

The English Department of Herzog Academic College would like to express its gratitude to the evaluation committee for its invaluable recommendations. Below are the strategic steps that Herzog College and the English Department have begun to implement.

Committee's recommendations	Steps towards implementation
ESSENTIAL	
1. An additional oral proficiency course for Israeli non-English background students should be added. The committee recommends that the college request the CHE to provide additional funding for the additional course, as needed.	A third year proficiency course has been included in the 2018-2019 curriculum. The course, called "TESOL Matters," will enable the students to engage in extensive oral and written discourse on TESOL matters that interest them.
2. Students should be surveyed in order to assess which online courses are effective, meet the learning objectives of the program and support student progress through the program.	At the end of each semester students evaluate courses and provide invaluable feedback to instructors. This year, 2017-18, the college established an evaluation unit that has refined the feedback questionnaires students use to evaluate their courses. We expect to receive more accurate and useful data regarding the effectiveness of online courses. Because the English Department attaches so much importance to student feedback and course effectiveness, the department has recently asked the evaluation unit to add extra questions especially designed to meet the needs of the English Department. Such questions relate to a more detailed analysis of the pedagogies used by the teacher.
3. The option of a single major should be offered, especially for students planning to teach at the secondary level. This choice would encourage English majors to practice English in all aspects of their program.	Up until this year, students in the English Department have had to complete 32 hours of English studies (in accord with the CHE) and 8 hours of English education studies. This means that 8 hours out of the 20 required education credits are in English. From next year, 2018-19, students will be required to take 10 English education hours which leaves only a remaining 10 in Hebrew education rather than 12. The English Department is making every effort to increase the amount of exposure to English. The possibility of offering English as a single major will be explored with the CHE.
4. The structure of the Academia Kita Practicum model should be	The English Department considers the practicum the most important part of the

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reconsidered. The English Department should confer with the MOE to make needed adjustments to the selection of schools and mentor teachers.	program. Continual adjustments are being made with the MOE and will continue to be made to ensure the students experience an excellent practical training.
5. Classroom observations should be offered before students begin their practicum in Year 2, in the same semester during which they take methods courses.	In accord with the committee's recommendation, plans are already being made to take first year students to observe classes in the second semester of the 2017-18 academic year. Observations throughout the first year will remain a part of the first year program.
6. The resource center should be equipped with key journals in the field of teaching English as a second language -eg. Applied Linguistics, TESOL Quarterly.	The college administration will allocate a higher budget to the acquiring of more academic journals for English students that will be available in the library and the resource center. These journals will arrive during the second semester. <i>Applied Linguistics</i> and <i>TESOL Quarterly</i> have been included.
IMPORTANT	
1. The English department's focus on TESOL should be strengthened, by recruiting faculty with TESOL preparation. These faculty should be allowed to develop courses that support students who are in the process of gaining proficiency in English so they can teach English in Israeli schools.	At present the English Department offers ten hours of linguistics courses and 8 hours of English education courses. In accord with the committee's recommendation, from next year the department will offer 10 hours of English education courses. These include elementary and high school methods courses and a range of courses addressing the teaching of English in special circumstances such as in large heterogeneous classes and teaching children with dyslexia and other learning challenges. <i>The English Department will make every effort to recruit TESOL experts who also have rich experience in the school system. Currently, four members of staff have an MA in TESOL and six have a B.A. in English and an ELT teaching certificate from Israeli universities.</i>
2. A TESOL specialization should be created that complements the current focus on literature and that has administrative recognition at the same level as Special Education.	The college administration recognizes the importance of TESOL specialization. As explained in the previous point, students will take two more courses in TESOL preparation.

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3. Online courses with the input of TESOL professionals should be designed	Most of the staff teaching online courses have qualifications in teaching English as a foreign language.
4. Online courses should be made interactive and include theory, practice, and implementation strategies that apply to classrooms where English is taught as a second language.	In accord with the committee's recommendation the department will ensure that the online courses are interactive and integrate theory, practice and implementation strategies.
5. Incentives for English majors to write seminar papers in English should be provided.	From next year, 2018-19, every English student will be required to write one of her/his seminar papers in English.
6. The College/English department should take responsibility for identifying, selecting, and coordinating mentor teachers and schools because the effectiveness of practice teaching depends on qualified mentor teachers	The English Department is doing everything it can to ensure that high quality mentor teachers work with the students. The practicum program at Herzog continually improves its standards by working with mentor teachers to bring them up-to-date on new methods in English teaching so that they will serve as more effective models for the students.
7. The practice workshop should be reinstated considering its importance in providing students with useful feedback.	In accord with the committee's recommendation, the English Department will ensure that all students in the practicum program attend a workshop.
8. Student teachers should be allowed to spend a full week of time in the classroom/school so they have a more hands-on classroom experience over a period of time.	It is very likely that from next year Herzog will implement the practicum program in third year whereby students will be spending 2-3 days in a school throughout the year, rather than just one. This will allow for a more hands-on experience over a period of time.
9. The criteria for supporting faculty research should be clearly articulated and communicated to the faculty in a written policy.	Tenured faculty receive clearly articulated support from the Research Division each year. Tenured faculty can receive grants of up to 4000 shekels a year for the purposes of research assistance, translations, editing, and conference expenses.
10. A written policy that states clear criteria for dismissing students who do not acquire sufficient English proficiency to be placed in student teaching and/or who do not perform well as student teachers should be established.	According to college policy, students are dismissed from the college when they fail to meet the academic and/or practicum requirements. The college academic council evaluates the complaints brought against such students and a decision is made.
11. Software that supports opportunities to advance the oral proficiency of non-native English speakers in the department	Together with the Computer Division, student needs will be identified and the relevant software will be acquired for the next school

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should be identified and made available to the resource center.	year, 2018-2019. Various software options are currently being evaluated.
12. A language lab like setting for use of equipment should be provided	The resource center will operate in coordination with the Computer Division and the library administration to acquire the necessary equipment to create a laboratory experience in the coming year, 2018-19.
13. Professional development should be provided to teachers so they become familiar with the resources of the center and have knowledge about how to help students access the resources.	The English staff will be trained to use the resource center during the summer of 2018 in preparation for the coming school year.
14. A process for monitoring the effectiveness of the center for students should be established.	It has been decided that a staff member will coordinate the center and monitor its effectiveness.
DESIRABLE	
1. Most proficient and native English speakers should be allowed to take advanced course(s) while non-native English speakers take advanced oral proficiency course(s) needed to improve English proficiency	From next year, 2018-19, only very proficient and native speakers will be allowed to take advanced literature courses. Non-native speakers will take advanced proficiency courses.
2. Support for the pilot study abroad program should be continued. The Ministry of Education should be encouraged to expand student fellowships under this program	The English Department has a leading role in this project and encourages students to take part. Two English students have taken part this year. The program is funded by the Jewish Agency. The college administration will continue to support the program in the coming years.
3. For the classroom management course, students should be provided with the opportunity to role-play implementation strategies related to classroom discipline and management issues relevant to classrooms where students are in the process of becoming English proficient.	A course on classroom management, without a doubt, should be a face-to-face course. Next year, the department will offer a course entitled "Teaching Speaking and Classroom Management." Due to the fact that the MOE has placed a much larger emphasis on the teaching of speaking, English departments have been asked by the Chief Inspector for English to provide courses devoted to the teaching of speaking. This topic has always been a part of methods courses but it will receive greater attention. The topics of teaching speaking and classroom management complement one another in that the teaching of speaking requires very developed management skills with regards discipline and general educational

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	management including assessment of speaking.
4. Student teachers should be allowed to work in the same school for a semester to allow them to gain greater understanding of teaching and a deeper connection with students.	In most cases this is already in practice. In a small number of cases local schools cannot accommodate students for a whole semester. The English Department makes every effort to place students in schools that are accommodating.
5. Mechanisms to maintain contact with alumni should be established in order to help identify model teachers and mentors. Alumni should be engaged 17 formally and systematically to create a larger pool of mentor teachers that have TESOL training.	Two mechanisms are being developed to strengthen contact with alumni: <ol style="list-style-type: none"> 1. the publication of a periodic newsletter 2. a closed Facebook page for staff, students and alumni which will focus on professional development. As the department prepares for next year, a further 4-5 alumni have been identified as suitable for mentoring.
6. Faculty should be encouraged to conduct research that relates to their practice.	Herzog College encourages all tenured faculty to engage in research that relates to their practice. The college also encourages faculty to engage in research and publish through the Mofet Institute. Two faculty members are engaged in such research this year and will be publishing very soon. These research projects and some others, still in their beginning, are exploring such issues such as: <ul style="list-style-type: none"> • the impact of improvisation and playback theater on teacher identity, classroom management and proficiency • the correlation between teacher confidence and interpretive ability in teaching literature • effective practical pedagogical tools in linguistics courses • the impact of the use of translation from L1 to L2 in the Israeli middle school
7. Faculty scholarship should be recognized by, for example, providing financial support to faculty to attend professional meetings where they present their work	Each year a budget of 100,000 shekels is devoted to providing financial support to tenured faculty to attend professional gatherings.

Signed: Dr. Lindsey Shapiro-Steinberg

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