



**Committee for the Evaluation of Education and  
Science Education Study Programs**

**Hebrew University of Jerusalem**  
**School of Education**  
Evaluation Report

**September 2014**

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## **Chapter 1: Background**

The Council for Higher Education (CHE) decided to evaluate study programs in the field of Education and Science Education during the academic year of 2013-2014.

Following the decision of the CHE, the Minister of Education, who serves ex officio as Chairperson of the CHE, appointed a Committee consisting of:

- **Prof. Sam Wineburg** - Graduate School of Education, Stanford University - California, USA. Committee Chair.
- **Prof. Patricia Alexander** - College of Education, University of Maryland - Maryland, USA.
- **Prof. Yehudit Judy Dori<sup>1</sup>** - Department of Education in Science and Technology, Technion – Israel Institute of Technology – Israel, and Electrical Engineering and Computer Science Department, Massachusetts Institute of Technology – Massachusetts, USA.
- **Prof. Sharon Feiman-Nemser** - Mandel Center for Studies in Jewish Education, Brandeis University - Massachusetts, USA.
- **Prof. Stephen Jacobson** - Graduate School of Education, University at Buffalo - New York, USA.
- **Prof. R. Malatesha Joshi** - College of Education and Human Development, Texas A & M University - Texas, USA.
- **Prof. Jeremy Kilpatrick** - Mathematics Education Program, University of Georgia - Georgia, USA.
- **Prof. Alan Lesgold** - School of Education, University of Pittsburgh – Pennsylvania, USA.
- **Prof. Arie Wilschut** - School of Education, Amsterdam University of Applied Sciences – Netherlands.
- **Prof. Anat Zohar<sup>2</sup>** - School of Education, The Hebrew University in Jerusalem – Israel.

Ms. Tal Reichman served as the Coordinator of the Committee on behalf of the CHE.

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<sup>1</sup> In accordance with the CHE's policy, Prof. Yehudit Judy Dory did not participate in the evaluation of the Education Department at Ben-Gurion University to prevent the appearance of a conflict of interests.

<sup>2</sup> In accordance with the CHE's policy, Prof. Anat Zohar did not participate in the evaluation of the School of Education at the Hebrew University of Jerusalem.

Within the framework of its activity, the Committee was requested to:<sup>3</sup>

1. Examine the self-evaluation reports submitted by the institutions that provide study programs in Education and Science 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 July 2012).

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<sup>3</sup> The Committee's letter of appointment is attached as **Appendix 1**.

## **Chapter 2: Committee Procedures**

The Committee held its first meeting on March 18, 2014, during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as Education and Science Education Study programs in Israel.

In March 2014, the Committee held its first round of visits of evaluation, and visited Bar-Ilan University, the Open University and Tel-Aviv University. In June 2014, the committee held its second round of visits of evaluation, and visited Ben-Gurion University and the Hebrew University of Jerusalem. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students.

This report deals with the School of Education at the Hebrew University of Jerusalem. The Committee's visit to the university took place on June 18-19, 2014.

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

The Committee thanks the senior management of the Hebrew University and the School of Education for their self-evaluation report, and for the hospitality extended to the committee during its visit at the institution.

## **Chapter 3: Evaluation of the School of Education, Hebrew University in Jerusalem**

*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. This report records the conclusions reached by the Evaluation Committee based on the documentation provided by the institution, information gained through interviews, discussion and observation as well as other information available to the Committee.*

### **1. Executive Summary**

The School of Education at the Hebrew University has a vision of achieving research and teaching excellence in nearly every area of education. Faculty members publish in prestigious journals, have garnered many internal and external grants, and have presented their work at international conferences. Yet, given the diversity of topics and research areas brought under a single roof, we believe that it is impossible to excel in every single one. We looked for but did not find a clear articulation of priorities. The School of Education lacks a strategic plan that lays out and justifies priorities for the future.

The School of Education must establish an ad hoc committee charged with formulating such a plan. This strategic plan should reflect a broad vision of the field of education in Israel, taking into account not only the internal needs of the School of Education, but also its role in preparing high school teachers and other educational practitioners.

The absence of a strategic plan manifests in several ways. The configuration of the School seems largely the result of historical precedent rather than intentional planning. We encountered a broad variety of programs, each of which argued for an expansion in faculty and resources, but none of which had an overall vision of the whole. The School of Education's fragmented structure discourages collaboration and impedes the discharge of its mission. The School has several programs that are undersubscribed and lacks faculty in areas that are essential to a school of education.

The fragmented nature of the School's divisions is particularly acute in teacher

education. Only a few senior faculty play a role in preparing future teachers. Teacher preparation, a responsibility we see as central to the mission of a school of education, seems to be of marginal importance at the Hebrew University. This is problematic when it is only at Israel's universities that one can be certified as a high school teacher.

The Committee observed weak connections between the theoretical knowledge taught in the various programs and the opportunities students have to apply that knowledge. This, we believe, is another manifestation of the absence of a vision that integrates the research mission of the School with its responsibility to serve the needs of the Israeli education system.

Our report is organized topically, with a brief summary of each topic followed by the Committee's recommendations.

## **2. Mission and Goals**

### Observations and Findings:

The mission statement of the Hebrew University's School of Education sets out a vision of achieving research and teaching excellence in practically every area of education. Given the diversity of topics and research areas brought under a single roof, we believe that it is impossible to excel in every single one. We looked for but did not find a clear articulation of priorities in the School of Education.

The current configuration of the School of Education seems largely the result of historical precedent rather than coherent planning that lays out a vision for the future. We encountered a broad variety of programs, each of which argued for an expansion in faculty and resources, but which seemed to lack a unifying vision. This fragmented structure discourages collaboration and impedes the discharge of the School's mission.

In setting priorities, a professional school in a research university has a dual mission: to produce knowledge of the highest quality and rigor, but also to serve the broader

society of which it is a part. Israeli universities bear the sole responsibility for preparing the nation's high school teachers. For this reason, the Committee believes that the study of teaching and learning and teacher education must be at the heart of the School of Education.

Recommendations:

**Essential changes:**

- a. Within six months, the School of Education must establish an ad hoc committee charged with formulating a strategic plan.
- b. Within one year, this committee must draft a strategic plan that clarifies and rank orders priorities, identifies current strengths and key areas of growth, and justifies these decisions by connecting them to a vision of where the field of education is headed, the unique role played by a school of education in a research university, and the pressing educational problems faced by Israeli society.
- c. The strategic plan must be consistent with best practices found in top schools of education internationally.

### **3. Organizational Structure**

Observations and Findings:

The current organization of the School of Education is characterized by a proliferation of divisions and degree programs that do not always share intellectual and teaching resources. In many cases, there is no clear rationale for the separation of particular divisions other than historical precedent. The isolation of these divisions is particularly acute in the teacher certification program. Few senior faculty members play a role in preparing future teachers. This conveys the impression that the preparation of teachers, a function the Committee sees as essential to the mission of a school of education, is of marginal importance.

The School of Education's overall structure lacks key research areas we see as essential to any leading school of education. Specifically, we noted deficiencies in:

- a) Content-specific pedagogy for each major subject area: science, mathematics, literacy and language, civics and geography
- b) Assessment and measurement
- c) Methods for preparing effective teachers

The Committee learned that, until recently, the School of Education lacked stable leadership. We were encouraged to learn that recently the situation has improved, as stable leadership is a necessary ingredient in the formation and execution of a strategic plan. The Committee heard some School of Education faculty express a desire for autonomy as an administrative unit, rather than its current status under the aegis of the Faculty of Humanities. An organizational change that gives the School of Education more independence may help it achieve future goals.

Recommendations:

**Essential Changes:**

- a. Future faculty hires must be targeted in the following areas:
  - 1) Content-specific pedagogy for major subject areas such as science, mathematics, literacy and language, civics and geography
  - 2) Assessment and measurement
  - 3) Methods for preparing effective teachers.
- b. Faculty must work to integrate teacher education into the fabric of the School of Education. This integration must include greater involvement of senior faculty in the teaching and supervision of new teachers, creating more ties between B.A. programs and teacher certification, and placing a high priority on hiring new faculty members with expertise in teacher education.
- c. The ad hoc committee charged with developing a strategic plan must look to leading schools of education internationally for examples of effective organizational structures.

**Advisable changes:**

- a. The ad hoc committee should identify places of overlap among programs and identify opportunities for cross-program collaboration.
- b. The School of Education should become autonomous from the Faculty of Humanities.

**4. Study Programs**

Observations and Findings:

The configuration of study programs seems to be based mostly on decisions made in the distant past rather than on a transparent set of goals and priorities. We learned, for example, that the location of the science disciplines on the Givat Ram campus is perceived as a barrier to collaboration. However, the separation of these campuses by just a few kilometers should not impede collaboration, as barriers to collaboration go deeper than issues of physical distance. Even programs in the same building, such as the M.A. and Ph.D. programs of the Melton Centre, are not clearly integrated into the rest of the School of Education. The most important ingredient in collaboration is the willingness of all parties to work together to achieve common goals. When that willingness is present, issues of distance become less important in today's networked world.

For many years, the Hebrew University had a preeminent program in science education. The Committee learned that this program was closed several years ago. Israel is currently facing a shortage of math and science teachers, and education in both subjects is viewed as a national priority. The Committee learned that a recent request for two science education lines was denied, further exacerbating the problem.

In some study programs, the educational theories students learn are disconnected from the practical techniques they are supposed to apply in the field. We learned that this disconnection is a longstanding problem that has gone unaddressed for some time.

Finally, we learned that course offerings are not posted until several weeks before classes begin. Many students work part or full-time while pursuing their degree. It is difficult for students to plan their programs of study when schedules are announced right before classes begin. There will always be conflicts between school and work, but many of these conflicts can be mitigated with timely planning.

Recommendations:

**Essential changes:**

- a. Given the strengths of the Hebrew University in the sciences and its past strength in science education, the University and the School of Education must make science and mathematics education a priority. The University must add **at least two** new faculty lines in the teaching and learning of science and mathematics. These positions must reside in the School of Education. These new faculty members should create ongoing collaborations with the corresponding disciplines on the Givat Ram campus.
- b. The School of Education must post tentative course schedules in ample time (ideally, at least three months before the beginning of the semester) for students to make necessary work arrangements and to select their courses more strategically.

**Advisable changes:**

- a. Faculty should work to achieve a meaningful integration of theoretical and applied knowledge in all of its programs. Courses in the School of Education should include relevant examples and activities that pertain to the world of educational practice and the everyday realities of schooling.
- b. The existing committee on teaching should take responsibility for building connections between the Melton Centre and the rest of the School of Education.

**B.A. program:**

The B.A. program is organized around three required courses in “foundational” disciplines. These courses supposedly offer students a broad introduction to education.

We learned, however, that students often lack opportunities to explore the connections among these disciplines. Some students have a hard time seeing the usefulness of disciplinary lenses when considering practical problems in the field.

The Committee learned that in some cases teaching assistants are expected to write all exam questions for B.A.-level courses, work more hours than assigned (at times, beyond what the Committee believes is acceptable), and receive little guidance from faculty and/or adjunct instructors. In some cases, we learned that M.A. students are responsible for teaching courses that deal with issues of schooling when they themselves have little experience in schools.

Recommendations:

**Essential change:**

Within six months, the School of Education must draft written guidelines that make explicit the roles and responsibilities of teaching assistants.

**Advisable change:**

The ad hoc committee tasked with strategic planning should undertake a serious review of curricula at top schools of education. They will learn that the “three foundational discipline” approach represents a model that has largely been abandoned.

**M.A. programs**

The committee felt that there were too many divisions and degree tracks at the M.A. level. The result is a lack of unity across tracks and a dizzying range of experiences for M.A. students. Many divisions are run by a small number of faculty who are expected to meet all instructional and advising obligations. This leaves many M.A. students with limited options for courses and restricted access to advisors. Furthermore, the M.A. program’s fragmented structure creates unevenness in quality, diverse expectations for students, and limited opportunities for student-student collaboration. In some M.A. programs, there is inadequate coursework in research methods and few opportunities to receive feedback.

Recommendations:

**Essential changes:**

In order to achieve a more coherent M.A. program, the School of Education must reduce the number of divisions to five or fewer. This should be accomplished either by consolidating or eliminating existing M.A. tracks.

**Desirable changes:**

The ad hoc committee should assume the responsibility for exploring ways to enhance collaboration within and across degree programs.

**Ph.D. program:**

The Committee got the impression that Ph.D. students lack sufficient opportunities to collaborate with each other, which sometimes leads to feelings of isolation and loneliness.

Although students receive personal and intellectual support from their advisors, they are given limited financial support to complete their degrees. As a result, many students have to work full-time while completing their degree.

Recommendations:

**Advisable Change:**

The School of Education should create a cross-disciplinary seminar in which doctoral students present their work and receive feedback from students and faculty.

**Desirable Change:**

The School of Education should consider the creation of cohorts, with organized pro-seminars across programs, to facilitate student-student collaboration and lessen students' feelings of isolation and alienation.

**Teacher Certification Program:**

With the rapid growth of teachers colleges, the landscape of teacher preparation in

Israel has undergone a radical transformation. These changes present universities with an opportunity to fundamentally rethink their responsibility for the preparation of Israel's high school teachers. Universities are the best places to generate new knowledge about learning and instruction, to test new models for preparing effective teachers, and to study how experienced teachers continue to learn and grow across the lifespan. We are sad to say, however, that the School of Education at the Hebrew University does not have a cutting-edge teacher preparation program, nor does it seem to have a commitment to making teacher education a core area of scholarship.

The one bright spot is the *Revivim* program, which has several innovative aspects. Yet, even this program, which has been in existence for 14 years, has not produced a body of scholarship attesting to its effectiveness. We were disappointed to learn that few efforts have been made to observe the teaching practices of *Revivim* graduates and to gauge the learning of their students. Without conducting such research and subjecting it to rigorous peer review, we have no way of knowing whether *Revivim* graduates have transformed the teaching and learning of Jewish studies. Self-reports may suggest that this is the case, but without substantial research, there is no way of knowing whether such reports are accurate.

Students choose to earn a teaching certificate at the Hebrew University because they expect an intellectually rigorous program that is relevant to practice. Too often, we learned, students are disappointed by courses that emphasize theory but which seem detached from practical application. There seemed to be a stark separation between theoretical learning and practical needs, with the balance weighted in the favor of the theoretical. We learned of a desire for more practical training and more explicit instruction in real-world applications.

When we examined the teacher certification program as a whole, we saw a potpourri of required and elective courses, the great majority of which were taught by adjuncts. The practicum and workshops in the current program vary in quality. Some offer few opportunities for guided practice and feedback; others provide a coherent sequence of

observation and practice linked to opportunities for reflection and analysis.

The *Revivim* program offers proof that generous scholarships and an integrated B.A., M.A. and teacher certificate sequence can attract high-caliber candidates to teaching. The *Revivim* model could be applied to other areas to attract excellent students to the teaching of math and science.

Recommendations:

**Essential change:**

The School of Education must give priority to hiring a tenure track faculty member with expertise in teacher education and/or teacher learning across the lifespan. This person would provide intellectual leadership for the entire teacher certification program.

**Advisable changes:**

- a. The School of Education should create a faculty committee to examine top teacher education programs at research universities around the world (e.g., Michigan, Michigan State, Stanford, University of Twente in the Netherlands). This committee should review the existing teacher certification program in light of the principles and practices that characterize top programs elsewhere.
- b. The School of Education should develop a curriculum for the practicum, drawing on the model pioneered by *Revivim*.
- c. The School of Education should work with University leadership to raise scholarship funds for future teachers in areas of high need (e.g., math and science) and to develop new options (such as combined B.A./M.A./teacher certificate programs) for recruiting talented teachers.
- d. Per the recommendations of the Ariav Report, there should be greater involvement of senior faculty in the teacher certification program.
- e. *Revivim* should undertake a program of research on the effects of its approach.

## **5. Human Resources/Faculty**

### Observations and findings:

The School of Education at the Hebrew University has a high quality faculty including several scholars with international reputations. The faculty is productive in terms of the standard metrics of research, publishing, and generating external funding.

The School of Education has lost many faculty due to thirteen retirements and only three replacements. The School has an unacceptably high student to faculty ratio.

### Recommendation:

#### **Essential change:**

Future hiring must focus on the priorities outlined in the above sections, “Organizational Structure” and “Study Programs.”

## **6. Students**

### Observations and findings:

The Hebrew University’s School of Education attracts highly motivated students. Faculty members are approachable, and they create a positive atmosphere in the School.

The Committee learned that contact with alumni is an acknowledged weakness of the School. The School does not track alumni activities, nor does it maintain systematic contact with them.

Furthermore, the School of Education does not consistently gather data on dropouts. The Committee received data for only the last two years. These data were not disaggregated by different groups in the student body. Understanding which students drop out and why is essential to formulating long-term strategic priorities.

Recommendations:

**Essential changes:**

Within one year, the School of Education must develop a plan for tracking dropouts and develop a protocol for conducting exit interviews.

**Advisable change:**

The School of Education should develop ways to maintain contact with alumni and to track their activities.

## **7. Teaching and Learning Outcomes**

Observations and Findings:

A school of education should be a place in which excellent instruction is modeled. In some courses, however, we learned that instructors teach about innovative pedagogies using antiquated practices. We also learned that at the B.A. level, students received little feedback on written papers. In some cases, this feedback was perceived as uninformative and unhelpful.

In some B.A. courses, teaching assistants take primary responsibility for the development of course assessments and are routinely responsible for all course grading.

There is limited systematic evaluation of teaching in the School of Education. As part of the tenure process, teachers are observed only once. The principal method of teacher evaluation is student course evaluations. The reliance on a single metric is problematic given the checkered reliability of course ratings as a measure of student learning.

The University offers workshops on teaching, but they are targeted toward teachers with low evaluation scores. Other than a brief orientation when they join the university, faculty members receive no ongoing professional development related to teaching.

Recommendations:

**Advisable changes:**

- a. In addition to student course ratings, the faculty should explore new ways to evaluate teaching. Peer evaluations of teaching, reviews of syllabi, and analyses of student work are all options for creating a culture of continuous improvement around instruction.
- b. Students should be provided with constructive and timely feedback on all written assignments.

## **8. Research**

Observations and Findings:

The School of Education stresses the importance of research and encourages publication in international journals. Faculty members in many programs publish in well-respected journals, have received many internal and external grants, and have presented at highly respected peer-reviewed conferences. Many doctoral students have also published in journals in conjunction with their advisors. The University values faculty participation in international conferences and provides funding for faculty members to attend them. However, due to lack of funds, Ph.D. students are not always able to attend international conferences.

The Hebrew University's system for ranking publications is idiosyncratic and inconsistent with recognized international standards.

The self-evaluation report noted that School of Education researchers "do not participate enough in public discourse regarding educational issues in Israeli society" (p. 51). Because their research appears largely in English language journals, there are few opportunities for educational practitioners and the general Israeli public to learn about the research conducted in the School of Education. The chief audience for research seems to be other scholars who publish in the same journals, rather than principals, teachers, policy makers, students, and parents. Many leading schools of

education develop mechanisms such as special publications or websites that distill research findings into a format that influences public discourse on education.

Recommendations:

**Essential change:**

The School of Education must use a consistent means of ranking international journals (for example, Thomson ISI) rather than relying on its own criteria.

**Advisable change:**

The School of Education should develop mechanisms (e.g., new kinds of publications, websites, email blasts, and podcasts) by which parents, practitioners, policy makers, and the general public can learn about and benefit from the research conducted by the School of Education faculty.

**9. Infrastructure:**

Observations and Findings:

The main building of the School of Education, at the Mount Scopus campus, also houses the School of Social Work, the Melton Center for Jewish Education, the NCJW (National Council of Jewish Women) Research Institute for Innovation in Education, and the Australian Research and Graduate Studies complex which includes the Language, Logic and Cognition center. One surprising feature is that the NCJW institute, though it deals with research in education, seems to lack any connection to the School of Education. Parts of the building have been renovated, and one large lecture room for the School of Education is scheduled to be renovated soon. In general, the facilities, including the library and laboratories, are in relatively good shape.

The IT infrastructure does not support the level of distance collaboration and online teaching that is characteristic of top institutions. This infrastructure is insufficient to provide future teachers and educators with experience using tools that are becoming routine in schooling.

Doctoral students lack affordable access to the software necessary for rigorous quantitative and qualitative research.

Recommendations:

**Essential change:**

The University must subsidize student access to both quantitative and qualitative software.

**Advisable change:**

Technology should be updated to provide more active learning opportunities and virtual collaboration (e.g., smart boards, clicker technology and software).

## **10. Self-Evaluation**

The self-evaluation process provided an opportunity for faculty to learn - in some cases for the first time - about each other's programs and identify potential areas for collaboration.

The report covered many of the required topics, but did so in a fragmented way. There was little evidence of an attempt to integrate the various parts of the document into a coherent whole, a fact that may reflect the disconnected nature of the various divisions within the School.

## **Chapter 4: Summary of Recommendations**

### **Essential Changes:**

1. Within six months, the School of Education must establish an ad hoc committee charged with formulating a strategic plan.
2. Within one year, this committee must draft a strategic plan that clarifies and rank orders priorities, identifies current strengths and key areas of growth, and justifies these decisions by connecting them to a vision of where the field of education is headed, the unique role played by a school of education in a research university, and the pressing educational problems faced by Israeli society.
3. The strategic plan must be consistent with best practices found in top schools of education internationally.
4. Future faculty hires must be targeted in the following areas:
  - a. Content-specific pedagogy for major subject areas such as science, mathematics, literacy and language, civics and geography
  - b. Assessment and measurement
  - c. Methods for preparing effective teachers.
5. Faculty must work to integrate teacher education into the fabric of the School of Education. This integration must include greater involvement of senior faculty in the teaching and supervision of new teachers, creating more ties between B.A. programs and teacher certification, and placing a high priority on hiring new faculty members with expertise in teacher education.
6. The ad hoc committee charged with developing a strategic plan must look to leading schools of education internationally for examples of effective organizational structures.
7. Given the strengths of the Hebrew University in the sciences and its past strength in science education, the University and the School of Education must make science and mathematics education a priority. The University must add **at least two** new faculty lines in the teaching and learning of science and mathematics. These positions must reside in the School of Education. These new faculty members should create ongoing collaborations with the corresponding disciplines on the Givat Ram campus.

8. The School of Education must post tentative course schedules in ample time (ideally, at least three months before the beginning of the semester) for students to make necessary work arrangements and to select their courses more strategically.
9. Within six months, the School of Education must draft written guidelines that make explicit the roles and responsibilities of teaching assistants.
10. In order to achieve a more coherent M.A. program, the School of Education must reduce the number of divisions to five or fewer. This should be accomplished either by consolidating or eliminating existing M.A. tracks.
11. The School of Education must give priority to hiring a tenure track faculty member with expertise in teacher education and/or teacher learning across the lifespan. This person would provide intellectual leadership for the entire teacher certification program.
12. Within one year, the School of Education must develop a plan for tracking dropouts and develop a protocol for conducting exit interviews.
13. The School of Education must use a consistent means of ranking international journals (for example, Thomson ISI) rather than relying on its own criteria.
14. The University must subsidize student access to both quantitative and qualitative software.

**Advisable changes:**

1. The ad hoc committee should identify places of overlap among programs and identify opportunities for cross-program collaboration.
2. The School of Education should become autonomous from the Faculty of Humanities.
3. Faculty should work to achieve a meaningful integration of theoretical and applied knowledge in all of its programs. Courses in the School of Education should include relevant examples and activities that pertain to the world of educational practice and the everyday realities of schooling.
4. The existing committee on teaching should take responsibility for building connections between the Melton Centre and the rest of the School of Education.

5. The ad hoc committee tasked with strategic planning should undertake a serious review of curricula at top schools of education. They will learn that the “three foundational discipline” approach represents a model that has largely been abandoned.
6. The School of Education should create a cross-disciplinary seminar in which doctoral students present their work and receive feedback from students and faculty.
7. The School of Education should create a faculty committee to examine top teacher education programs at research universities around the world (e.g., Michigan, Michigan State, Stanford, University of Twente in the Netherlands). This committee should review the existing teacher certification program in light of the principles and practices that characterize top programs elsewhere.
8. The School of Education should develop a curriculum for the practicum, drawing on the model pioneered by *Revivim*.
9. The School of Education should work with University leadership to raise scholarship funds for future teachers in areas of high need (e.g., math and science) and to develop new options (such as combined B.A./M.A./teacher certificate programs) for recruiting talented teachers.
10. Per the recommendations of the Ariav Report, there should be greater involvement of senior faculty in the teacher certification program.
11. *Revivim* should undertake a program of research on the effects of its approach.
12. The School of Education should develop ways to maintain contact with alumni and to track their activities.
13. In addition to student course ratings, the faculty should explore new ways to evaluate teaching. Peer evaluations of teaching, reviews of syllabi, and analyses of student work are all options for creating a culture of continuous improvement around instruction.
14. Students should be provided with constructive and timely feedback on all written assignments.
15. The School of Education should develop mechanisms (e.g., new kinds of publications, websites, email blasts, and podcasts) by which parents, practitioners, policy makers, and the general public can learn about and benefit from the research conducted by the School of Education faculty.

16. Technology should be updated to provide more active learning opportunities and virtual collaboration (e.g., smart boards, clicker technology and software).

**Desirable Changes:**

1. The ad hoc committee should assume the responsibility for exploring ways to enhance collaboration within and across degree programs.
2. The School of Education should consider the creation of cohorts, with organized pro-seminars across programs, to facilitate student-student collaboration and lessen students' feelings of isolation and alienation.

**Signed by:**



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Prof. Sam Wineburg  
Committee Chair



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Prof. Patricia Alexander



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Prof. Yehudit Judy Dori



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Prof. Sharon Feiman-Nemser



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Prof. Stephen Jacobson



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Prof. R. Malatesha Joshi



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Prof. Jeremy Kilpatrick



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Prof. Alan Lesgold



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Prof. Arie Wilschut

## Appendix 1: Letter of Appointment



February 2014

Prof. Sam Wineburg  
Graduate School of Education  
Stanford University  
USA

Dear Professor Wineburg,

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 the chair of the Council for Higher Education's Committee for the Evaluation of the study programs in **Education and Science Education**. In addition to yourself, the composition of the Committee will be as follows: Prof. Patricia Alexander, Prof. Yehudit Judy Dori, Prof. Sharon Feiman-Nemser, Prof. Stephen Jacobson, Prof. R. Malatesha Joshi, Prof. Jeremy Kilpatrick, Prof. Alan Lesgold, Prof. Arie Wilschut and Prof. Anat Zohar.

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 the chair of this most important committee.

Sincerely,  
*Hagit Messer Yaron*  
Prof. Hagit Messer-Yaron  
Deputy Chairperson,  
The Council for Higher Education (CHE)

*Enclosures:* Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Michal Neumann, Deputy Director-General for QA, CHE  
Ms. Maria Levinson-Or, Committee Coordinator

## Appendix 2: Site Visit Schedule

**Wednesday, June 18, 2014**

Time	Subject	Participants
08:30-09:15	Opening session with the heads of the institution	Prof. Menahem Ben Sasson- President Prof. Asher Cohen – Rector Prof. Barak Medina- Head of the Office of Academic Assessment & Evaluation
09:15-09:25	"travel" time	
09:25-10:10	Meeting with the Dean of the Humanities Faculty	Prof. Reuven Amitai – Dean of the Humanities Faculty
10:10-10:55	Meeting with the Head of the School of Education (and the Senior staff members appointed to deal with QA)	Prof. Moshe Tatar – Head of the School of Education Prof. Ruth Butler Prof. Yaacov Kareev
10:55-11:30	<i>Closed door meeting of the committee</i>	
11:30-12:30	Meeting with the academic heads of the school (heads of departments/divisions)*	Dr. Tal Gilead: Head of the Philosophy of Education Division Dr. Julia Resnik: Head of the Sociology of Education Division Dr. Ori Eyal: Head of the Educational Administration, Policy and Leadership Division Dr. Michael Gillis: Head of Jewish Education Division Dr. Sima Amram-Vaknin: Head of the Educational Counseling Division Dr. Thomas Gumpel: Head of the Special Education Division Dr. Christa Asterhan,: Head of the Learning and Instruction Division Prof. Avital Deutsch: Head of the Learning Disabilities Division Dr. Yifat Ben-David Kolikant: Academic adviser for the BA program Dr. Joop Meijers: Head of Educational Psychology and Child Clinical Psychology Division Prof. Adam Nir - Chair of the Department of Education and Hand Head of erdisciplinary Studies in Educational Sciences Division
12:30-13:30	Meeting with senior academic staff (representatives of relevant committees/programs)*	Dr. Dan Porat; Prof. Jonathan Cohen; Prof. Gabriel Horenczyk; Prof. Edna Lomsky-Feder; Prof. Baruch Shwartz; Prof. Itamar Gati; Dr. Sarit Ashkenazi; Dr. Nilly Mor; Dr. Orly Kampf-Sherf; Dr. Noa Saka; Prof. Marc Hirshman; Dr. Judah Koller; Prof. Yoel Elizur
13:30-14:15	Lunch (in the same room)	<i>Closed-door meeting of the committee</i>
14:15-15:00	Tour of facilities: classrooms, library, labs, offices	Dr. Dan Porat; Ms. Lihi Perelman-Nahum (Ph.D. candidate)
15:00-15:45	Meeting with Junior academic staff*	Roey Fredman, Introduction to Educational Philosophy Noga Bar-Gil, Introduction to Educational Philosophy

		Itai Artzi, Introduction to Sociology of Education Netta Cahana, Introduction to Sociology of Education Rachel Bahalul, Statistics Mali Ivas, Social Psychology Michelle Bubis, Social Psychology Miriam Babichenko, Introduction to Psychology of Education Sagy Mizrahi, Introduction to Psychology of Education
15:45-16:30	Meeting with adjunct academic staff*	Dr. Hanna Bar-Yishay, Dr. Tchia Snapiri, Ms. Reuvena Shalhevet-Kaniel Dr. Hagit Inbar-Furst, Dr. Yaniv Mor, Dr. Ina Ben-Uri, Dr. Anat Korem
16:30-17:15	Meeting with the Teaching Education Unit	Dr. Yehoshua Mathias, Chair of the Teachers' Training Department Dr. Gilmor Keshet, Coordinator of Sciences and Math Dr. Boaz Tsabar, Coordinator of Humanities Dr. Samira Alayan, Coordinator of Social Sciences Ms..Irith Feder Dr. Noa Cohen-Eliyahu Dr. Ofra Porath

**Thursday, June 19, 2014**

Time	Subject	Participants
09:00-09:45	Meeting with BA students**	
09:45-10:45	Meeting with MA students**	
10:45-11:30	Meeting with PhD students**	
11:30-12:15	Meeting with Teacher Education students**	
12:15-13:00	Lunch (in the same room)	<i>Closed-door meeting of the committee</i>
13:00-13:45	Meeting with Alumni**	
13:45-14:15	<i>Closed door meeting of the committee</i>	
14:15-14:45	Meeting with "Revivim" program management	Prof. Uzi Rebhun, Academic Head, Revivim Dr. Howard Deitcher, Education Director, Revivim Hedva Weiss, Administrative Director, Revivim Prof. Oded Irshai, Head of the Mandel Institute of Jewish Studies
14:45-15:15	Meeting with "Revivim" program students	
15:15-15:30	<i>Closed door meeting of the committee</i>	
15:30-16:00	Closing meeting with the Head of the School of Education and the Dean of the Humanities Faculty	Prof. Reuven Amitai – Dean of the Humanities Faculty Prof. Moshe Tatar – Head of the School of Education
16:00-16:10	"travel" time	
16:10-16:40	Closing meeting with the Heads of the Institution	Prof. Menahem Ben Sasson- President Prof. Asher Cohen – Rector Prof. Barak Medina

\* The heads of the institution and academic unit or their representatives will not attend these meetings\_

\*\* The visit will be conducted in English with the exception of students who may speak in Hebrew and anyone else who feels unable to converse in English.