about others' activities and lacked a broad understanding of what was going on in the unit as a whole. The process of self-evaluation surfaced some common needs, for example, the lack of adequate faculty resources for supervising M.A. theses.

The administration and program leaders clearly took the self-evaluation process seriously, expressing openness and eagerness for the committee's feedback and recommendations. The administrative leadership mobilized program leaders, who activated faculty and staff in an effort to comply with an important external request in a serious way. We would have liked to have seen a greater attempt to articulate a distinctive mission for the School of Education, one that would clarify its priorities, identify key areas of growth, and engage in strategic planning.

Recommendations

Essential Change (see recommendations under “Mission and Goals”)

Chapter 4: Summary of Recommendations

Essential Changes:

1. Within one year, the School of Education must develop a strategic plan that clarifies priorities, identifies key areas of growth, and justifies decisions by connecting them to a vision of where the field of education is headed, the unique role played by a school of education within a research university, and the most pressing educational needs facing Israeli society. The School of Education must initiate a process whereby its strategic plan is reviewed by a faculty committee and the school leadership. Progress in achieving this plan should be assessed yearly. The process of strategic planning should be transparent; tenure-line faculty should be able to review and comment on a document that sets forth measurable benchmarks and indicates next steps.
2. The School of Education must create a standing faculty committee for the purposes of strategic planning. This committee should be functioning within six months.
3. The School of Education must reconsider its B.A. and M.A. programs and formulate a strategic vision (within **1 year**) that connects the programs offered with the essential needs facing Israeli society. This may require curtailing B.A. programs that do not lead directly to a professional certificate. It may also require consolidating the number of M.A. programs.
4. The program in Science, Halacha, and Education must either be placed in another unit of the university, or a substantial overhaul of its course list and syllabi must be undertaken to bring the program into alignment with best practices in science education and the learning sciences.
5. During the strategic planning phase, the school must reconceptualize the role that teacher preparation plays in a research university and consider its relation to the other programs within the school. In the spirit of the *Nachshonim* program, new models must be formulated that reflect the unique advantages of earning a teaching certificate at a research university.
6. Faculty searches must be based on a sober assessment of the most crucial

educational areas to pursue at the national level, such as mathematics and science teaching, early childhood education, educational access, educational assessment, and teacher education.

7. The University must bring the student-faculty ratio into compliance with the university average, and as recommended by the CHE.
8. The School of Education must use a consistent means for ranking international journals, (for example, Thomson ISI) rather than developing its own idiosyncratic criteria.
9. Faculty members must be provided with computers and software packages necessary to carry out their academic duties.

Advisable Changes:

1. This vision should be created in consultation with a variety of stakeholders: faculty and staff, but also students, practitioners in the field, policy makers and members of the general public.
2. The School of Education should study the possibility of offering combined M.A./teaching certificate programs in science and mathematics, in which students in disciplines essential to Israel's economic future (e.g., science, mathematics, and computer science) can earn a teaching certificate at no extra cost.
3. The School of Education should create more opportunities for Ph.D. students to gain the skills necessary to become members of the international research community. Some examples include Ph.D. student colloquia, a pro-seminar in which students present work in progress and receive critiques, and a mini-conference where they can present their work in English.
4. The School of Education should increase the number of advanced quantitative and qualitative courses available to Ph.D. students.
5. Senior faculty should take on teaching roles in the teaching certification program and serve as models of the importance of teacher preparation
6. The School of Education should explore creative ways of managing the advising burden for faculty, such as creating research groups of M.A. students to work with one faculty member. This would better allow students who want to write a thesis to

pursue that option.

7. The use of multiple-choice testing should be reduced, and diverse assessment methods such as open-ended questions, papers, portfolios, and small research studies should be developed.
8. The School of Education should develop mechanisms (e.g., new kinds of publications, websites, email blasts, and podcasts) by which educational practitioners, parents, policy makers and members of the general public can learn about and benefit from the research done by School of Education faculty. A professional school has an obligation to address broader societal concerns—not just by informing people about research results but also letting them know what the school of education is doing in and for the larger community.

Desirable Changes:

1. During the induction phase, the school could work with other institutions to place teacher-certification students with alumni who have been teaching for 5+ years and are looking for ways to collaborate with School of Education faculty.
2. The School of Education could develop systems for tracking alumni. These data could be used to inform strategic planning.
3. In addition to student course ratings, faculty could explore other means of evaluating teaching. Peer evaluations, reviews of syllabi, and analyses of student work are all options for creating a culture of continuous improvement around teaching.
4. A policy for replacing computer hardware on a periodic basis should be instituted.
5. Rather than having individual faculty members purchase software packages, the School of Education could negotiate a school-wide licensing agreement.

Signed by:



Prof. Sam Wineburg
Committee Chair



Prof. Patricia Alexander



Prof. Yehudit Judy Dori



Prof. Sharon Feiman-Nemser



Prof. Stephen Jacobson



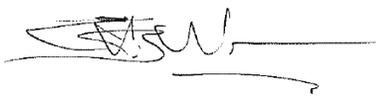
Prof. R. Malatesha Joshi



Prof. Jeremy Kilpatrick



Prof. Alan Lesgold



Prof. Arie Wilschut



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

Wednesday, March 19, 2014

Time	Subject	Participants
09:30-09:00	Opening session with the heads of the institution and the senior staff member appointed to deal with QA	Prof. Haim Taitelbaum, Rector Prof. Miriam Faust, Vice-Rector and In charge of QA
10:00-09:30	Meeting with the Dean of the Social Sciences	Prof. Zemira Mevarech, Dean, Faculty of Social Sciences
10:15-10:00	Meeting with the academic head of the School of Education and the Editor of the SER	Prof. Shlomo Romi, Head, School of Education Prof. Yaacov Katz, Editor of the Self Evaluation Report
10:15-10:45	Meeting with the head of the School of Education	Prof. Shlomo Romi, Head, School of Education
10:45-11:30	Meeting with the academic head of division in B.A. Programs (4)	Dr. Yaacov Yablon – Educational Counseling Prof. Nirit Bauminger-Tzvieli – Special Education Dr. Joseph Klein – Leadership and Educational Administration Prof. Ofra Korat – Early Childhood Education and Development
11:30-12:30	Meeting with the academic heads of divisions for M.A. Programs (11)	Dr. Elie Holzer, Curriculum Development & Teaching Dr. Ornit Spektor-Levy- Science Teaching Dr. Yaacov Yablon- Educational Counseling Prof. Rachel Shiff- Learning Disabilities Prof. Ofra Korat, Early Childhood Development Prof. Eli Martzbach -Science Halacha & Education Dr. Joseph Klein-Leadership and Educational Administration Prof. Zehavit Gross – Non Formal Education Dr. Nira Mashal-General Special Education Prof. Nirit Bauminger-Tzvieli–Special Education, Autism Prof. Hefziba Lifshitz-Vahav- Intellectual Disability
12:30-13:30	Meeting with senior academic staff (representatives of relevant committees)*	Dr. Esther Adi-Jaffe, Early Childhood Education & Development Prof. Erik Cohen, Management & Development of Non formal Education Systems Prof. Deborah Court, Curriculum & Teaching Studies Dr. Esther Isman, Special Education Prof. Bracha Kramarski, Teacher Training in Mathematics, Teachers professionalism Dr. Nir Madjar, Educational Counseling, Motivation Prof. David Passig, Information and Communication Technology in Education Prof. Yisrael Rich, Educational Counseling Prof. Chen Schechter, Deputy Director School of Education & Head of Teacher Education Department, Leadership & Management of Education Systems Dr. Orly Shapira-Lishchinsky, Leadership & Management of Education Systems
13:30-14:15	Lunch (in the same room)	Closed-door meeting of the committee
14:15-15:15	Meeting with Junior academic staff *	Dr. Carmit Altman, Dr. Pascale Benoliel, Dr. Aharon Buzaglo, Dr. Maya Cohen-Malayev, Dr. Dafna Etzion, Dr. Ytzhak Weiss
15:15-16:00	Meeting with Adjunct academic staff (clinical supervisors)*	Dr. Malka Adler, Mrs. Bat-Sheva Amitai, Dr. Naama Ben-Ami, Dr. Simcha Getahune, Mrs. Ofra Heksher, Dr. Moshe Rubowitz, Dr. Dalia Tal

Thursday, March 20, 2014

Time	Subject	Participants
11:30-12:15	Meeting with BA students**	
12:15-13:15	Meeting with MA students**	
13:15-14:15	Lunch	closed-door meeting of the committee
14:15-15:30	Tour of facilities: classrooms, library, labs, offices	
15:30-16:15	Meeting with PhD students**	
16:15-17:00	Meeting with Teacher training students**	Walaa Amer Karmatta, Shoshana L. Boubilil, Renana Gross Shapiro, Matan Kaplan, Omer Maliniak, Tomer Moualem, Dina Veiner Tulbovich, Aviv Yogev
17:00-17:45	Meeting with Alumni**	
17:45-18:15	Closed-door meeting of the committee	In the same room
18:15-18:45	Summation meeting with heads of institution, dean of faculty and head of the School of Education	Prof. Haim Taitelbaum, Rector Prof. Miriam Faust, Vice-Rector and In charge of QA Prof. Zemira Mevarech, Dean, Faculty of Social Sciences Prof. Shlomo Romi, Head, School of Education