



Committee for the Evaluation of English Teacher Education Study Programs

Kaye Academic College of Education

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 the Kaye Academic College of Education. The Committee's visit to Kaye Academic College took place on May 25, 2017.

Due to scheduling considerations, the committee split into two groups and held simultaneous visits in the institutions. The group that visited Kaye 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 Kaye 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.

Chapter 3: Evaluation of English Teacher Education Study Program at Kaye Academic College of Education

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

Kaye Academic College of Education trains a mixed Jewish/Beduin population of future teachers and emphasizes the preparation of teachers for a multicultural society. We were impressed by the commitment, enthusiasm, and innovative initiatives of the faculty, and by the projects and achievements of the students, in both English and pedagogy. The College has clear goals and strategic plans for the future. Faculty and students in the college constitute a learning community that values the 'wisdom of practice'; there is much investment in continuing professional development of the faculty. There are also interesting exchange programs with European universities, and plans to continue and expand these.

Students demonstrate their mastery of English through a variety of tests. Those who have difficulty achieving the required level can take preparatory courses and reapply the following year. There is an adequate number of proficiency courses, well distributed through the years. These focus on a range of language skills and use interesting and challenging projects. Students are assessed according to rubrics developed by faculty and students together. There is the possibility of retaking courses for students who do not reach the required level.

The English teaching practicum is carefully planned and thorough. In both second and third years, students attend schools for two days a week throughout the year, in elementary school in the second year, and then secondary in the third year. They also spend a concentrated week of practice teaching in each semester during which they are visited by pedagogical advisors from the English department. Master teachers are selected by the English department and are often graduates of the College.

Most members of the English department have academic degrees as well as substantial experience in teaching English within the Israeli school system. Many faculty are involved in research. We were impressed by the College-published booklet of classroom action research, *Active Collaborative Education: A Journey towards Teaching* (J. Barak and A. Gidron, eds.). Much is invested in professional development for the faculty through informal interaction between members of faculty, organized workshops, and periodic staff meetings. We are pleased that a new induction and professional development program will be

introduced for new lecturers. Student feedback is mandatory, and its results are made available to faculty.

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

2. Study Programs

Observations and findings

Curriculum

Students are admitted to the junior high program according to conditions of entry approved by the Ministry of Education. However, since many graduates obtain elementary teaching positions, the program provides practical training in elementary schools. We acknowledge the program's realism in preparing students for likely teaching placements. A better alternative, however, might be to develop a track explicitly designed to prepare students for teaching English in both elementary and secondary school.

Individual courses

In general, essential content is covered. The teaching methods in many cases are based on PBL (project-based learning). We identified, however, a number of areas in which there is inadequate coverage, mainly relating to preparation for practical classroom teaching, e.g., assessment, classroom management, dealing with heterogeneous classes and with weak learners. In some teaching methodology courses, there is over-emphasis on theoretical approaches and underlying rationales at the expense of practical methodological guidance. In at least one case (beginning and early reading, noted below), the course syllabus needs to be updated to reflect current research-based understandings. There is a large number of literature courses, but not enough content that focuses explicitly on the teaching of literature to pupils.

Syllabi

The layout, organization, and content of the actual syllabi are inconsistent and sometimes rather short and superficial. The bibliographies seem in many cases out of date, and it is not always clear what readings and other resources are required for the course.

<u>Recommendations</u>	<u>Essential/Important/ Desirable</u>
Curriculum	
<ul style="list-style-type: none"> • A track that prepares students for teaching English in both elementary and secondary grades should be developed. 	Important
Individual courses	
<ul style="list-style-type: none"> • A course in assessment should be developed that includes formative and summative assessment, test design, and alternative assessments. 	<i>Essential</i>
<ul style="list-style-type: none"> • In the course on beginning and early reading instruction, there should be a shift to greater emphasis on phonics-based approaches that help early readers learn the alphabetic principle and system of sound-symbol mapping that makes competent reading possible. 	<i>Essential</i>
<ul style="list-style-type: none"> • A course in classroom management should be provided in either the second or third year. 	Important
<ul style="list-style-type: none"> • A course on learning disabilities in English should be provided to complement or replace the general education course in this topic. 	Important
<ul style="list-style-type: none"> • A course in teaching heterogeneous classes should be provided, which might be linked to the course on learners with disabilities. 	Important
<ul style="list-style-type: none"> • In literature courses, there should be more attention to the teaching of literature in middle and high school. 	Important
<ul style="list-style-type: none"> • Within the sequence of methodology courses, there should be more time devoted to the practical teaching of the four skills, vocabulary, and pronunciation. 	Important
<ul style="list-style-type: none"> • The number of literature courses could be reduced. 	Desirable
Syllabi	
<ul style="list-style-type: none"> • Syllabi should have a uniform format, including at least: <ul style="list-style-type: none"> ○ Title ○ Semester and year offered ○ Whether a one- or two-semester course ○ Year of program, if relevant ○ How often given, if relevant ○ Number of hours/credits ○ Prerequisites ○ Mandatory or elective 	<i>Essential</i>

<ul style="list-style-type: none"> ○ Goals/Learning outcomes (as defined in the CHE Self-Evaluation Guidelines) ○ Course description/summary ○ Week-by-week content, assignments, and readings ○ Assessment ○ Bibliography 	
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3. Human Resources / Faculty

Observations and findings

There is some support for incoming faculty, but this is at present not consistent and depends on individual voluntary action by veteran faculty members.

<u>Recommendation</u>	<u>Essential/Important/Desirable</u>
Human resources	
<ul style="list-style-type: none"> • More attention should be paid to systematic and regularly implemented induction of new faculty, including the assignment of a mentor and observation. 	Important

4. Infrastructure

Observation and findings

Some, but not all, essential basic journals on English teaching are available in the library. For example, the *ELT Journal* and *English Teaching Professional* are missing. Some of the basic books are available only in outdated editions.

<u>Recommendations</u>	<u>Essential/important/desirable</u>
Infrastructure	
<ul style="list-style-type: none"> • Essential books listed in course bibliographies should be identified and acquired, including the latest editions of standard works; 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"> • Online subscriptions to the major English-teacher journals should be updated, 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

Chapter 4: Summary of Recommendations

Essential:

- A course in assessment should be developed that includes formative and summative assessment, test design, and alternative assessments.
- In the course on beginning and early reading instruction, there should be a shift to greater emphasis on phonics-based approaches that help early readers learn the alphabetic principle and system of sound-symbol mapping that makes competent reading possible.
- Syllabi should have a uniform format, including at least:
 - Title
 - Semester and year offered
 - Whether a one- or two-semester course
 - 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 CHE Self-Evaluation Guidelines)
 - Course description/summary
 - Week-by-week content, assignments, and readings
 - Assessment
 - Bibliography
- Essential books listed in course bibliographies should be identified and acquired, including the latest editions of standard works; important journals should be available online; and incentives and opportunities should be provided for students to use them.

Important:

- A track that prepares students for teaching English in both elementary and secondary grades should be developed.
- A course in classroom management should be provided in either the second or third year.
- A course on learning disabilities in English should be provided to complement or replace the general education course in this topic.
- A course in teaching heterogeneous classes should be provided, which might be linked to the course on learners with disabilities.
- In literature courses, there should be more attention to the teaching of literature in middle and high school.

- Within the sequence of methodology courses, there should be more time devoted to the practical teaching of the four skills, vocabulary, and pronunciation.
- More attention should be paid to systematic and regularly implemented induction of new faculty, including the assignment of a mentor and observation.
- Online subscriptions to the major English-teacher journals should be updated, including *ELT Journal*, *English Teaching Professional*, *Language Teaching*, *TESOL Quarterly*, and *English Teaching Forum*.

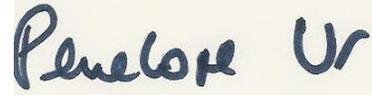
Desirable:

- The number of literature courses could be reduced.

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.

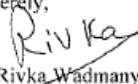
It is with great pleasure that I hereby appoint you to serve as chair of the Council for Higher Education's Committee for the Evaluation of the study programs in **English Teacher Education**. In addition to yourself, the composition of the Committee will be as follows: Prof. Janina Brutt-Griffler, prof. 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>Kaye Academic College of Education</u>		
25.05.17, Art Building, Room 2205		
09:00-09:45	Opening session with the heads of the institution	Prof. Lea Kozminsky, College President Dr. Orly Keren, Head of School for Teachers Education, Deputy President for Academic Affairs
09:45-10:30	Meeting with the Head of the School for Teacher Education	Dr. Orly Keren
10:30-11:15	Meeting with the Head of the Study program	Dr. Liron Ohayon-Shokty, (entering) Head of the English Department Dr. Inna Smirnov, (former) Head of the English Department Dr. Dina Friling, Head of Academic Retraining Program (Shahaf)
11:15-11:30	break	
11:30-12:30	Meeting with senior academic staff and pedagogical instructors*	Dr. Doron Narkiss, Dr. Adeena Aseef, Dr. Inessa Roe, Dr. Inna Smirnov, Ms. Regina Benchetrit
12:30-13:15	Lunch (in the same room)	Closed-door meeting of the committee
13:15-14:00	Open slot	
14:00-14:45	Meeting with B.Ed. and PGCE students** (up to 6)	
14:45-15:30	Meeting with Alumni (B.Ed. and PGCE)** (up to 6)	
15:30-15:50	Closed-door meeting of the committee	
15:50-16:15	Closing meeting with the heads of the institutions and the head of the study program	Prof. Lea Kozminsky Dr. Orly Keren Dr. Liron Ohayon-Shokty Dr. Inna Smirnov Dr. Dina Friling