



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

**Shaanan Academic Religious Teachers' College**

**Department of English**

Evaluation Report

**April 2018**

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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. R. Malatesha Joshi***, Texas A&M University, 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:<sup>1</sup>

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).

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<sup>1</sup> 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 fundamental issues were discussed 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-Qasemi 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 Shaanan Academic Religious Teachers' College. The Committee's visit to Shaanan took place on December 10, 2017.

Due to scheduling considerations, the committee split into two groups and held simultaneous visits in the institutions. The group that visited Shaanan Academic Religious Teachers' College was co-chaired by Professor Crandall, and included Professor Brutt-Griffler, Professor Joshi and Professor Spolsky.

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

The Committee thanks the management of Shaanan Academic Religious Teachers' College and the English Department 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 Shaanan Academic Religious Teachers' College**

*This Report relates to the situation current at the time of the visit to the institution, and does not take account of any subsequent changes. The Report records the conclusions reached by the Evaluation Committee based on the documentation provided by the institution, information gained through interviews, discussion and observation as well as other information available to the Committee.*

#### **1. Executive Summary**

Shaanan Academic Religious College was established in Kiryat Shmuel, a suburb 12 kilometers north of Haifa, in 1951 to train elementary, junior, and senior high school teachers for religious education in Haifa and northern Israel. In 2001, the College received approval of a B.Ed. Program for teaching in elementary and lower secondary (upper division) school, and for an M.Ed. Program in 2015. The College currently grants B.Ed. degrees and certification in a number of disciplines, including English, and an M.Ed. Program in Teaching Foreign Languages in a Digital Age.

Classes are separated by gender. More than a decade ago, the administrative staff was all male. Today there are three female assistants; all four track coordinators are women; and the major of the faculty (134 of 201) and program heads (5 of 8) are women. When males retire, positions are filled, when possible by women. In the English Department, where all of the students are female, the faculty consists of 24 women and 1 man. Plans are to open an English teaching program for men, but the College has not been able to find the required number of students. Faculty in the program have a high level of academic and practical pedagogical achievement.

The mission of the College is to “build new generations of teachers in view of the outlook and unique, comprehensive goals of HEMED, the National Religious School System” (Chinuch Mamlachti Dati). This includes helping students to become experts in their discipline and autonomous and professional educators for the age level they are teaching in the religious schools. Additional goals are to advance the role of women in academia and help create gender equality in employment. The learning outcomes for the B.Ed. are to produce graduates with a professional mindset and a proficient level of English who can integrate research-based methodologies and techniques in teaching English. The learning outcomes of the M.Ed. Program are to have teachers with a deepened knowledge of and about the English language, and of pedagogical issues regarding literacy skills and technology

in the service of language education. The Department is committed to high standards, both for admission and for progression throughout the program.

The size of the College is limited by demography – the low density of religious residents in the area, which has resulted in a lower than desirable level of enrollment. Believing that the size of state religious schools in the area does not warrant full-time English teachers, the College offers only a double major, requiring its B.Ed. students to take a second major and carry out practical teaching in Bible Studies as well as English. The students, who come from a community where there is limited exposure to English, are thus placed in a practical training situation in which only half of their practice teaching is through English. It also makes scheduling of the practical training more difficult, with the need to find schools and mentor teachers in more than one subject.

As a result of the low density of population from which to draw students, the College has an overall enrollment of about 500 students and an enrollment of 103 students in its various English teacher education programs [72 students in all four years of the various B.Ed. Programs (including first and second teacher certificates), and 31 students in the two years of the M.Ed. Program, as well as those who are still completing the program]. In 2016, there were only 9 students in the first year of the B.Ed. Program, but 28 in Year 4. In that same year, there were only 10 students in the first year of the M.Ed. Program. There are potential advantages to the small classes, including personalized attention by staff to individual students and the opportunity for more students to participate using English, but this low enrollment is likely to threaten future funding by the Planning and Budgeting Committee (PBC) of the CHE. To deal with this, the College has begun a program in partnership with Beit Rivka, a Habad seminary in Bet Habad, 65 km south of Kiryat Shmuel; students at Beit Rivka do their teaching certification there and come to the College for to take courses in linguistics and pedagogy. Of the students in Year 4 of the B.Ed. Program, 21 were Beit Rivka students. The College is considering partnering with other Academic Colleges of Education with similar ideologies such as the small Hassidic college at Kiryat Sanz in Netanya (Beit Hana) and developing collaborations with other English teacher training programs, leading to an increase in enrollment and possible expansion or development of the English teacher training programs. One of the problems is that these small schools are some distance away, producing problems for students who are often young married women.

These various limitations make it difficult for the program to reach the desired level, and call for serious attention to finding ways to improve.

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**

#### **General**

The College is comprised of two faculties: the Faculty of Pre-Service Teacher Education and the Faculty of Continuing Education for Teachers. The B.Ed. Program, housed in the Faculty of Pre-Service Education, offers an elementary and an upper division track. The elementary track requires a major in English, with a substantial number of hours in Bible Studies, Jewish Oral Law, and general education. The goal of the elementary track is to produce elementary school teachers who have broad disciplinary knowledge and who are effective personally in teaching young students their subjects (including English). The upper division requires a double major in English and Bible Studies. The double major is intended to prepare students to teach in small local schools, with few English classes, enabling the students to teach another subject (e.g., the Bible). The B.Ed. program also includes qualified teachers who have to finish their degree, those with a BA in English Language and Literature who seek to become teachers, those who are qualified in another discipline and seek to add English, and those who are elementary school teachers who want to become English teachers. Students with a BA in English get credit for any education courses they have taken. The elementary school teachers take the full English program, but not the courses dealing with teaching. Those with no academic background take the double major. These diverse students are enrolled in the same classes. The Department would like to add a single major, but fear that a student would be placed in a school where they would not be able to teach English full-time.

The College also offers a unique M.Ed. program, "Teaching English in the Digital Age" (which is considered "the supreme achievement of the college") for experienced English and Hebrew teachers at all levels, from elementary through senior high school, with a range of educational experiences, teaching in religious and secular elementary, lower, and senior secondary schools and serving as teacher counselors. Though the focus is mainly on local schools that are small, spread out, and mostly religious in orientation, a program that is offered partially by distance teaching makes it possible for students (most of whom are mothers with family and

community responsibilities) outside the local region of the College to enroll in the program. Though the program is viewed positively by its various constituencies, learning how to learn online is a challenge for some of the students. The college has an instructional technologist and a web designer on staff to assist in the process of training students and faculty. All students in the program must complete a final project, which can be a challenge for these students who have multiple responsibilities. As a result, the Department was considering offering a project-based course to facilitate completion of the program, and in the 2017-18 curriculum has done so.

Currently, the B.Ed. Program is transitioning to the Academic Kita (Partnership) Program, which is posing challenges, as students need to complete over 80% of their English courses in their first two years to be able to do co-teaching in their two subjects in the schools three days a week in their third year. The program has added three new English proficiency courses in the first year (and thus, deleted the one-day practical training in the schools) and postponed the Methodology and Educational Linguistics courses until the second year. Students are encouraged to take pedagogical courses through English, rather than Hebrew. This new program needs to be carefully studied and potentially revised, as preparing students both in English proficiency and in the needed areas of linguistics, literature, educational/pedagogical linguistics, and pedagogy in two years may be too compressed within this two-year format. Because of the limited number of students, students from different programs are enrolled in the same classes. The small number of students is ideal for a seminar class. Many of the faculty members share the same students, making it possible to provide individualized attention.

Especially for the M.Ed Program, the College seeks to develop the right combination of technology and pedagogy. Some courses are delivered online and they have hired a new faculty member to assist in this process. A new course focusing on technology in language teaching was added to the B.Ed. Program in 2017.

### **Curriculum**

Students in the elementary track have three specializations: English as a major, but also with Bible studies and math. Students in the upper division track are enrolled in a double major in the Bible and English.

The B.Ed. curriculum consists of courses in linguistics, literature, pedagogical linguistics/pedagogy (specific to the teaching of English), as well as practice teaching. (Faculty teach courses across these areas, depending on their expertise.)

During their third year, students also participate in a full-day workshop with supervisors and school principals, focusing on interviewing for a job and writing a curriculum vitae.

The M.Ed. program is a two-year program with courses in linguistics, pedagogical linguistics, and research. A course focusing on English writing skills has recently been added to improve English proficiency and assist students in writing their final project.

Students in both programs produce a paper in the seminar courses. As well, in the M.Ed. program, they do research for a final paper focusing on some pedagogical application. They identify an advisor at the beginning of their second year and then participate in a year-long course focusing on research and writing.

The B.Ed. program appears to emphasize theoretical aspects of teaching English, without as much practical application as would be desirable for students for their practice teaching. This is true of a number of courses, but especially those related to grammar. Even a pedagogical grammar course and the pedagogical linguistics courses do not seem to be sufficient for students to feel confident explaining grammar to lower secondary students.

Although online courses may increase student enrollment, the early application of hybrid and online courses in the M.Ed. Program focusing on teaching English in a digital age is experiencing some difficulties, since students are not accustomed to participating in online courses and some have limited experience with technology. However, the College has a technology assistant who is available to help and provide training for both faculty and students.

Because of the need to cram all courses, other than those related to the practicum, to the first two years, the courses described in the self-evaluation and those offered during the 2017-18 academic year differ. The description of the courses that follows is based on the syllabi provided in the self-study.

### **Syllabi**

In general, syllabi are well-constructed, with clear schedules of topics and required and recommended readings. However, few have clearly stated learning outcomes. More explicit learning outcomes will help direct some of the attention in the more theoretical courses to their practical application for teaching. In addition, some of the readings in the syllabi are dated. The decision to limit reading to 100

pages per course also has implications for the depth of analysis or discussion in the classes, threatening the quality of the program.

### **Linguistics**

Courses in Linguistics in the B.Ed. Program include one-year courses in Introduction to Linguistics and the Structure of English, as well as a course on Structure of English: from Knowledge to Practice (a pedagogical grammar course), Language Acquisition, and Psycholinguistics. There does not appear to be a course in Sociolinguistics, but given the Israeli and local contexts, it would be important to add one.

Students in the M.Ed. Program take a one-year course in a Discourse Approach to Grammar, semester courses in Discourse Analysis of Spoken Language and Issues in Second Language Acquisition, and two semesters of Discourse Analysis of Written Language. This attention to grammar and discourse should be very helpful, not only for teachers of English, but also those who serve as counselors, cooperating teachers, or master teachers in their schools.

### **Literature**

Students in the elementary track of the B.Ed. Program take required semester courses in Short Fiction, Children's Literature, Introduction to Literature, Introduction to Poetry, and Themes in Literature A all during the first two years. They may also take elective courses in Themes in Literature B and a two-year seminar in Jewish Identity in Literature. Students in the upper division track have a similar literature curriculum, distributed over four years, with additional elective courses in Poetry, Hybrid Themes in Literature, and a two-semester course on Analysis and Interpretation of Literature during the fourth year.

In general, the courses provide a good selection of readings in English from mostly British and American authors, with some attention to distribution of gender and ethnicity. However, it is not always clear how students are to apply what they learn to their role as English teachers. Activities such as research into family roots and Jewish identity in the Jewish Identity in Literature course and learning how to analyze and write about literature in the fourth-year seminar course look very promising. It is important to find literary texts that excite and motivate students to engage in extensive reading in English, both for the students in the College and for the students in the schools. While some of the courses include texts focusing on issues of multiculturalism and social justice, addition of more, and more contemporary, texts from the global English-speaking world would be advisable.

Although there is no literature course in the M.Ed. Program, there is some attention to literature and how to teach it through a course in Discourse Analysis of Written Language. There is also a course which includes text and film that focuses on teaching.

### **Pedagogical Linguistics/Pedagogy**

Pedagogical linguistics/pedagogy courses in the B.Ed. Program include one-year courses in Pedagogical Linguistics and Vocabulary, a seminar in Issues in Applied Linguistics and Information Technology for Enhancing Foreign Language Learning , as well as a sequence of one-semester courses focusing on theories and practice of literacy development (Early Reading, The Process of Reading and Writing, Teaching Beginning Reading and Writing for Children with Learning Disabilities), a pair of courses focused on traditional and alternative assessment (Structured Assessment and Alternative Assessment), and one semester courses on Discourse Analysis for English Teachers, Effective Language Teaching, and Integrating Arts into EFL. Although there appears to be good distribution and emphasis of theory and practice in these courses, greater emphasis on application might better prepare the students for their teaching.

In the M.Ed. Program, courses are offered on Reading and Writing in a Second Language and Reading and Writing in English: Normal Development and Disabilities. There is also a course on Language Pedagogy: Policies and Practices. In addition, a number of courses listed under Communication in a Digital Age appear to be courses that include educational linguistics as well as a focus on pedagogy.

### **Research**

Since the culminating project of the M.Ed. is a research project, the program provides courses in qualitative and quantitative research during the first year and a two-semester Research Project Workshop which guides them through the various stages of writing a formal, academic paper.

### **Proficiency**

Students are admitted after an interview in English. The College prides itself on its high English proficiency entrance requirements. Most need to pass mastery exams (a vocabulary test, a test of reading comprehension, an essay that is evaluated by two faculty members), and a speaking test after every semester of the first three years. Students who do not pass the exams can retake them two times.

The College adapts its proficiency program to meet the needs of students at all levels of proficiency. Those who are highly proficient do not take the first-year classes and are permitted to take two other courses instead of the proficiency sequence (e.g., advanced composition with research). Those who receive a 90% on all their exams can take a 7th exam and an exit exam for one course credit. Some students are admitted conditionally and are offered additional proficiency courses or support. They are tested after the first year and then evaluated to determine if they can continue in the English program. If they are not successful, the College recommends they take additional English courses outside the College and then reapply. Faculty also work on proficiency with students on an individual basis. However, the requirement for a double major in courses and practice teaching means that the program does not have all the time needed to produce teachers who are sufficiently competent and confident in English.

The Department has undertaken a number of initiatives to provide students with opportunities to improve their English. All the courses offered by the English department (34 hours) are taught through English. Some of the Education courses (e.g., 10 in the elementary track) are also taught through English, and the Department plans to increase the number, though there currently are not enough students to offer a course, such as Psychology of Education (which is required of all education majors) in English, nor a qualified instructor to teach that course through English. A two-semester writing course has also been added to provide students with more practice in developing their writing proficiency in English.

The College also has a number of activities which enable students to use their English. It sponsors an annual mini-conference at which students make presentations about their academic and professional achievements. The English Department also encourages students to participate in the ETAI conferences and make presentations, and also at conferences comprised of students in other colleges who are preparing to be English teachers. It also provided an English Summer Reach Out Program to provide English instruction for ninth graders in schools in outlying towns north, east, and south of Haifa. In addition, the College organized two one-week study trips to England for B.Ed. students, partially subsidized by the College, where they stayed with Jewish families and engaged in a number of experiences where they could use and improve their English, as well as a one-month visit by two students to Manchester, where they visited classes and delivered lessons to students at a Jewish school. A five-day study trip to London was also organized for the first two cohorts of M.Ed. students who visited a “state-of-the-art” Jewish Comprehensive High School and a K-6 Community school in a multicultural, multinational area, as well as other important cultural sites. Prior to the visit, the participants prepared

presentations on topics related to the sites they would be visiting and following the visits to the schools, prepared units for their teaching programs on related history, culture, and literature.

The College recently developed a Simulation Center where students will be able to practice role-playing and using their English in situations they might encounter as a teacher, including talking with parents, etc. Other students will be able to sit outside the room and observe and listen to the simulation, and then have the opportunity to engage in simulations themselves. It will be important to monitor the effects of this new means of providing students a way to use their English in roles related to teaching in the schools.

It is also planning an English Center in which the English department students volunteer to tutor school students, providing opportunities for both teaching and using English, and also bridging the college and the community.

### **Practical Training**

While in the past, students were in schools, observing and engaging in small teaching events in the first year, with the adoption of the Academia Kita, this is no longer the case (except for students who have come with previous experience in teaching and want to get a second teaching certificate in English). During the second year, students are in schools one day a week, where they participate and assist in English classes for 3-4 lessons and the remainder of time in Hebrew classes, and on the College campus for three days. Before the adoption of the Academia Kita, students were in elementary schools during the first semester, even if they were in the upper division track, and then in lower secondary schools in the second semester. However, with the adoption of the Academia Kita, all practical training in the second year is in the lower secondary schools, though the rationale for this is unclear. Students in their third year are in schools three days a week and on campus one day, with one hour spent with the pedagogical advisor to plan their lessons. Students who began in the previous program were given the option of being in schools for one day a week during their third year or participating in the Academia Kita; only one of the students chose the Academia Kita. Distributing the practical training over three years would be preferable.

Those in the upper division track have to do their practice teaching in both English and Bible studies. This creates difficulties, since finding English and Bible classes that meet on the same day, as well as finding English teachers who meet the requirements of the English pedagogical counselors, is not always possible. As in the elementary track, students are in the schools one day a week during the second year

and three days during the third year in the Academia Kita program. The second semester of the third year, they teach an English lesson and a Hebrew lesson on alternative weeks. Some of the students are already employed as teachers during their program and do their practice teaching in their own classes, being observed and evaluated as are the other students by the pedagogical counselors/instructors, who for the upper level are from the English department and teach the methodology courses. The College tries to persuade students to wait to be hired as teachers until after they have finished their second year or the third year of practical training, but many are hired before that time.

Students are evaluated in their practice teaching based on their preparation to teach, their performance as teachers, and their conduct as professionals. The pedagogical counselor meets with them before they teach to review lesson plans; observes them teaching; and provides feedback afterwards in individual meetings and the methodology course that is paired with their practical training. Students are then required to reflect on their lesson and submit their reflections and lesson plans for evaluation. A few students have failed the practicum, primarily due to their English proficiency or inability to structure a lesson, but the pedagogical counselors work closely with their (about 12) students to help prevent this. Students with experience as teachers have their practical training program adapted by the pedagogical counselors.

Students also engage in demonstration teaching of part of a lesson in the “Time to Meet” sessions at the college. In addition, the College has committed resources for a new Simulation Center which will be used for this purpose, as well as providing students with other experiences they are likely to have when in the schools (e.g., meeting with parents, collaborating with other teachers, etc.) and for focusing on methodology.

Students are also collaborating on the development of a Google document that collects resources and activities they can share with others.

## **Students**

The College primarily serves a Modern Orthodox student body (though there are some students in the M.Ed. Program who are not from that community; e.g., Ethiopians). This has implications both for students’ family responsibilities, computer access and use, and for possible employment. Because many students are from economically disadvantaged families, the college provides a substantial amount of funds in student scholarships. Also, it is difficult to find students who seek to be teachers in the local schools. As a result, the College has implemented a

new program to recruit students, sending college representatives to local high schools. Thus far, it has not led to many enrollments, but the College is continuing this effort and is also publicizing the programs as a way to do National Service.

Students enroll in the B.Ed. and M.Ed. Programs for a variety of reasons, including a desire to improve the teaching of English in the schools. They are drawn by the location, but also by the reputation of the College and English Department and the individual teachers and pedagogical counselors. Students in the M.Ed. Program are teachers from religious and secular elementary, junior and senior high schools, some of whom are graduates of the Shaanan B.Ed. and Retraining courses, as well as graduates of other Colleges and universities.

Although students must meet English proficiency requirements and pass tests each semester, there are still big differences in students' proficiency in English and their familiarity with and access to technology at home. Because of this and the multiple responsibilities of most of the students (as parents and community members), the B.Ed. program has decided to limit the number of pages to be read to 100 per course and both programs are instituting courses to help students develop needed technology skills.

As much as possible, the College and programs try to adapt schedules to accommodate the different responsibilities of the students. For example, one student seeking to add teaching certification meets with the pedagogical advisor at the beginning of each semester to develop a schedule tailored for her, though it will take this student longer than would otherwise be the case if she were able to adhere to a typical schedule. The M.Ed. Program offers online and hybrid courses, requiring students to be on campus no more than once a week (a long day, from early morning to evening).

<u>Recommendation</u>	<u>Essential/ Important/ Desirable</u>
<b>General</b>	
<ul style="list-style-type: none"> <li>Unless a survey shows that there is no demand for full-time English teachers, the College should offer a single major in English.</li> </ul>	<i>Essential</i>
<ul style="list-style-type: none"> <li>The College should continue to seek ways to increase enrollment in English teacher training, such as the proposed merger with Beit Rivka College and the planned negotiation with Beit Hana.</li> </ul>	<i>Essential</i>

<ul style="list-style-type: none"> <li>The College should work to develop connections with other Academic Colleges of Education.</li> </ul>	Important
<ul style="list-style-type: none"> <li>The College should provide a combined elementary and upper division track, since many of the students get jobs in elementary schools and the practical training already provides a semester in these schools.</li> </ul>	Important
<b>Curriculum</b>	
<ul style="list-style-type: none"> <li>Students should be provided with explicit training on how to participate effectively in online classes.</li> </ul>	<i>Essential</i>
<ul style="list-style-type: none"> <li>The decision to limit all course readings should be reconsidered, with possible different amounts of reading to be determined by individual courses.</li> </ul>	<i>Essential</i>
<ul style="list-style-type: none"> <li>The program should focus more on the practical application of theory. The Simulation Center may provide a good opportunity for the college to engage in research related to its effectiveness and how students progress in their application.</li> </ul>	Important
<b>Syllabi</b>	
<ul style="list-style-type: none"> <li>Syllabi should have clear, measurable learning outcomes.</li> </ul>	<i>Essential</i>
<b>Literature</b>	
<ul style="list-style-type: none"> <li>Instruction in literature courses should model or provide direct discussion of how students will teach literature to their students.</li> </ul>	Important
<ul style="list-style-type: none"> <li>In keeping with the role of English as a global language, a broader range of literary texts should be considered.</li> </ul>	Desirable
<b>Linguistics</b>	
<ul style="list-style-type: none"> <li>The program should consider adding a course in Sociolinguistics.</li> </ul>	Desirable
<b>Proficiency</b>	
<ul style="list-style-type: none"> <li>As much as possible, Education courses should be taught in English.</li> </ul>	<i>Essential</i>
<ul style="list-style-type: none"> <li>Students in the English program could become tutors for the Simulation Center, increasing their use of English and applying what they are learning in their classes. It could also be used as a recruiting tool if the Center is appropriately marketed.</li> </ul>	Desirable
<b>Practical Training</b>	
<ul style="list-style-type: none"> <li>B.Ed. students should be observing and performing educational tasks in schools in their first year, as they were in previous years.</li> </ul>	<i>Essential</i>

<ul style="list-style-type: none"> <li>• The Academia Kita model should be carefully evaluated since it requires most coursework to be taken in the first two years and limits the time for being in the schools in the first year.</li> </ul>	<p><b><i>Essential</i></b></p>
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### **3. Faculty/Human Resources**

#### **Observations and findings**

Faculty (who provided standardized, excellent CVs with details about education, experience, courses taught, thesis students supervised, publications, professional activities, and research support), have excellent credentials. Most senior faculty have Ph.Ds, Ed.Ds, or doctorates in related fields, as well as experience teaching, supervising, inspecting, and assessing or writing textbooks. Pedagogical counselors have extensive experience in English and homeroom teaching, serving as counselors in the schools, etc. as well as M.A. or Ph.D. degrees. They teach the methodology courses, as well as help students plan lessons, observe them in their teaching, and provide feedback after the observation. The Head of Pedagogical Counseling is currently completing her Ph.D. with a thesis focused on the problems that teachers face in the schools. The College can be proud of the professionalism and dedication of the English Department lecturers. While doctoral degrees are important for specialized courses, it is also important to consider teaching experience, especially in pedagogical courses.

The College recruits new faculty who hold a doctorate or are doctoral candidates in the relevant fields of specialization for the B.Ed. Program and only senior lecturers in relevant fields with seniority from academic institutes. While the College has some difficulty hiring staff for the B.Ed., it faces a greater challenge in recruiting faculty for the M.Ed. program, and also the challenge of frequent faculty turnover. The current M.Ed. faculty members are diverse, with a mixture of religious observance and range of experience. Some were previously teachers in the B.Ed. program. Tenure is offered to lecturers who hold a doctorate following three years of employment. While evidence of teaching excellence, contribution to educational projects within the College and the field, and development of educational materials are all criteria for promotion, it is essential to avoid moving emphasis to academic research and publication when the College comes under CHE control.

The Coordinator of the English Department provides support for new staff, visiting classes, and also encourages mentoring and collaboration among more and less experienced staff. New faculty members meet with the Coordinator who orients

them to the College, helps with developing syllabi, and visits their classes. Experienced faculty members also share syllabi and help new faculty in preparing their courses. Faculty members in the M.Ed. Program also meet with the Director of the M.Ed. Program. Currently, the directors of both the B.Ed. and M.Ed. programs are part-time faculty members who are retired from university positions, in order to meet CHE requirements. They are providing excellent oversight and contribute to the programs through teaching, though the Coordinator provides the leadership and logistics for the programs.

Faculty members are evaluated by student surveys and informal comments from students who meet with the Coordinator, as well as through class discussions at the end of a course. Student survey results are reviewed by the President and the Academic Dean who analyze the statistical results and comments from the students. Survey results are considered when adding or deleting classes, increasing or decreasing employment, and in employment rank promotions. A survey of faculty conducted in relation to the self-study found that 90% of faculty use student comments to improve their courses. In addition, lecturers are observed by senior faculty and syllabi are reviewed in terms of their student learning outcomes and rubrics. Problems identified by observations are then discussed and followed up privately. As a result of the self-evaluation, faculty members asked to be evaluated on more than the student surveys. Now the Coordinator of the English Department and the Director of the B.Ed. program both observe classes and provide feedback, and teachers also observe each other using criteria they developed. The purpose of the peer observation is related less to evaluation and more to raising issues to be discussed in faculty meetings. Faculty members have received professional development in using technology in teaching.

The College expects its faculty to engage in research, but provides minimal support or incentives. There is no reduced teaching load, nor support for participation in conferences. Faculty can request permission to miss classes once every two years to participate in international conferences. While faculty may want to conduct or to continue conducting research in their areas of expertise, it would also be useful for the College to encourage collaborative research on areas that would lead to a greater understanding of the students, programs, and educational initiatives, through action research, case studies, surveys, or other applied research.

<b><u>Recommendation</u></b>	<b><u>Essential/ Important/ Desirable</u></b>
<ul style="list-style-type: none"> <li>• The College should establish a process by which new faculty members are mentored to move into leadership positions.</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Support should be provided for faculty who engage in research relevant to the teaching of English.</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Teaching experience and expertise should be considered in faculty promotion, especially for pedagogical instructors and those teaching pedagogical/educational linguistics courses.</li> </ul>	Important
<ul style="list-style-type: none"> <li>• The College should encourage (collaborative) research focused on issues of importance in the program and curriculum of the English program.</li> </ul>	Important

#### **4. Infrastructure**

##### **Observations and findings**

The College has adequate online subscriptions to journals and databases in English. Because more than 50% of the students in the College are married, many with young children, the College provides childcare for children up to a year old. It also has a dormitory on campus, but only one apartment is being used. Students need to know of the availability of the dormitory and day care center.

<b><u>Recommendation</u></b>	<b><u>Essential/ Important/ Desirable</u></b>
<ul style="list-style-type: none"> <li>• Students should be made aware of the availability of the day care center and dormitory, with possible expansion of the ages of children being cared for in the center.</li> </ul>	Important

#### **5. Alumni**

##### **Observations and findings**

Graduates of the B.Ed. and M.Ed. program are employed as English teachers, homeroom teachers, English coordinators, counselors, cooperating teachers (mentors), Hebrew teachers, and even research and development coordinators in elementary and junior secondary schools; some are even planning on opening their own English school. Currently, the College has no mechanism to communicate with

the alumni, though one cohort keeps in touch through Facebook and meeting at conferences. Some alumni serve as mentor teachers for current students. The M.Ed. Program Director has hosted events at her home as well.

<b><u>Recommendation</u></b>	<b><u>Essential/ Important/ Desirable</u></b>
<ul style="list-style-type: none"> <li>The College should establish a formal mechanism to communicate with alumni of both the B.Ed. and M.Ed. Programs about events on campus, to keep informed of graduates' professional activities, and as a possible tool for recruiting mentor teachers (and eventually, faculty for the program).</li> </ul>	Important

## **Chapter 4 – Summary of Recommendations**

### **Essential:**

- Unless a survey shows that there is no demand for full-time English teachers, the College should offer a single major in English.
- The College should continue to seek ways to increase enrollment in English teacher training, such as the proposed merger with Beit Rivka College and the planned negotiation with Beit Hana.
- Students should be provided with explicit training on how to participate effectively in online classes.
- The decision to limit all course readings should be reconsidered, with possible different amounts of reading to be determined by individual courses.
- Syllabi should have clear, measurable learning outcomes.
- As much as possible, Education courses should be taught in English.
- B.Ed. students should be observing and performing educational tasks in schools in their first year, as they were in previous years.
- The Academia Kita model should be carefully evaluated since it requires most coursework to be taken in the first two years and limits the time for being in the schools in the first year.
- Instruction in literature courses should model or provide direct discussion of how students will teach literature to their students.

### **Important:**

- The College should work to develop connections with other Academic Colleges of Education.
- The College should provide a combined elementary and upper division track, since many of the students get jobs in elementary schools and the practical training already provides a semester in these schools.
- The program should focus more on the practical application of theory. The Simulation Center may provide a good opportunity for the college to engage in research related to its effectiveness and how students progress in their application.
- The College should establish a process by which new faculty members are mentored to move into leadership positions.
- Support should be provided for faculty who engage in research relevant to the teaching of English.

- Teaching experience and expertise should be considered in faculty promotion, especially for pedagogical instructors and those teaching pedagogical/educational linguistics courses.
- The College should encourage (collaborative) research focused on issues of importance in the program and curriculum of the English program.
- Students should be made aware of the availability of the day care center and dormitory, with possible expansion of the ages of children being cared for in the center.
- The College should establish a formal mechanism to communicate with alumni of both the B.Ed. and M.Ed. Programs about events on campus, to keep informed of graduates' professional activities, and as a possible tool for recruiting mentor teachers (and eventually, faculty for the program).

**Desirable:**

- In keeping with the role of English as a global language, a broader range of literary texts should be considered.
- The program should consider adding a course in Sociolinguistics.
- Students in the English program could become tutors for the Simulation Center, increasing their use of English and applying what they are learning in their classes. It could also be used as a recruiting tool if the Center is appropriately marketed.

**Signed by:**



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Prof. Claude Goldenberg – Chair



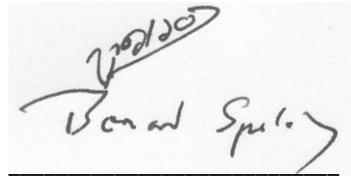
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Prof. JoAnn (Jodi) Crandall – Co-Chair



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Prof. Janina Brutt-Griffler



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Prof. Bernard Spolsky



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Prof. R. Malatesha Joshi

## 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.

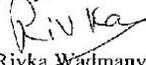
It is with great pleasure that I hereby appoint you to serve as chair of the Council for Higher Education's Committee for the Evaluation of the study programs in **English Teacher Education**. In addition to yourself, the composition of the Committee will be as follows: Prof. Janina Brutt-Griffler, prof.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

**Appendix 2: Site Visit Schedule**

<u>English Teacher Education - Schedule of site visit</u> <u>Shaanan Academic Religious Teachers' College</u>		
<u>December 10<sup>h</sup>, 2017</u>		
09:00-09:45	Opening session with the heads of the institution	Prof. Yehiel Frish, Dr. Esther Halfon, Ms. Tali Fried, Dr. Eran Levison
09:45-10:30	Meeting with the Heads of the Elementary and Upper Division Tracks	Ms. Hana Yorav, Ms. Reut Shapiro
10:30-11:15	Meeting with the Head of the Study program	Prof. Elite Olshain, Dr. Marsha Bensoussan, Ms. Gaby Shoshani
<b>11:15-11:30</b>	<b>Break</b>	<b>Closed-door meeting of the committee</b>
11:30-12:15	Meeting with senior academic staff * (up to 8)	<u>8 of the following will participate:</u> Dr. Zehava Bigman, Dr. Stephanie Glick, Dr. James Backer, Dr. Valerie Jakar, Ms. Rivka Bar Hama, Dr. Devorah Dubiner, Dr. Idit Abram, Dr. Tami Aviad, Dr. Dina Orenstein, Ms. Gili Hefer
12:15-13:00	Meeting with pedagogical instructors* (up to 8)	Dr. Fran Sokel, Ms. Naomi Shalev, Ms. Tzahala Segal
<b>13:00-13:45</b>	<b>Lunch (in the same room)</b>	<b>Closed-door meeting of the committee</b>
13:45-14:30	Tour of library	Ms. Orit Benoun
14:30-15:15	Meeting with B.Ed, First/Second Teaching Certificate and M.Ed students** (up to 6)	
15:15-16:00	Meeting with Alumni (B.Ed, First/Second Teaching Certificate and M.Ed students)** (up to 6)	
<b>16:00-16:20</b>	<b>Closed-door meeting of the committee</b>	
16:20-16:45	Closing meeting	Prof. Yehiel Frish, Dr. Esther Halfon, Ms. Tali Fried, Dr. Eran Levison, Prof. Elite Olshain, Dr. Marsha Bensoussan, Ms. Gaby Shoshani, Dr. Fran Sokel, Ms. Reut Shapiro, Ms. Hana Yorav