



Oranim Academic College

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

כ"ח אב תשע"ח

09/08/2018

אישור רקטור

בברכה,



ד"ר ניר מיכאלי

רקטור מכללת אורנים

22 June 2018

Dear Members of the Committee for the Evaluation of English Teacher Education Study Programs,

I would like to thank you for the in-depth evaluation report about the Oranim College of Education English Language and Literature Department B.A. and Teaching Certification program. In addition to the detailed answers to the committee recommendations (provided within the table below), we would like to draw your attention to a number of inaccuracies within the report:

1. Chapter 2, page 4: Committee Procedures, paragraph 5, our department is called the Department of English Language and Literature (and not the Department of English Teacher Education).
2. Chapter 3, page 5, paragraph 2 (under ‘Executive Summary’), instead of “As the institution came under control of the Department of Education, the pedagogical courses were switched from English to Hebrew...”, the sentence should read: As **part of the teacher training certification** came under control of the **Faculty** of Education, **some education** courses were switched from English to Hebrew...”.
3. Chapter 3, page 5, paragraph 2 (under ‘Executive Summary’), 11 lines from the bottom: Instead of the sentence “It will involve students preparing to be teachers in all disciplines working together in the same school in a general elementary education teacher’s program.”, the sentence should read: “It will involve students preparing to be teachers in all disciplines working together in the same school in a general **junior high school and high school** education teacher’s program”.
4. Chapter 3, page 6, line 1: Instead of “What will be changed is the pedagogical component for the teaching certificate”, the sentence should read: “What will be changed are the **education courses and** pedagogical component for the teaching certificate.”
5. Chapter 3, Section 2: Study Programs, last line on page 6 and first line on page 7: Instead of “It is also possible for a student to pursue a double major in English and Special Education and receive teacher certification in both English and Special Education”, the sentence should read: “It is also possible for a student to pursue a double major in English and **other disciplines** and receive teacher certification in

one or both English and **the other discipline**”. The following may be added as it provides an explanation: The college encourages students to receive teacher certification in two disciplines. Students studying in the Department of English Language and Literature usually study a single major and receive teacher certification in English only. If they do take a double major and wish to receive a teacher certificate in two disciplines, they need to take the necessary accompanying didactics courses relevant to the respective additional discipline they are studying.

6. Chapter 3, Section 2: Study Programs, page 7, paragraph before “Curriculum”: The sentence “While the English Department believes it will still be able to offer a B.A. with students taking all of their required disciplinary courses in only two years under the Shemesh program...” is inaccurate. The Department of English Language and Literature currently offers a B.A. with students taking all of their required disciplinary courses during three full years and one part-time year (their fourth year). This will continue as there is no intention in changing this. It is impossible for students to study all disciplinary courses in only two years.
7. Chapter 3, Section 2: Study Programs, page 8, last paragraph under “Curriculum” and before “Syllabi” is inaccurate. It reads: “Currently there are no electives in the first two years of the program, and the number in the third year are very limited. Under Shemesh, it is not clear whether there will be any electives”. In the first year of the program, there are no electives as the students study introductory courses. From second year, students are expected to choose two electives out of four or five options to meet the requirements of four electives and two seminars. In third and fourth years, they are expected to choose additional electives. There was never any intention to remove electives even with the English Language and Literature Department students joining Shemesh.
8. Chapter 3, Section 2: Study Programs, page 9, second last paragraph under “Proficiency” the first sentence reads: “Students take proficiency courses in the first two years of the program...”. The sentence should read: “Students take proficiency courses in the first **three** years of the program”.
9. Chapter 3, Section 2: Practical Training, page 11, first paragraph, first sentence reads: “Under the Shemesh program, students spend three days a week in the schools during their third year...”. This should be replaced with “**Within the framework of Academia Kita (residency) program**, students spend **two** days a week in the schools during their third year...”.

It is important to clearly differentiate between the Academia Kita (residency) program and Shemesh. The report relates to Shemesh only. The Ministry of Education introduced the Academia Kita (residency) program nationally. This residency program involves doing practice teaching in the schools twice a week (instead of once a week as was traditionally done). The residency program additionally involves the students being engaged in other aspects of the school (e.g., staff meetings, parent-teacher meetings, school trips) for 60 hours over the year. Students receive a scholarship for participating in the residency program. Mentor teachers play a critical role in instructing and modelling teaching of the discipline to the student within the framework of the Academia Kita (residency) program. Mentor teachers are paid by the Ministry of Education for this work. The Faculty of Education at Oranim developed Shemesh to provide a strong educational support structure for Academia Kita and this includes: a generic pedagogical advisor from Oranim at each junior high school, students being placed in a group with students from other majors at each school, and education courses that support practice teaching.

10. Chapter 3, Section 2: Practical Training, page 11, first paragraph, last sentence reads: “Finding enough master teachers in different areas of elementary education (including English) in the same school is likely to be a challenge.”. This should be replaced with “Finding enough master teachers in different areas of **junior high school** education (including English) in the same school is likely to be a challenge. **The reason for this challenge being specific to junior high school education is that secondary school education falls under the auspices of academia kita (residency), whereas elementary school education has remained the responsibility of the Department of English Language and Literature only**”.

<u>Recommendation</u>	<u>Essential/ Important/ Desirable</u>	<u>Steps toward implementation (including time table)</u>
Programs		
<p><input type="checkbox"/> A careful evaluation of the impact of Shemesh has on student proficiency in English and readiness for teaching should be conducted.</p>	<i>Essential</i>	<ul style="list-style-type: none"> The Faculty of Education together with the Department of English Language and Literature have committed themselves to gradually increasing the number of education courses taught in English over the next 5 years. With a large number of incoming students, this change could be completed earlier and faster. However, the Department has rigorous English proficiency entry requirements, resulting in smaller numbers of candidates entering the Department each year. This makes it financially challenging to provide education courses in English. During the 2017-2018 academic year, initial research was conducted on the impact of Academia Kita and Shemesh. This was not geared specifically at student proficiency in English or at generic pedagogical advisors for preservice teachers. The reason for this is that the Department of English Language and Literature students will only begin to take part in the Academia Kita and Shemesh program from 2018-2019. The preservice teachers' second year of practice teaching in elementary school will remain under the auspices of the Department of English Language and Literature. Their practice teaching in their third year for junior high school will be done within the framework of Academia Kita and

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		<p>the education courses they will study will be those offered through Shemesh.</p> <p>During the 2017-2018 academic year, a retraining group participated in the Academia Kita and Shemesh program. Towards the end of June 2018, participants in this retraining program will be interviewed regarding the impact of Academia Kita and Shemesh on their teaching and English teaching readiness. During the 2018-2019 academic year, the first group of B.A. students (in their third year) will provide feedback regarding their experience in schools with an English mentor teacher, a generic pedagogical advisor and most educational courses taught in Hebrew.</p>
<input type="checkbox"/> Administration should communicate with faculty, students and alumni early and continuously in the planning, development, and implementation of the Shemesh program.	<i>Essential</i>	<ul style="list-style-type: none"> In April 2018, as preparation for the current second year English Department students entering the Academia Kita and Shemesh program during the 2018-2019 academic year, the liaison between Oranim Academia Kita program and teacher education schools and the chair of the Department of English Language and Literature met with the second year students. The aim of the meeting was to explain the details of Academia Kita (residency program) and Shemesh including planning, development and implementation. In preparation for the transitional year (2018-2019) of entering Academia Kita, students were offered the possibility of choosing to participate in the Academia Kita program which requires being at

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		<p>school twice a week with 60 additional hours of involvement. Alternatively, they were provided with the possibility of doing practice teaching once a week as has been done until now (with the support of the pedagogical advisor, mentor teachers and education courses associated with Shemesh). The students received an example of a time-table with and without the residency program as a means to helping them make this decision.</p> <ul style="list-style-type: none"> • The Committee for the Evaluation of English Teacher Education Study Programs Evaluation Report was distributed to all academic faculty members of the Department of English Language and Literature. During the faculty meeting (February 2018) held between semesters and the faculty meeting scheduled for the end of the 2018 academic year, the chair of the Department of English Language and Literature has discussed and will continue to discuss issues connected with the Academia Kita and Shemesh program. • In May 2018, the chair of the Department of English Language and Literature reached out to all alumni and invited them to a Departmental Readers' Theater event that took place in June 2018. Very few alumni attended. This could be due to the event taking place during school hours. During the summer (June – September, 2018), alumni will be sent an electronic questionnaire and they will be invited to a gathering of alumni at the

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		start of the 2018-2019 school year. One of the aims of these meetings will be to recruit Oranim alumni as mentor teachers for Shemesh.
Curriculum		
<input type="checkbox"/> With Shemesh, it will be important to ensure that all coursework related to discipline-specific knowledge, language, and skills can be accomplished in two years.	<i>Essential</i>	<ul style="list-style-type: none"> Full participation in Academia Kita will require that third year students will be in schools twice a week (Mondays and Wednesdays). The third year students will be on campus three days a week. Education courses including English didactics will take place on a Tuesday. Sundays and Thursdays will be days that discipline related courses will be taught. This will include <i>Proficiency 3, courses in vocabulary acquisition, reading and writing, assessment, additional electives, a seminar paper in literature and a seminar paper in linguistics</i>. As mentioned above, study load of Shemesh and discipline-specific knowledge, language and skills will be carefully monitored during the 2018-2019 year. This will enable the various policy makers to assess the impact of Shemesh on the Department's students. As a transition into the Shemesh program, during the 2018-2019 academic year, English Department third year students have been offered the option of practice teaching for one or two days. Those who choose to be in the schools for one day, will still receive pedagogical supervision and mentor teaching in schools that work with Oranim

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		within the framework of Shemesh. However, they will not be required to fulfill the additional requirements of Academia Kita (e.g., 60 additional hours of school involvement).
<p><input type="checkbox"/> The curriculum should be reviewed to ensure that student workload in terms of the number and scope of the assignments are appropriate.</p>	<i>Desirable</i>	<ul style="list-style-type: none"> Until now a Google doc was prepared with a calendar where academic faculty members made a note of reading preparation for courses, quizzes and additional student workload. Student workload will be carefully monitored during the 2018-2019 academic year starting with a critical examination of syllabi by the chair of the Department and continued with academic faculty meetings and individual meetings with academic faculty members. In addition, the chair of the department will meet with students 3 times a year in order to monitor their workload. The discipline-specific course demands have been shifted so that starting in the 2018-2019 academic year, students will no longer write a seminar paper during their second year of studies. They will be expected to write papers of 2-3 pages during their first year, of up to 8 pages during their second year. During their third and fourth year of studies they will be expected to write their seminar papers. This will hopefully balance their study load during their second year which appears to be the most challenging year as a result of the change from

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		introductory courses in the first year to fully fledged academic courses in the second year.
Programs		
<input type="checkbox"/> Programs should review their current offerings, especially the mandatory ones, to permit more and a wider range of electives.	<i>Essential</i>	<ul style="list-style-type: none"> • The number of electives per year offered is dependent upon the number of students in the department. As previously mentioned, the smaller numbers are a result of the strict English entry requirements. From July 2018, an intensive English language summer semester will be offered to borderline candidates. This intensive study will give these borderline candidates the opportunity to improve their English language skills and subsequently enter the Department. Oranim hopes that this will enable us to enlarge the number of incoming candidates without compromising on their English level. • Notwithstanding the above, during the 2018-2019 academic year, five electives will be offered (two in linguistics and three in literature). Three of the electives have never been offered before (<i>The Contemporary Coming-of-Age Novel in English, Children and Childhood in Three 20th Century Novels, Multilingual Early Language Development: Theory and Practice</i>), and the other two electives were offered three years ago or more (<i>African-American Literature, Second Language Fluency Research and Practice</i>).

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Linguistics		
<input type="checkbox"/> More attention should be given to the application of theoretical constructs to teaching.	<i>Desirable</i>	<ul style="list-style-type: none"> • A shift is taking place within the Department. Three new academic faculty members have been recruited for the 2018-2019 academic year. The recruitment process involved detailed discussions of potential course content including the application of theoretical constructs to teaching. • During academic faculty meetings, the benefits of applying theory to practice as well as the way that applied aspects of program content can be implemented was and continues to be discussed.
Literature		
<input type="checkbox"/> Literature courses should provide direct instruction on how to teach literature beyond modeling by the instructor.	<i>Important</i>	<ul style="list-style-type: none"> • The English methodology courses address the teaching of literature. • The B.A. program is geared to giving undergraduate students an English language and literature education. Nonetheless, during the academic faculty member meetings in June or September 2018, a discussion of this point will take place with the academic faculty members that teach literature.
<input type="checkbox"/> The diversity of writers and texts from within British and American literature should be expanded more globally.	<i>Desirable</i>	<ul style="list-style-type: none"> • This has been brought to the attention of the academic faculty members that teach literature.

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Proficiency		
<p><input type="checkbox"/> Academic writing courses should be revised to ensure structured progression from short to longer papers that are required in the seminars.</p>	<i>Important</i>	<ul style="list-style-type: none"> As was mentioned in a previous point, academic writing courses as well as academic writing demands have been restructured. During the 2018-2019 academic year, the first year students will be taught a year-long course entitled <i>Style and Composition 1</i>. This course will provide them with the instruction and guidance to write a two to three-page paper in English. During their second year, students will participate in a year-long course entitled <i>Composing and Editing Advanced Academic Papers</i>. One semester of this course will be devoted to writing literature papers and the second semester will be devoted to writing papers that are linguistic orientated. This course will provide the students with guidance and instruction in writing a paper of up to eight pages. During both third and fourth year of studies, students will choose a literature and then a linguistics seminar course (or a linguistics and then a literature seminar course). A one semester course will accompany the seminar course and will be taught by the same academic faculty member that teaches the seminar course. The course will guide the students in research methods and writing of a seminar paper (20-25 pages).

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Pedagogy		
<input type="checkbox"/> As much as possible, Education courses should be taught in English.	<i>Essential</i>	<ul style="list-style-type: none"> As was mentioned above, relevant policy makers within the Faculty of Education together with the Chair of the Department of English Language and Literature with the backing of the Rector and Dean of the Faculty of Humanities and Social Sciences have committed themselves to gradually increasing the number of Education courses taught in the English language over the next five years. The central stumbling block here is connected to the funding of Education courses in English as the number of students in the four-year program does not warrant this. This might become more viable by the addition of retraining students as well as providing borderline candidates to the English Department with intensive English language instruction in order to bring them up to the required English entrance level.
Practical Training		
<input type="checkbox"/> A careful evaluation of the Shemesh program should be conducted.	<i>Essential</i>	<ul style="list-style-type: none"> As mentioned above, Academia Kita as well as the Shemesh program is currently being evaluated. This evaluation is being led by Dr. Ruth Halperin on behalf of the Research and Evaluation Authority at Oranim.
<input type="checkbox"/> Pedagogical advisors should be experienced English teachers.	<i>Essential</i>	<ul style="list-style-type: none"> We are currently interviewing candidates that can be English didactic teachers as well as pedagogical advisors. We plan to have at least one pedagogical

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		advisor from the field of English teaching in Shemesh during the 2018-2019 academic year.
<input type="checkbox"/> Students should be in the schools beginning with their first year.	<i>Desirable</i>	<ul style="list-style-type: none"> The colleges do not receive funding from the Ministry of Education to do practice teaching in first year. In practice, this means that students do not do practice teaching during their first year of studies. During the 2018-2019 academic year, the chair of the Department of English Language and Literature will examine the implementation of one of the following options: visits to different schools in order to observe English teaching at different stages and/or a concentrated study day whereby different English teaching professionals will come to Oranim to present to our students.

Faculty/Human Resources

<u>Recommendation</u>	<u>Essential/ Important/ Desirable</u>	<u>Steps toward implementation (including time table)</u>
<input type="checkbox"/> The College should continue its efforts to hire a more diverse faculty that is more congruent with the diverse student population.	<i>Essential</i>	<ul style="list-style-type: none"> This is considered to be a top priority by the chair of the Department of English Language and Literature. One of the new academic faculty members that has been recruited from the field of applied/educational linguistics is a Muslim woman. Another is an orthodox Jewish woman. In May 2018, four candidates from the field of literature

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		were interviewed to replace a lecturer who will retire in July 2019. Of the candidates that were interviewed, two were men, one of whom was from the Druze faith. The latter is a leading candidate to be recruited in February 2019 for the 2019-2010 academic year.
<p><input type="checkbox"/> If research is to be an important consideration in promotion, more support (reduced course load, financial support, etc.) should be provided.</p>	<i>Important</i>	<ul style="list-style-type: none"> • Oranim as with all other education colleges funded by the Ministry of Education does not receive any funding for academic faculty members to engage in research. In addition, academic faculty members who are paid according to Education College guidelines (National Collective Agreement) do not have any research component included in their monthly salary. Despite these limitations, Oranim recognizes the importance of research and the Oranim Research and Evaluation Authority offers many lecturers the possibility of receiving a research hour instead of a teaching hour. Oranim considers this a priority. • Policy makers consider encouraging a research agenda to be of utmost priority. New faculty members are employed with the intention of offering them tenure and promotion through research and publishing. The chair of the Department of English Language and Literature is emphasizing the importance of a research agenda. This was expressed in discussions with new faculty

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		<p>members that are being recruited for the 2018-2019 academic year.</p> <ul style="list-style-type: none"> The process of merging with The Max Stern Yezreel Valley College in the next two to three years will highlight the importance of tenured faculty with a strong research agenda.

Alumni

<u>Recommendation</u>	<u>Essential/ Important/ Desirable</u>	<u>Steps toward implementation (including time table)</u>
<input type="checkbox"/> A more formal way of communicating with alumni about events on campus and changes in the curriculum should be developed.	<i>Desirable</i>	<ul style="list-style-type: none"> During the preparation of the report for the Committee for the Evaluation of English Teacher Education Study Programs, the chair of the Department of English Language and Literature initiated contact with alumni. The current chair of the Department intends to continue this established connection by inviting alumni to Department events as well as initiating a discussion forum whereby this valuable group that is a part of the Oranim Department of English Language and Literature community could be recruited as future mentor teachers and a valuable mouth piece from the field. A social network group has recently been renewed and current students in the Department of English Language and Literature have been informed about this. Many have become members. The intention

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		during the 2018-2019 academic year is to reach alumni through an electronic questionnaire, by inviting them to join the social network group as well as a face to face meeting.

We hope that our answers have been sufficiently detailed and have provided adequate answers to the recommendations. We will willingly provide answers to any additional clarifications.

Sincerely,

Dr. Janina Kahn-Horwitz

Chair, Department of English Language and Literature