



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

Hemdat HaDarom Academic College of Education

Department of English

Evaluation Report

April 2018

Contents

Chapter 1:	Background.....	3
Chapter 2:	Committee Procedures.....	4
Chapter 3:	Evaluation of English Teacher Education Study Program at Hemdat HaDarom Academic College of Education.....	5
Chapter 4:	Summary of Recommendations.....	11

Appendices: Appendix 1 – Letter of Appointment

Appendix 2 – Schedule of the visit

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. R. 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 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-Qasebi 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 Hemdat HaDarom Academic College of Education. The Committee's visit to Hemdat HaDarom took place on December 11, 2017.

Due to scheduling considerations, the committee split into two groups and held simultaneous visits in the institutions. The group that visited Hemdat HaDarom Academic College of Education was chaired by Professor Goldenberg, and included Professor Rivera, Professor Ur and Professor Wirth-Nesher.

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

The Committee thanks the management Hemdat HaDarom Academic 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 Hemdat HaDarom Academic College of Education

This Report relates to the situation current 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 available to the Committee.

1. Executive Summary

The College is a religious institution that prepares students mostly from the Negev region and the periphery, including many living in the Gaza Envelope.

The College offers a multi-track program in the English department that prepares students to be English teachers in elementary and secondary schools. The President of the College describes the program as “boutique” because the small number of students makes it possible to provide students with individualized attention and additional resources as needed (e.g., to support English proficiency). Preparatory courses in English are provided for students who are below the minimum standard of proficiency for acceptance to the College.

Academic faculty feel as if they are “on a mission” and demonstrated passion and commitment to their work with students. Students and alumni find faculty professional, supportive, open and accessible.

Although some course coverage is inconsistent, coverage of the curriculum is generally good. Individual faculty take advantage of professional learning opportunities offered by other entities (such as the Mofet Institute) to expand their knowledge, skills and expertise, but there is no systematic induction or program of ongoing professional development for faculty.

Pedagogical advisors are highly experienced professionals, who are responsible for observing students in the field. However, they do not teach methods courses or conduct workshops for practice teachers because the College obligates all faculty teaching courses to have PhDs. This is based on the mistaken belief that this is a CHE requirement.

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

2. Study Programs

Observations and findings

Overall curriculum

In general, the coverage of the curriculum is good, but we found a number of courses whose content seems insufficiently systematic: missing some important topics, including less important ones, or overlapping with other courses (examples below).

Courses which relate to English teaching are given in English, all the rest in Hebrew; it would be helpful to students if the College could increase the number of courses given in English in order to provide students with more exposure to the language in use.

The developmental psychology course has an over-emphasis on fetal-infant-preschool. It does not cover school-age children and adolescence. The materials design course needs more on classroom use and classroom adaptation, the aspect which is most useful to teachers.

There appears to be a lack of regular communication and collaboration among instructors of different courses within the English program. Coordination and common planning is particularly important for pedagogical advisors and content course instructors so that students understand that what is learned in the content courses can be applied in classroom settings.

Syllabi

The syllabi often lack necessary components (e.g. learning objectives or detailed sequence and timing of topics) and are not consistently formatted.

The titles of some courses do not accord with their content. The course 'Linguistic theories and language teaching' for example is about teaching vocabulary.

Literature courses

Nearly all of the courses are offered by one instructor. The only seminar where the students do research and write an extensive paper is not based on English literary texts. Although a course on Holocaust literature has value for teachers, it does not contribute to students' knowledge of English writing, because it is not part of English literature.

There is no course on approaches to literary study (theoretical). There is no evidence of students being required to read critical material on literature.

Linguistics

The Applied Linguistics course focuses on contrastive linguistics and error analysis. It does not deal in depth with the subject of language acquisition, which is the main focus of most applied linguistics research and thinking. It does deal with other subjects such as higher order thinking skills, which have nothing directly to do with applied linguistics. The bibliography is nearly all focused on grammar.

Pedagogy

The syllabus of the introduction to methodology course is unsystematic and over-theoretical. Some clear introduction to basic practical principles of teaching English is needed, with the practical implications made very clear. Some very specific techniques such as teaching grammar through music or using films do not seem appropriate for an introductory course. The syllabi of the later methodology courses have good coverage and sequencing of topics.

Teaching Practice and Practical Training

Pedagogical advisors do not teach methods courses because the College mistakenly believes that methods course instructors must have a Ph.D. This is regrettable, since ideally the same individuals should do both. There appears to be insufficient contact and coordination between the methodology teachers and pedagogical advisors. The entire responsibility for finding cooperating teachers rests with the pedagogical advisors, who find this very burdensome. The first-year practice focuses on Hebrew-medium lessons only.

<u>Recommendation</u>	<u>Essential/Important/Desirable</u>
Overall curriculum	
<ul style="list-style-type: none">• Central subjects should be covered systematically and comprehensively. See below in literature, linguistics, and pedagogy.	<i>Essential</i>
<ul style="list-style-type: none">• There should be more sharing and discussion of content between teachers of different subjects.	Important
<ul style="list-style-type: none">• The number of courses taught in English should be increased.	Important
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	<i>Essential</i>

<ul style="list-style-type: none"> ○ 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 	
<ul style="list-style-type: none"> ● Course bibliographies should be updated regularly. 	<i>Essential</i>
<ul style="list-style-type: none"> ● Course titles of the syllabi documents should clearly correspond with course content. 	<i>Essential</i>
Literature courses	
<ul style="list-style-type: none"> ● Literature courses should focus on works written in the English language, on English literature and culture as international. They should also provide some instruction on approaches to literary study and refer to some critical as well as primary readings. 	<i>Essential</i>
<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). 	Important
Linguistics	
<ul style="list-style-type: none"> ● The applied linguistics program should include mandatory courses on language acquisition and pedagogical grammar. 	Important
Pedagogy	
<ul style="list-style-type: none"> ● Early methodology courses should focus on the key practical principles of language teaching with consistently clear links to practice. 	Important
<ul style="list-style-type: none"> ● Classroom management should be addressed either as a course on its own or a topic within a course. 	Desirable
<ul style="list-style-type: none"> ● Materials design course should include more content on classroom adaptation and use. 	Desirable
Education	
<ul style="list-style-type: none"> ● The developmental psychology course should address predominantly issues relevant to school-age children. 	Important

Teaching Practice and Practical Training	
<ul style="list-style-type: none"> College/department support should be provided to help pedagogical advisors locate cooperating teachers and schools. 	Important
<ul style="list-style-type: none"> Students in their first-year practicum should have at least some exposure to schools where English is the medium of instruction, in addition to classrooms where Hebrew-medium lessons are supported. 	Desirable

3. Faculty/Human Resources

Observations and findings

The College mistakenly believes that all course instructors must have a Ph.D. One of the unfortunate results of this misconception is that pedagogical advisors who are fully qualified to teach methodology courses are prevented from doing so.

<u>Recommendation</u>	<u>Essential/Important/Desirable</u>
<ul style="list-style-type: none"> Teachers of pedagogical courses should be hired based on their classroom experience and instructional expertise rather than having a PhD. 	<i>Essential</i>

4. Infrastructure

Observations and findings

Some of the required readings in course bibliographies are not in the library. It is also important to make available full-text versions of articles from the main English-teacher journals.

<u>Recommendation</u>	<u>Essential/Important/Desirable</u>
<ul style="list-style-type: none"> The library should ensure availability of all books in course bibliographies. 	<i>Essential</i>
<ul style="list-style-type: none"> The library should subscribe or renew subscriptions to key journals for English teachers that include full-text access. These include <i>ELT Journal</i>, <i>TESOL Journal</i>, <i>Language Teaching</i>, <i>English Teaching Professional</i>, <i>The English Teaching Forum</i>. 	Important

5. Alumni

There is no systematic effort on the part of the college to maintain contact with program alumni. Alumni could be an excellent resource for locating cooperating teachers and suitable schools to place students, and providing feedback for program improvement.

<u>Recommendation</u>	<u>Essential/Important/ Desirable</u>
• There should be systematic efforts to make and maintain connections with program alumni.	Important

Chapter 4 – Summary of Recommendations

Essential:

- Central subjects should be covered systematically and comprehensively. See below in literature, linguistics, and pedagogy.
- 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 bibliographies should be updated regularly.
- Course titles of the syllabi documents should clearly correspond with course content.
- Literature courses should focus on works written in the English language, on English literature and culture as international. They should also provide some instruction on approaches to literary study and refer to some critical as well as primary readings.
- Teachers of pedagogical courses should be hired based on their classroom experience and instructional expertise rather than having a PhD.
- The library should ensure availability of all books in course bibliographies.

Important:

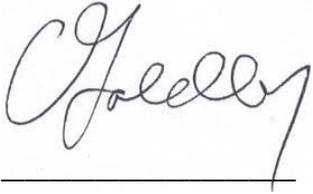
- There should be more sharing and discussion of content between teachers of different subjects.
- The number of courses taught in English should be increased.
- Mandatory literature courses should address issues of different approaches to interpretation of literary texts, genre, cultural and historical context, and the multicultural dimension of Anglophone literatures (including majority and minority perspectives expressed in literary texts and methods of analysis).

- The applied linguistics program should include mandatory courses on language acquisition and pedagogical grammar.
- Early methodology courses should focus on the key practical principles of language teaching with consistently clear links to practice.
- The developmental psychology course should address predominantly issues relevant to school-age children.
- College/department support should be provided to help pedagogical advisors locate cooperating teachers and schools.
- The library should subscribe or renew subscriptions to key journals for English teachers that include full-text access. These include *ELT Journal*, *TESOL Journal*, *Language Teaching*, *English Teaching Professional*, *The English Teaching Forum*.
- There should be systematic efforts to make and maintain connections with program alumni.

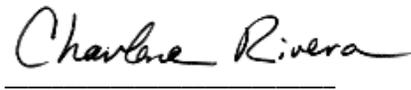
Desirable:

- Classroom management should be addressed either as a course on its own or a topic within a course.
- Materials design course should include more content on classroom adaptation and use.
- Students in their first-year practicum should have at least some exposure to schools where English is the medium of instruction, in addition to classrooms where Hebrew-medium lessons are supported.

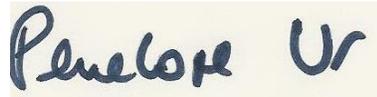
Signed by:

A handwritten signature in cursive script, appearing to read 'Claude Goldenberg', written in black ink on a light background.

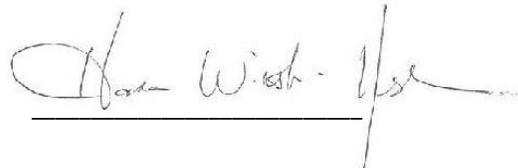
Prof. Claude Goldenberg - Chair

A handwritten signature in cursive script, appearing to read 'Charlene Rivera', written in black ink on a light background.

Prof. Charlene Rivera

A handwritten signature in a bold, blocky cursive script, appearing to read 'Penny Ur', written in black ink on a light background.

Prof. Penny Ur

A handwritten signature in cursive script, appearing to read 'Hana Wirth-Nesher', written in black ink on a light background.

Prof. Hana Wirth-Nesher

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.

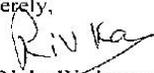
It is with great pleasure that I hereby appoint you to serve as chair of the Council for Higher Education's Committee for the Evaluation of the study programs in **English Teacher Education**. In addition to yourself, the composition of the Committee will be as follows: Prof. Janina Brutt-Griffler, prof. 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>Hemdat HaDarom College</u>		
<u>December 11th, 2017</u>		
09:00-09:45	Opening session with the heads of the institution	President Pr. Saul Krakover, Dr. Zvia Bar-Shalom, Vice- President, Dr. Liliane Steiner, Academic Affairs Secretary
09:45-10:30	Meeting with the Head of the Study program	Dr. Tali Mann, Former Head of the Study program, Dr. Raya Stolyar, Head of the Study Program.
10:30-10:45	Break	
10:45-11:30	Meeting with senior academic staff * (up to 8)	Dr. Laura Mayor, Dr. Tamar Shmeler, Dr. Ira Slabodar
11:30-12:15	Meeting with pedagogical instructors* (up to 8)	Mrs. Hava Weiss, Mrs. Estee Day, Mrs. Rena Spolter, Dr. Lica Levy.
12:15-13:00	Lunch (in the same room)	Closed-door meeting of the committee
13:00-13:45	Tour of library	Dr. Raya Stolyar.
13:45-14:30	Meeting with B.Ed students** (up to 6)	
14:30-15:15	Meeting with Alumni* (up to 6)	
15:15-15:35	Closed-door meeting of the committee	
15:35-16:00	Closing meeting	President Prof. Saul Krakover, Dr. Zvia Bar-Shalom, Vice- President, Dr. Liliane Steiner, Academic Affairs Secretary, Dr. Raya Stolyar, Head of the Study Program.