Committee for the Evaluation of Education and Science Education Study Programs

General Report

September 2015

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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*** - 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*** - School of Education, The Hebrew University in Jerusalem – Israel.

Ms. Maria Levinson-Or served as the Coordinator of the Committee on behalf of the CHE.

Within the framework of its activity, the Committee was requested to:[1]

1. Examine the self-evaluation reports, submitted by the institutions that provide study programs in 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).

[1] 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. In December 2014, the committee held its third round of visits of evaluation, and visited Weizmann Institute of Science, the Technion, and the University of Haifa. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students.

Chapter 3:

Evaluation of Education and Science Teaching Study Program in Israel

This Report relates to the situation current at the time of the visit to the institutions, 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 institutions, information gained through interviews, discussion and observation as well as other information available to the Committee.

1. Executive Summary

In this report, we step back from the eight institutional reports our committee submitted and speak to general trends across Israel's vastly different institutions of higher education. The study of education at Israel's universities runs the gamut from a school of education operating as an individual academic unit; faculties and departments of education under the aegis of broader administrative units; two departments that limit their focus to the teaching of science, mathematics, and technology; and one institution that maintains a department of education alongside a second department that focuses only on science and technology education.

Such diversity makes generalizations perilous. Our purpose here is not to single out any institution or program for criticism. When we do invoke the name of an institution, we do so because it represents an exemplar worthy of further consideration and study.

As a nation, Israel is fortunate to have an impressive group of scholars who staff the country's eight schools, faculties, and departments of education. Many of these scholars publish in leading journals, win prestigious awards, and successfully compete for scarce research funds. The range of topics they study, and the myriad disciplines, interests, specialties and sub-specialties they represent are staggering.

Collectively, however, Israel's faculties of education suffer from fragmentation and mission drift. They look more like assemblies of individuals than cohesive wholes that possess an identifiable mission with shape and purpose. In many instances, scholars

with appointments to a faculty of education could find a suitable home in a traditional academic department. The problems these scholars investigate, the journals in which they publish, and the academic communities with which they identify all come from the disciplines. This raises the troubling question of what is truly "educational" about membership in a faculty of education.

The dizzying variety of topics collected under one roof hampers setting priorities and future directions. Without a common mission and a shared conception of education, it is difficult for an institution to formulate a strategic plan, decide which faculty to hire, and determine which programs to expand and which to shut down because they no longer represent vibrant areas of research and practice. Plans to deal with imminent retirements were often nonexistent. When such plans were in place, they were often opportunistic and instrumental, lacking a rationale that explained why one direction was more important to pursue than another.

Israel's faculties of education suffer from duplication of programs and resources. Prior to our visit, we expected that as a small country, Israel would coordinate efforts among its institutions to ensure that the most crucial issues on the educational landscape were addressed. Instead, we found the opposite to be true. We learned of plans by one institution to expand in an area, without an awareness that similar plans existed at another institution a few kilometers away. The lack of system-wide coordination results in a welter of programs, inefficiencies, duplications, and the squandering of precious resources. Programs that play a support role in the educational mission of schools, such as educational counseling and clinical psychology, were slated for expansion, while areas that affect all children, such as how to teach school subjects, the consequences of high-stakes testing on the curriculum, and the training of new teachers to implement "meaningful learning" were given little attention and, in some cases, not studied at all.

The recent expansion of teachers colleges in Israel has created a new reality for university-based teacher preparation. Despite an educational landscape dotted with

teachers colleges, university-based faculties of education have not seriously reconsidered the role of teacher training in a research university. We learned that, per Israeli regulations, only universities can confer teaching credentials on high school teachers. This carries enormous responsibilities, for research has shown that the chief influence on student achievement is the quality of the teacher in the classroom, greater even than class size or the school itself. Yet, faculties of education often treated teacher preparation as an orphan. In some cases teacher education programs were staffed entirely by adjuncts with minimal faculty supervision. In other cases, no regular faculty members had teaching duties in teacher preparation, a situation that violates regulations specified by the Ariav Report. It is hard to imagine professional schools of law or medicine, for example, relegating the preparation of practitioners to such a marginal position.

Research is the lifeblood of all academic units of a university, but professional schools have a social obligation that goes beyond conducting research for research's sake: they have a duty to improve the society of which they are a part. For an education faculty, this means that educational research must find its way into the hands of the teachers, students, principals, parents, and supervisors who staff and run the nation's educational institutions. The present incentive system in the university works against this. Incentives for faculty in education differ little from faculty in psychology, philosophy, or history. However, reporting the results of a new approach for teaching biology to middle-school students is not the same as producing a history of the Sykes-Picot Agreement or an analysis of Wittgenstein's theory of language. Despite their different missions and purposes, professional schools of education are measured by the same yardstick used for colleagues in the disciplines. As a result, there is little incentive for scholars of education to disseminate their work beyond university walls, and thereby influence the society of which they are a part. Although some individual faculty members have taken on this responsibility, there are few coordinated efforts at the faculty or university level that ensure that educational innovations reach the people who could benefit from them most.

In the past quarter century, Israel has become a world leader in technology and biomedicine, a beacon of entrepreneurship and an incubator for innovative thinking. But with some notable exceptions, its faculties of education lag behind leading schools of education worldwide. Many of the programs we visited are based on models that were current a generation ago or longer. Put simply, Israel's faculties of education are behind the times.

The present situation, however, is not destiny. There is no dearth of talent among faculties of education. As individuals, Israeli scholars are talented, ambitious, and committed to teaching and advising. Rather, the problems that plague Israel's faculties of education are structural and systemic, reflecting a lack of leadership not only at the faculty level but the highest levels of the university. Such problems are exacerbated by policies set by the Ministry of Education and the funding formulas and priorities issued by the Council for Higher Education and the Planning and Budgeting Committee. As a result, many faculties of education look inward, pursuing short-term goals while leaving some of the country's biggest educational challenges unexamined and unaddressed. Considering Israel's rich pool of talent, we fervently believe change is possible. But first there must be the will to change. It is our hope that this report and its recommendations will be a catalyst for such change.

In what follows, we provide clarification and specification of these points, and conclude with recommendations to the Council for Higher Education.

2. Mission and Goals

Education includes but is not exhausted by any one institution. In addition to schools, young people are educated in the home; in non-formal settings, such as camps and youth groups; in religious institutions; and in practically every venue of society. Indeed, it is difficult to pinpoint the boundary where education begins and ends.

At the same time, the elasticity of such a definition—that nearly everything is education—can lead to mission drift, where schooling becomes one more item in a

long list that includes neuropsychology, cyber-bullying, sociology of the child, various forms of psychotherapy, brain research using magnetic resonance imaging, and so on. The danger is that faculties of education will come to resemble mini versions of academic departments rather than collectives that share a common commitment to educational questions and the improvement of educational practice.

As we examined programs and their emphases across institutions, we asked some basic questions:

- Do the conceptual and empirical problems that scholars work on come primarily from the disciplines rather than emerging from issues at the core of the educational enterprise?

- Could the scholars who staff these programs find a suitable home in other academic departments?

- Do these scholars identify primarily as psychologists, sociologists, linguists, or neuroscientists and attend the disciplinary conferences in those disciplines?

- Do the publications of these scholars appear mostly in disciplinary journals read by few scholars in education?

In many cases, the answer was yes. Often the connections between scholarship conducted by a faculty of education and core problems of education were tenuous. In a particularly vivid example, we asked a young researcher who conducted basic research on cognitive processes why she worked in a faculty of education. Her response? "I don't know, really. There was an open line in Education."

The impulse to distance oneself from the core problems of education sometimes comes from the highest levels of the university. We learned of instances in which the files of potential education faculty were rejected at the provost level because they failed to

meet “the threshold.” Grounds for rejection had little to do with whether a candidate was working on problems crucial to Israel’s educational future. Rather, the message was that in order to gain approval for a new position, a candidate had to resemble someone from the disciplines, with substantial external funding and publications in prestigious international journals.

Mission drift also occurs at the faculty level, and can result from cloudy priorities and diffuse leadership. Many of the self-evaluation reports we read proposed lists of new positions, with separate programs arguing for faculty lines and increased resources, but little prioritizing of competing needs and no plans for how to adjudicate which of these needs were most pressing. This reflects a failure by faculties of education to police themselves by prioritizing which functions are core and which are secondary. Like trees, faculties of education possess trunks and branches. In many cases, we saw the branches but had a difficult time locating the trunk.

Among the eight faculties, three areas were commonly slated for growth: educational counseling, special education, and learning disabilities, but none of the faculties seemed to realize that the others were hoping to expand the same areas. Each institution operated as an independent entity with seemingly no coordination, a situation that results in duplicating programs and wasting precious resources.

What was it about these particular areas that positioned them for growth? In each case it seemed that institutions were confident they could attract applicants and fill seats—the key to obtaining resources given existing funding formulas. This was even the case with educational counseling, a profession we were told is already saturated and where few jobs await graduates.

To be clear, each of these three areas is important in its own right. Learning disabilities, behavioral problems, and special needs are on the rise, not only in Israel but internationally. However, these areas affect only a subset of Israeli schoolchildren. At

the same time, areas affecting all Israeli children were either nonexistent as degree programs or were underdeveloped as research areas.

Consider the issue of the Bagrut and high-stakes testing in Israel. Were we to interview high school teachers and their students about the issues that most shape their experience of school, we imagine the Bagrut would be at the top of their lists. Israel's matriculation exams shape the curriculum, signal the kind of knowledge that matters, and determine what teachers will teach and students will learn. Yet we heard little about the Bagrut during our site visits and met few scholars who had studied it. Their attention was elsewhere.

What attracts faculty attention is the university reward system, where the emphasis is on publishing in English-language journals. Investigating issues like the Bagrut, or subjects unique to Israeli curriculum like Mikrah, or the challenges of an educational system divided four ways into secular, religious-Zionist, Arab and Haredi systems, each with its own goals, ideologies, and attitudes toward the state, are seen as less worthy than appealing to editors of international journals. It is a bitter irony that the issues that make Israel's educational system unique are the ones least studied by its scholars.

During our visits, we noted a variety of areas that were essential to an education faculty but received little attention or were underrepresented among Israel's eight faculties of education. These include:

- Teaching and learning individual school subjects (mathematics, history, science, Bible, geography, civics, literature, and so on).

- Teacher preparation and teacher development: how best to prepare new teachers, the nature of teacher expertise, and how teachers continue to learn and grow across the lifespan.

- STEM education (Science, Technology, Engineering and Mathematics): Although there are institutions that focus exclusively on this area, the shortage of qualified math and science teachers makes this a national priority that all institutions must address.

- Educational Assessment: how high-stakes testing influences curriculum and teacher behavior; the study of alternative means of assessing student learning.

- Economics of Education: a growing field worldwide that receives little attention from Israel's faculties of education.

One of the biggest challenges facing Israeli education is demographics. By 2017, we were told, over half of Israel's first graders will come from the Haredi and Arab sectors. Students from these two sectors earn the fewest Bagruts, have the lowest achievement, and send the fewest graduates to higher education and afterwards to the workforce. In our visits to faculties of education, we learned of no major educational initiatives taking up the issues of Haredi or Arab education.

3. Research and Impact

Israeli academics are productive researchers whose articles fill the pages of international journals. But it seemed to us that each institution had its own criteria for tracking the importance and impact of scholarship. Some used the hybrid system of the Hebrew University; others relied on a modified form of Thomson-Reuters Web of Science, while in others, we could discern no logic. There were no common criteria across education faculties for evaluating the scholarly impact of research.

When we asked what constitutes success in research, the most common response was "the more, the better," conveyed without a clear sense of which educational areas were most important to pursue, what research was most needed, and what aims were most pressing. Too often, the value of research was reduced to a blunt tally: number of publications. Yet a single number says little about whether research has been cited by

other scholars or has had a demonstrable effect on educational practice. Increasingly, leading schools of education are looking to altmetrics (altmetrics.org/ manifesto) as a way to gauge whether scholarship ventures out of the academy to influence the society of which it is a part. We heard nothing about alternative means to measure the impact of scholarship during our visits.

This last point returns us to the appropriate mission and aims for a faculty of education. We believe a professional school located at a research university has a dual mission: to produce knowledge of the highest quality and rigor, and to be responsive to the broader field of education that includes not only educational practitioners (teachers, principals, and supervisors), but also policymakers, parents and the public. At present the main audience for the research produced by Israel's education scholars are the professors publishing in the same journals. There are few opportunities for practitioners to learn about the kind of research that might improve their practice.

We heard of cases where a young faculty member was instructed to remove from his CV an article published in a practitioner journal that reaches teachers, principals, and supervisors. He was told that listing this article might raise questions about his seriousness as a researcher. Such thinking serves no one, least of all the taxpayers who support Israel's faculties of education.

When we asked faculty how they expected their research to reach a broader constituency, we heard about many individual efforts: a scholar who consulted with the ministry, one who presented at a national teachers conference, another whose work was integrated into curriculum for high schools, and still others who published frequently in HaAretz and Yediot Ahronot. What we did not hear was any innovative thinking on how to coalesce these efforts and move beyond their individual parts.

In this respect, Israeli faculties of education lag behind leading schools of education, where strides have been made to bridge the gap between academic research and educational practice. Digital technologies have transformed how educational research

reaches a broader audience: through university sponsored podcasts, MOOCs, school-wide and faculty-wide websites dedicated to translational research, through e-magazines and e-newsletters, Facebook pages and Twitter feeds, and collections of blogs designed for laypeople. Leading schools of education in Europe and North America are brimming with initiatives to bring research to a broader public in forms that are accessible and easy to implement. We saw little evidence of this type of thinking during our visits to Israeli faculties of education.

4. Degree Programs

Faculties of education generally offer four degrees: the BA, the MA, the PhD, and a Teaching Certificate. Of greatest concern to the committee was the status of the BA and Teaching Certificate programs.

Leading universities around the world have abandoned or are curtailing the BA in Education. There are several reasons behind this trend, including (a) the diffuse nature of a Bachelor's in Education that provides a smattering of knowledge across many areas without developing expertise in any one; (b) the recognition that Education BAs serve as "cash cows," relying on large classes often staffed by graduate students; (c) forms of assessment, particularly multiple-choice tests, that violate best practice; and (d) the fact that such degrees often leave students unprepared to assume professional positions beyond certain narrowly defined subfields.

During our site visits, we were unconvinced by the rationales we heard for continuing the BA. The faculty themselves seemed to recognize the inherent weaknesses of the degree. We learned of large classes with outdated assessment practices, and required courses that relied on notions of "foundations" (psychology of education, sociology of education, philosophy of education), a model current in the 1960s. We heard of graduate students, who were novices in the field, designing and grading assessments. But, rather than eliminating the BA in education, efforts were made to keep the degree on life support, especially if it continued to attract students. We understand that an Education BA can offer students with a passion for education an entry point into the

field, but given the checkered quality of these programs and the resources they draw from other areas, we question why they are allowed to continue in their present form.

5. Teaching Certification

The rapid expansion of teachers colleges has changed the landscape of teacher education in Israel. Despite new competition, faculties of education have not reconsidered the meaning of teacher preparation at a research university. We understand that, per Israeli regulations, only universities can confer teaching credentials on high school teachers. This makes sense given that high school teachers need advanced knowledge in the disciplines, and being at a university brings them into direct contact with sources of new knowledge. Yet, over and over again, we saw teacher preparation marginalized. In some instances, teacher certification programs were staffed entirely by adjuncts or part-time teachers. In other cases, no regular faculty taught in the program, which was segregated from the faculty's other academic programs.

This is a tragedy that endangers Israel's future. Without science teachers to cultivate curiosity and excellence, where will the next generation of Nobel prizewinners come from? Without literature teachers to instill a love of language, what will be the future of poetry and the creative arts? Without history teachers helping students understand that the past is not found in a textbook but in an account anchored by evidence and cognizant of multiple perspectives, what is the future of civic intelligence and reasoning? Countries like Finland and Singapore have vastly improved education by investing in the preparation of quality teachers and drawing on the latest research on professional development. But our visits left us with the distinct impression that teacher preparation is the black sheep of Israel's university-based faculties of education.

Our itinerary reflected this: Typically teacher education programs were the last ones presented during our visits. And, although some students were happy with the program, many were not. Teacher cadets talked about programs that left them

unprepared for the reality of the classroom, and of courses that were strong on general learning theories but had little application to teaching a specific subject—be it quadratic equations, the Krebs Cycle, or the antecedents of European emancipation. They described field placements where they never saw the practices taught in their education classes enacted in a school setting. They were rarely allowed to teach, spending most of their time watching veteran teachers, who often felt pressured to cover material that would be on the Bagrut.

In many education faculties there is movement away from the generic theories that once constituted much of teacher preparation, such as Maslow, Skinner, Piaget, Erickson, and toward knowledge that influences how new teachers teach specific subjects, i.e., misconceptions about motion that inhibit physics learning, beliefs about history that get in the way of students evaluating evidence, methods that help students read closely and engage in creative thinking in literature and poetry. Often referred to as "pedagogical content knowledge" or "subject-specific pedagogy," this kind of knowledge is directly applicable to the classroom and, while referenced in self-evaluation reports, often went unmentioned during our visits. In one program, aspiring science teachers were required to take a course in developmental psychology that completely ignored the burgeoning intersection of development and science learning, one of the most fertile research areas of the last twenty years.

We also found the field component of teacher preparation lacking. Leading schools of education understand that learning to teach requires ample opportunities to practice teaching under the supervision of trained mentors. Even those programs that emphasize fieldwork maintain minimal requirements for practice: a mere 1-2 days a week in schools. Furthermore, teacher candidates often spend their time in classrooms observing rather than actually teaching. Such limited opportunities to teach make it difficult to acquire the skills that new teachers need to be effective in the classroom.

It is important to note that during our visits we also observed islands of innovation in teacher education. For example, the Views Program at the Technion attracts a dedicated group of individuals steeped in subject matter knowledge. A similar teacher

program at Tel Aviv recruited into teaching a talented group of adults with impressive résumés in high-tech, the Army, law and other professions. Revivim, a program that prepares teachers of Bible and Jewish thought, attracts high-caliber students to the Hebrew University. The Nachshonim program at Bar Ilan combines the BA, teaching certificate, and MA in a four-year program that attracts young people bursting with passion, purpose, and the desire to change the world. The Rothschild-Weizmann MSc Program at the Weizmann Institute offers practicing teachers the opportunity to deepen their subject matter knowledge in a flexible approach tailored to working adults.

These programs demonstrate that, with the right financial and structural incentives, able people who might otherwise not consider teaching can be recruited into the profession. These programs attract talented candidates because of generous funding and/or the opportunity to combine a BA, MA and teaching certificate. Yet, to some extent, even these innovative programs put the emphasis on recruitment while relying on instructional models that were current in the 1980s. We hope that the energy that has been put into recruitment can be accompanied by innovative thinking about the best methods for preparing new teachers.

Chapter 4: Recommendations

1. ***Mapping the territory:*** We recommend that the Council for Higher Education convene a policy-making body that looks at all eight faculties of education, and engages in a mapping process of their existing programs. The committee should locate points of overlap and duplication, and identify areas crucial to the process of education which may be understaffed or absent from the academic landscape. The mandate of the committee should include the reform of teacher preparation at the high school level, and emphasize the special responsibility of research universities to this mission. The committee should have members that represent key constituencies in Israeli education, such as the Council for Higher Education, professors from faculties of education, representatives of the Ministry and teachers' union, key figures in the world of high tech and industry, and so on. The committee's charge would be to identify duplication of programs, eliminate redundancies, to decide the future of BA programs in education, and make recommendations for long-range planning.

2. ***Renewal of high school teacher preparation.*** The Council for Higher Education should charge the committee described above to set the future course for preparing high school teachers. The committee will examine best practices in teacher education at leading research universities worldwide. The committee would go on international site visits, solicit commissioned papers, and issue guidelines for renewing university-based teacher preparation in Israel. These guidelines should become the basis for internal program review and external program approval.

3. ***Setting priorities.*** Faculties of education are unlikely to make significant changes in programs or directions if left to themselves. The Council for Higher Education in collaboration with the Ministry of Education should determine key challenges facing Israeli education and issue a "Request for Proposals" (RFP) for programs and initiatives that address these challenges. Our recommended areas of focus are listed on pages 5-6 of this report.

4. ***Encouraging entrepreneurship*.** In the same spirit, the Council for Higher Education should explore RFPs that call for matching grants from industry and private foundations to encourage broad-based partnerships that tackle large-scale educational change.

5. ***Avoiding duplication.*** The Council for Higher Education should require that institutions seeking approval of a new program not only specify why a program is needed but also provide systematic information on how the other seven universities address this issue, both in their faculties of education and academic departments. Such an application should provide data about current job prospects for its graduates. No program should be approved that does not specify where it fits into the institution's overall strategic plan, a copy of which should accompany each application package.

6. ***Focus on education.*** The Council for Higher Education should issue guidelines that inform university provosts and presidents about the unique role of faculties of education at a research university. These instructions would provide guidance in making decisions about whether to approve or reject requests for new faculty lines. Central to these instructions would be the imperative to hire faculty whose work is primarily educational.

7. ***Establishment of common metrics.*** The present system of metrics, in which each institution has its own approach to evaluating scholarship, is untenable. A single system for measuring scholarly impact should be put in place and applied to all faculties of education.

8. ***Making educational research relevant.*** The present incentive system used by the Council for Higher Education makes no distinctions between applied research at a professional school and basic research performed in an academic department. Consequently there is little incentive for the work of educational scholars to reach a broader audience. The Council should investigate new ways of measuring impact (such as altmetrics) combined with traditional measures. These metrics could include,

but not be limited to, publications in Hebrew and Arabic aimed at practitioners, online courses and workshops, and public scholarship (e.g., articles in the press and magazines) that reach a broad audience.

9. ***Rethinking promotion***. Membership in a research university means that a faculty member must produce high quality research. But educational research that stays only in the pages of a scholarly journal benefits no one. We strongly recommend that faculties of education require candidates for promotion to show a commitment to reaching Israeli audiences. This commitment can take a many forms, such as participation in national committees, giving public lectures to community groups, appearing on radio and television programs, and contributing in various ways to public discussions of educational issues. Candidates' promotion files should include at least two publications that would be classified as the "scholarship of translation," in which academic research is rendered in everyday language and disseminated to Hebrew- and Arabic-speaking audiences.

10. ***BA programs and teacher preparation***. University-based BA programs in education should be phased out as a single-track degrees (חד-חוגי); all single-track programs should become dual-track or joint BA/teacher credential programs.

11. ***Hiring/planning for the future.*** Systematic searches should be conducted for all new positions in a faculty of education, including posting the position in international venues, in order to locate the best possible candidate for the position, whether such a person is already known to the search committee or not.

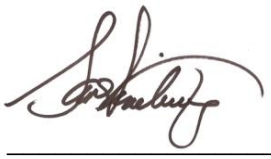
12. ***Social responsibility.*** Every faculty of education should create and maintain a dedicated website as a forum for disseminating findings to educational practitioners, policymakers, parents and the general public. Having a Facebook page, Twitter account, and website with easy-to-read abstracts of current research should become a basic part of conducting business for a faculty of education. As in Recommendation #3, an RFP should be issued seeking innovative ideas in using technology to reach a

broader audience.

13. ***Deepening teachers' subject matter knowledge.*** The Council for Higher Education should solicit proposals for MA programs similar to the Rothschild-Weizmann MSc model at the Weizmann Institute of Science, in which practicing teachers come to the university one afternoon a week, and where the goal of the MA program is to enhance and deepen subject matter knowledge as it relates to teaching diverse learners.

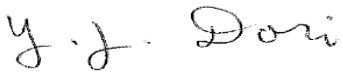
14. ***Joint BA/MA/teacher credential programs***. The *Nachshonim* program at Bar Ilan enables talented candidates to earn their BA/MA degree and teaching certificate in four years. This model should be adopted by all universities in accordance with new guidelines for university teacher education (see Recommendation #2).

Signed by:



Prof. Sam Wineburg
Committee Chair

Prof. Patricia Alexander



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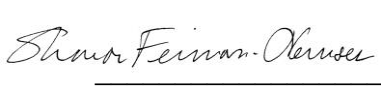

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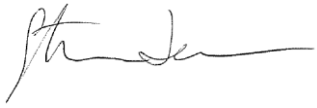

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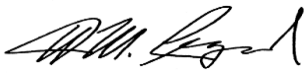

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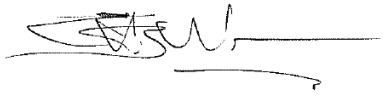
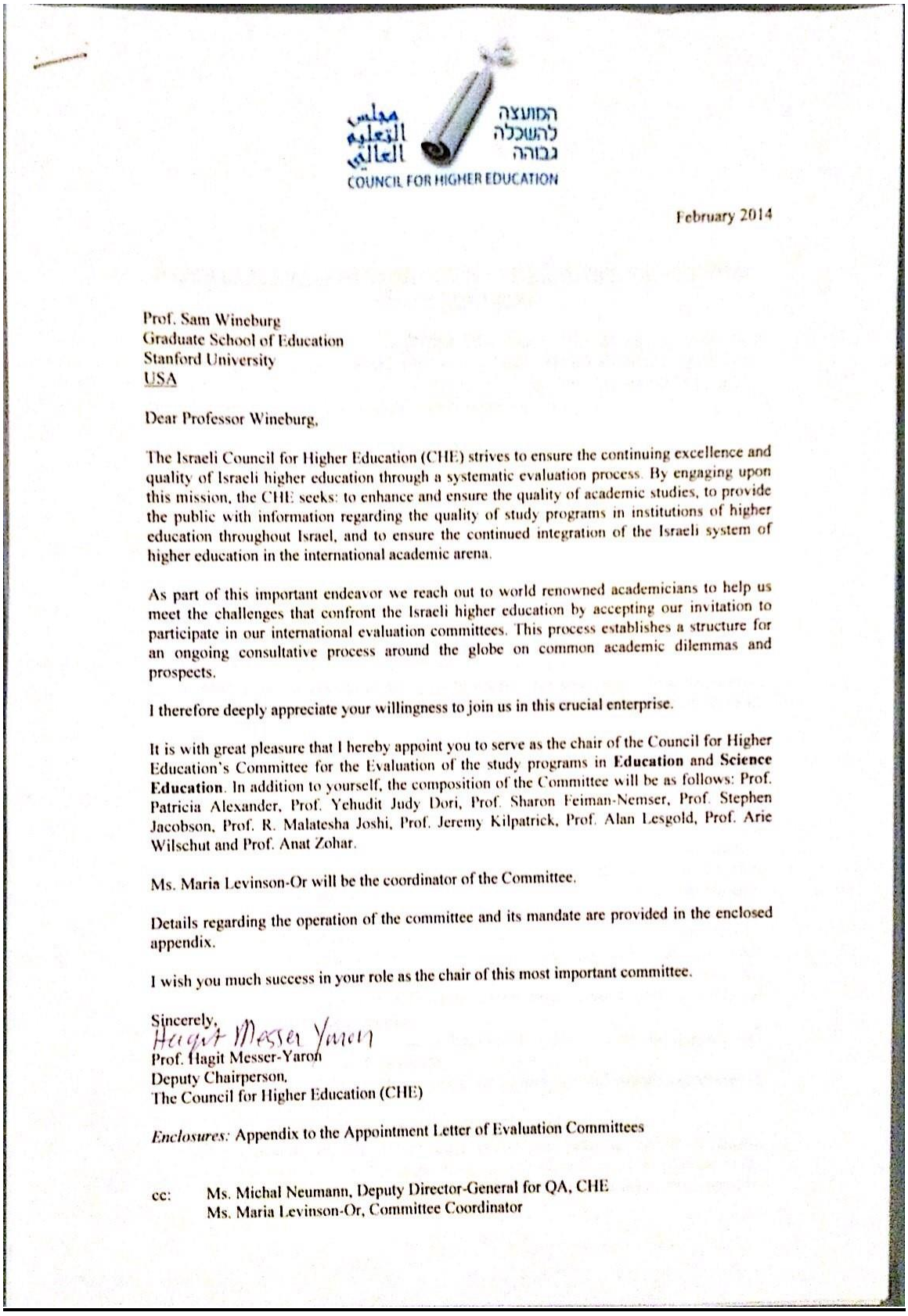


Prof. Arie Wilschut

Prof. Anat Zohar

Appendix 1: Letter of Appointment



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COUNCIL FOR HIGHER EDUCATION

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