Camaraderie, Collaboration and Enhanced Content:

Assessing Changes to the Design of the Center for Israel Education's Teacher Enrichment Workshop on Modern Israel

July 2017

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Background

Founded in 2009, the vision of the Center for Israel Education (CIE) is to build and expand Israel literacy. Through workshops, seminars, webinars, professional days, and courses, CIE works to collect, produce, and disseminate material about modern Israel. For the last 14 years, the CIE has led a week-long Teacher Enrichment Workshop on Modern Israel. The workshop draws between 40 and 50 participants each year.

In 2015, the AVI CHAI Foundation retained Rosov Consulting to explore the outcomes produced by the Teacher Enrichment Workshop over the previous few years. The Foundation was especially interested in learning if and how participants from Jewish day schools applied what they learned in the seminar to their work in schools, and how they made use of the materials and curriculum they received during the seminar.

The evaluation found that the learning derived from the Workshop was more extensively translated into new ways of teaching about Israel when more than one participant came to the Workshop from the same school. Working collaboratively with colleagues who had experienced the same learning, alumni were better able to implement what they had learned in their own classrooms and within other settings in their schools. These findings led the Foundation to insist that as many participants as possible come to the seminar as part of school-teams which attended as groups. And, indeed, in the summer of 2016, as a consequence of this push, 33 educators came to the seminar in groups from 13 day schools. As well, seven further educators came by themselves from additional schools.

In the months following the restructured seminar, the Foundation turned again to the team at Rosov Consulting to document and assess the extent to which these organizational changes resulted in different outcomes for workshop-participants and for the schools from which they came. We report our findings below.

Methodology

STUDY DESIGN

As in the previous study, the evaluation was designed to explore two broad concerns. One was focused on the form and content of participants' learning at the Workshop, and on what contributed to the learning experienced. A second focus was on the application of participants' learning within the schools from which alumni came, in their own classrooms and beyond — for example, in educational programs for students or in professional development opportunities for teachers.

To enable the comparison of the outcomes produced by the 2016 Workshop with those observed in previous years, our team used the evaluation instruments employed in the previous study, with as few modifications as possible. These instruments included, first, a survey of alumni about their learning at the Workshop and about their application of Workshop content in their classrooms and schools, and, second, protocols for interviews with alumni and senior staff in the schools from which they came. These interviews provided an opportunity to understand reasons for patterns observed in the survey data, as seen from the perspective of the Workshop participant and the perspective of a more senior staff member at the participant's school who could offer a broader institutional perspective on such matters.

The survey was fielded between March 23 and April 23, 2017. Following repeated requests, 28 of the 41 participants responded — a response rate of 68%. Twenty-four of these respondents attended the Workshop as part of school groups (representing 13 schools in total), and four survey respondents attended the Workshop by themselves. In total, we collected survey data from personnel at 17 schools of the 20 schools with participants at the workshop.

We were able to conduct interviews with eight participants in the 2017 Workshop and with senior staff from four schools. We were not as successful as we had hoped in recruiting interviewees. Nevertheless, we found that even with this relatively small sample, we were experiencing data saturation. That is, when we conducted later interviews, we found that respondents were repeating themes already raised by earlier interviewees. Our themes were essentially saturated!

METHODOLOGICAL CONCERNS AND THEIR TREATMENT

This evaluation was prompted by a new requirement that, as far as possible, participants come to the Workshop with additional colleagues as school-cohorts. Our evaluation wanted to determine to what extent this change was associated with different outcomes for participants and for schools.

This change was not, however, the only adjustment made to the organization and content of the Workshop in 2016. Besides the change to the enrollment strategy, new configurations and program tracks were introduced within which participants were grouped (or segmented) by the content areas and grade divisions in which they were interested to focus their workshop learning. And, as in every year of the Workshop, new content and pedagogical forms were introduced that previous participants would not have encountered: this year was the first time, for example, that participants learned about historical role play as a teaching strategy in Israel education.

These changes complicate the task of isolating the specific factors that might have contributed to any changes in program outcomes. This is especially the case when analyzing survey data which do not readily yield the reasons behind particular patterns. For this reason, our analysis of survey outcomes does not simply compare the 28 responses from 2016 participants with the 41 responses from participants in the three workshops between 2010 and 2014 who took part in the previous study. Instead, we have segmented survey respondents into three groups, as follows:

- **2016 group** participants (n=24) [referred to as 2017 survey respondents]
- **2010–2014 group** participants (n=15) [part of the 2015 survey respondents]
- **2010–2014 solo** participants (n=26) [part of the 2015 survey respondents]

We have not included in the analysis the four solo participants in the 2016 Workshop. This group is simply too small to enable any reliable judgements about their aggregate responses.

This segmentation creates the possibility of identifying outcomes set in motion by changes to the content and internal structure of the 2016 program as well as by changes to enrollment policy. Nevertheless, we still need to be cautious about drawing strong conclusions about the causes of changes observed because of the confluence of factors involved.

This caution is further prompted by one more consideration. Data were gathered from alumni of the 2016 Workshop about nine months after the Workshop's end. There is a strong possibility that alumni,

even if they had wanted to do so, did not yet have an opportunity to introduce changes to their teaching — and even more so if they had wished to make changes to aspects of school life outside the classroom. When we surveyed alumni of earlier cohorts, most had participated in the Workshop more than one year earlier; while the immediacy of the Workshop's impact might have faded, they would have had more time to introduce ideas and content from the Workshop into their schools. These circumstances further limit our ability to draw conclusions from our findings.

Finally, when reporting responses from the survey, differences between the population segments do not tend to achieve statistical significance likely because of the small size of the samples in question. In the pages that follow, we therefore report *trends* that indicate where real differences likely occur even if these are not statistically established differences.

Who Were the Survey Respondents?

Overall, 2017 survey respondents were similar in their demographic profiles to the 2015 survey respondents. Almost all were women (92%) and were Jewish (90%). The great majority had been working in day schools for more than 10 years (75%), marking them as quite an experienced group of educators. They were mainly responsible for teaching middle school and/or high school (80%), and just over two-thirds (69%) had visited Israel twice or more. In all these respects, the 2017 respondents were similar to those who had participated in the previous study.

There was just one intriguing difference in the profile of the two samples: there were fewer Bible/Tanakh teachers in the 2017 group (33% compared with more than 57%) and more Hebrew teachers (50% compared with 39%). This may reflect a broadening of the Workshop's reach to populations who are teaching about Israel in Hebrew and not only in English.

The Workshop Experience

GENERAL IMPRESSIONS

Overall, 2017 survey respondents report the same high levels of satisfaction with aspects of the program as did 2015 survey respondents. As seen in Exhibit 1, respondents gave more or less the same ratings to: the quality of the instructors; the experience of engaging with instructors; the quality of other participants; and the materials they received for teaching about Israel.

Exhibit 1: What Participants Liked about the Workshop
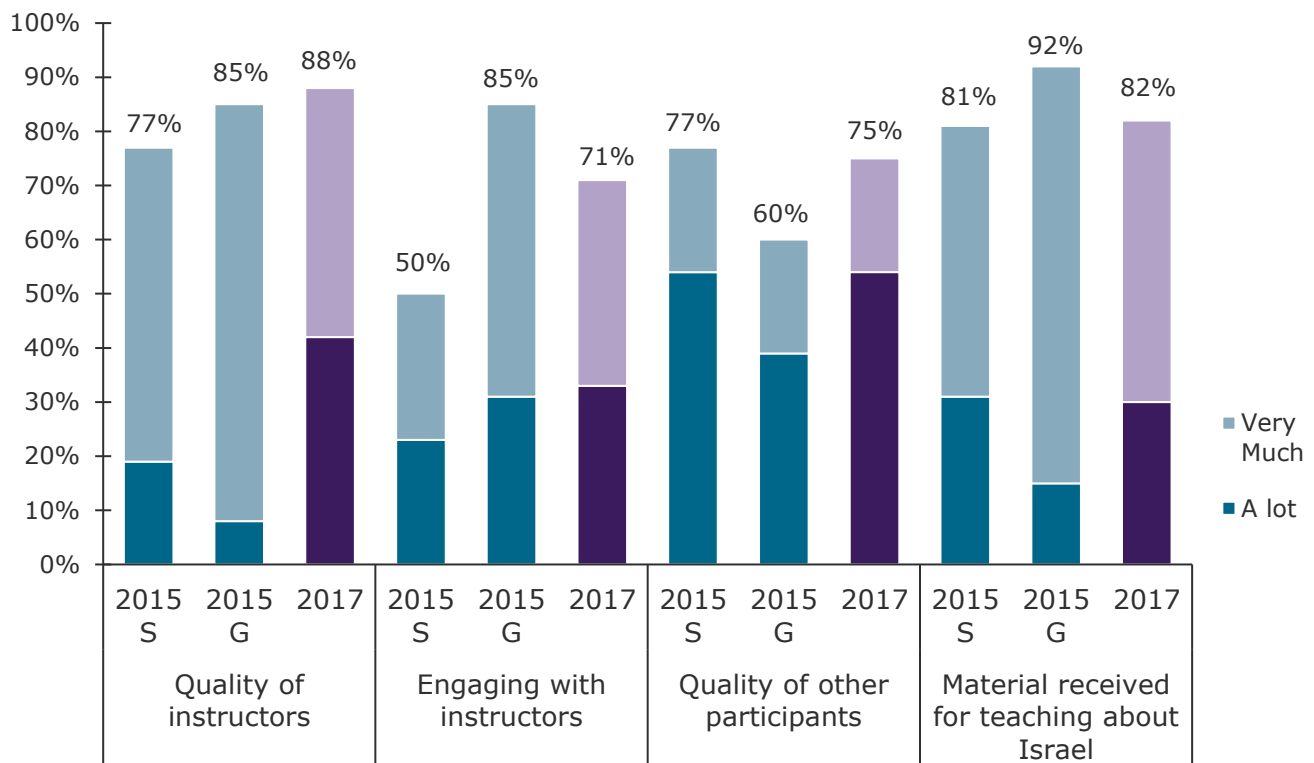
*2015 S= 2010-2014 Solo participants; 2015 G= 2010-2014 Group participants; 2017= 2016 Group participants

From interviews, it is apparent that the positive assessment of these experiences is first and foremost related to their potential usefulness on return to school. The value of the Workshop from this perspective isn't so much because it is intellectually enriching or inspiring; it's related more to the relevance and portability of what's learned.

> *They taught teaching methods that we could use in the classroom, so that was really useful.*

> *The most riveting speaker was the person who spoke about the political systems in Israel and [seeing] how he used visual features in his presentation.*

> *I liked that they involved different learning styles, and had an approach of "let's do this so that the educators can try it out themselves." They focused on the demonstrative aspects of it. It also empowers the teachers to go and find what works for them rather to impose something specific from the outside.*

> *Rich [a member of the CIE team] has so many pedagogical ideas. All the notes I took and the links I now have are so rich.*

LEARNING SUBJECT MATTER

In terms of the specific content areas that Workshop participants learned, the patterns are similarly positive across the two surveys — although 2017 respondents tended to rate these aspects of the program slightly less positively than did their predecessors. We wonder if this difference might be because those earlier Workshop participants had less prior exposure to CIE materials before coming to the

Workshop. Everything about their experience was new and overwhelmingly positive. Later participants were far from dissatisfied, but they may have been more familiar with some of the content before the Workshop's start.

Exhibit 2: Extent to Which Workshop Enabled Better Understanding of Certain Topics
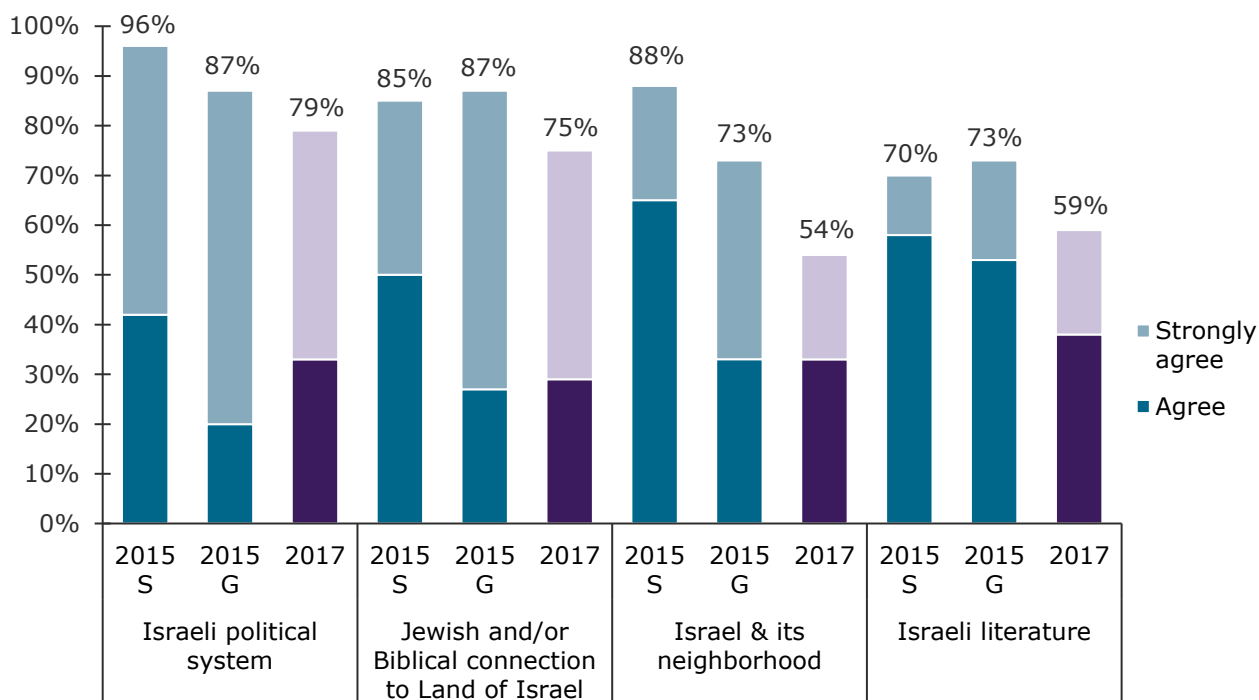
*2015 S= 2010-2014 Solo participants; 2015 G= 2010-2014 Group participants; 2017= 2016 Group participants

When interviewees were asked to pick out content highlights from their time at the Workshop, they pointed to some of the following:

> *We had a wonderful presentation breaking down how politics, voting and governmental structure works, not only in Israel but also in relation to other countries (England, US, etc.) and it makes so much more sense. It's hard to follow a political process if you don't know how it works, that was brilliant.*

> *This is first time that I was provided with historical context of Israel predating WWII. I learned about the years between biblical period and WWII. We talked about land disputes and border writing problems. Without the context before WWII, it would have been very hard to understand the difficulties in Israel before it was established. I've never seen that before and it was very helpful.*

In some instances, items in the 2017 survey were not worded in exactly the same way as in the 2015 survey. (The language used in 2017 was slightly more precise than in the previous survey.) Although the responses can't be fully merged, they can be compared with one another, with the same patterns being observed in relation to the origins of Zionism and Zionism's complexities, and in relation to the Yishuv Period and how the State was built. In all of these instances, the responses in 2017 were positive but not as much as those in 2015.

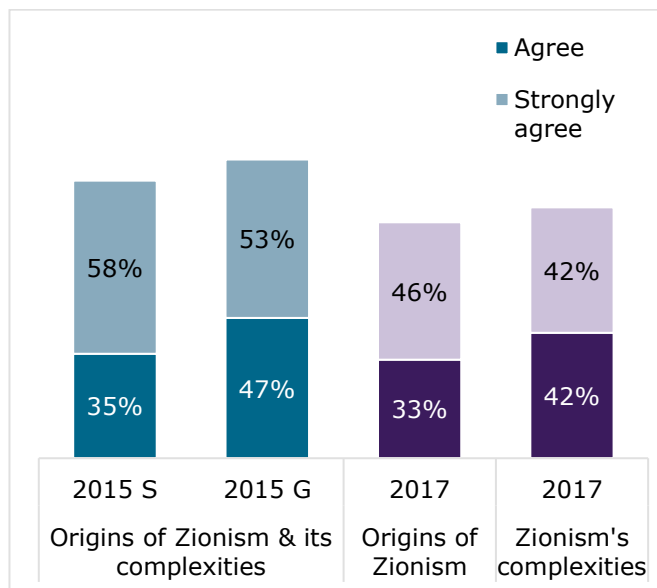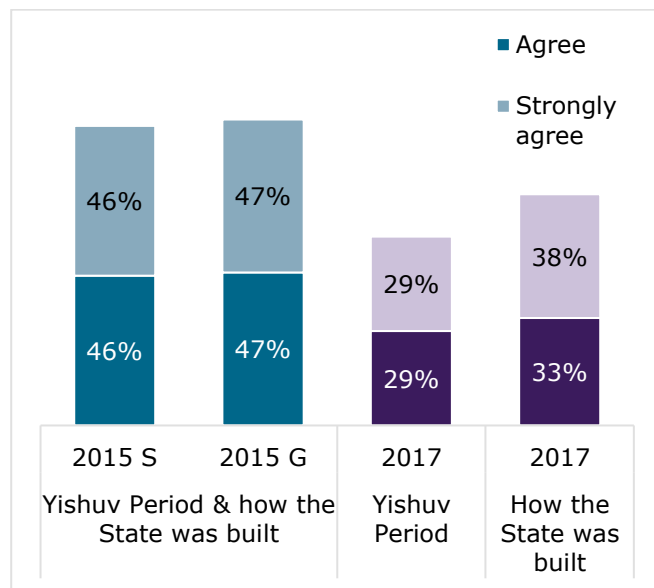**Exhibit 3: Extent to Which Workshop Enabled Better Understanding of Zionism**

Agree
Strongly agree

2015 S	2015 G	2017	2017
58%	53%	46%	42%
35%	47%	33%	42%

Origins of Zionism & its complexities	Origins of Zionism	Zionism's complexities

Exhibit 4: Extent to Which Workshop Enabled Better Understanding of State's Origins

Agree
Strongly agree

2015 S	2015 G	2017	2017
46%	47%	29%	38%
46%	47%	29%	33%

Yishuv Period & how the State was built	Yishuv Period	How the State was built

*2015 S= 2010-2014 Solo participants; 2015 G= 2010-2014 Group participants; 2017= 2016 Group participants

Again, interview data gives texture to what Workshop alumni found so valuable with regards to these particular areas of content, although, interestingly, interviewees highlight quite different areas. While those quoted above highlight exposure to the historical period before the creation of the State, those quoted below appreciated learning about periods since 1948.

> *Our challenge is that we're finding a lot of learning materials until the creation of the State but not enough from 1948 onwards. That was just the focus of the Workshop, [more contemporary Israel history and culture] so that was very helpful for us.*

A non-participant department head highlighted learning of similar value:

> *Some of the things they got there at the Workshop were issues around modern Israel and dealing with contemporary Israel. These are not usually easily accessible. For example: pulling apart the Declaration of Independence and doing analysis of that, compared to the Balfour declaration, etc. These are things we've done and now have access to.*

LEARNING PEDAGOGY

An important element of the Workshop's value proposition is that it introduces participants to different pedagogies and teaching techniques through which students' understanding and appreciation of Israel can be deepened. How much participants feel they learned is as much a reflection of the prior educational experience they bring to the Workshop as of the quality of the Workshop itself. As seen in Exhibit 5, fewer respondents in both 2017 and 2015 felt they came away with a better understanding of using technology in the classroom and differentiated instruction than of the practices for employing informal and experiential techniques in the classroom or for using primary sources to teach about

Israel. Evidently, prior to the Workshop, participants had greater exposure to training in the former than the latter.

Exhibit 5: Extent to Which Workshop Enabled Better Understanding of Certain Pedagogies and Strategies
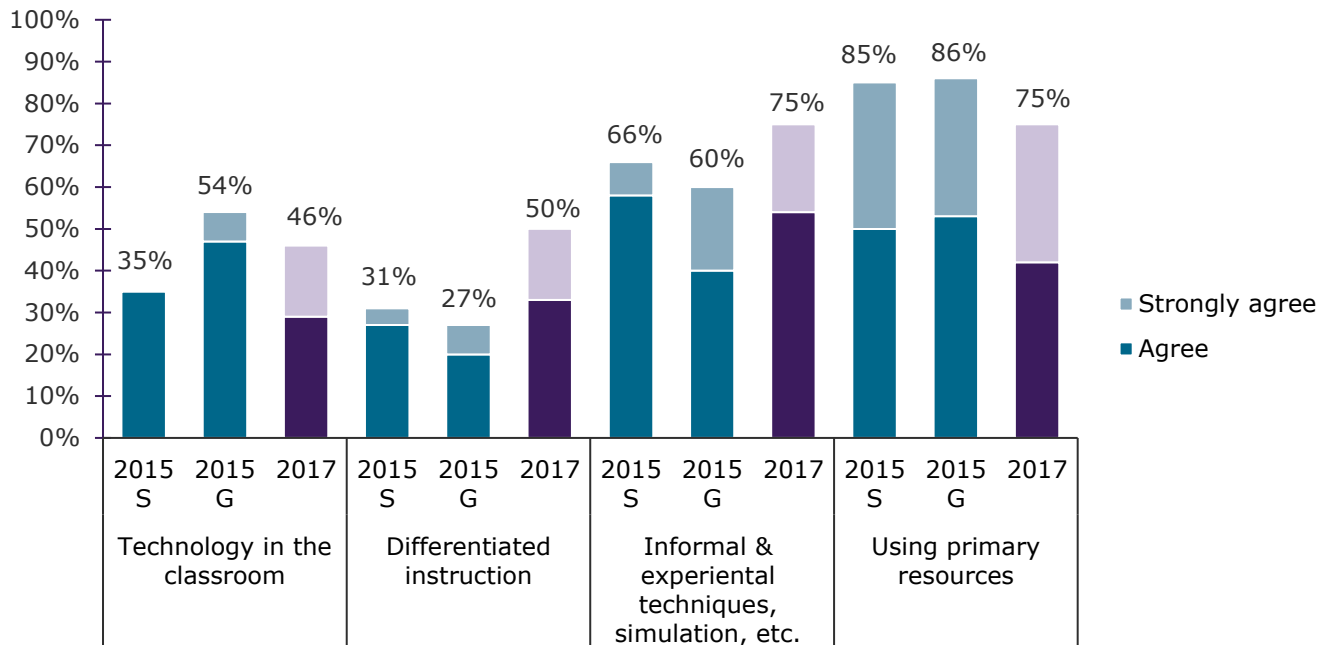
Again, interviewees added color to what was valuable about this kind of learning. Many mentioned learning an interactive way to teach about Israel's map and its relationships to its neighbors.

> *I really liked the session on German reparations (whether or not-perspectives), how to use different resources like newspaper articles and quotes. The session on Zionism with the puzzle pieces and Zionist photos, where we had to guess who it was and match up quotes. I liked those interactive sessions.*

> *I've become more mindful that Israel education doesn't only have to be Israel-Arab politics, it can also be contemporary. Just yesterday at our Yom Ha'atzmaut event with our middle graders, we showed different posters and discussed the difference of the imagery. This kind of thing is right out of CIE. Also, being able to use music and film in my teaching practices: I showed my students an episode from a series called "Arab labor, rather than getting a speaker to come. It was much more entertaining for them. So, overall, I am interested in doing more than just history by including materials from the arts and using popular culture. Focusing on the right brain areas and having kids think more creatively.*

THE EXPERIENCE OF "PERSONALIZED" LEARNING

The content- and pedagogy-related features of the Workshop reviewed above have to a large extent been constants over the years at the CIE, progressively refined over time. As we discussed earlier, the 2016 Workshop saw changes in the enrollment of participants and to the organization of the program itself so as maximize the potential in bringing groups together from the same school. In addition, further program changes, prompted in part by feedback from participants in previous years, saw the addition of more time at the Workshop for work and study with job-alike colleagues.

Survey responses convey a high level of appreciation for these changes, first for those program features that brought together smaller groups of Workshop participants around content areas of interest. Seventy-five percent of 2017 survey respondents indicated that they liked the "content tracks" of the workshop "a lot" or "very much" (the two highest points on a five-point scale). In interviews, participants spoke about the benefits of working in these more intimate settings and the ability to better understand colleagues' backgrounds and levels while learning together. They touched especially on the potential to direct or personalize one's learning within this setup.

> *I thought the content tracks were a great addition. Especially if you have people return. They are great so people can decide what to focus on. Next year, I would focus on culture; I could in theory see myself going back to that track. So, the content tracks also give reasons for participants to come back.*

> *I loved the fact that we could choose the topics we wanted to learn during the workshop. I'm not interested in primary education level for example, so the learning was really focused on what we were doing back at our schools and what we needed and wanted to know more of.*

Bringing people together around shared areas of interest seems related to the relatively high proportion of 2017 respondents (75%) who indicated that they either liked "a lot" or "very much" the quality of the other participants (something reported above). This response is further underlined by interviewees who reported on the relationships they developed with other participants, whether or not they came from the same school.

> *I met people at the workshop. We stay connected and we exchange programs and ideas.*

> *The most important thing for me was to speak to other high school teachers from day schools and hear how they're incorporating Israel education. Then I was able to come back to my school and say "this is what other high schools are doing". That's what I gained, finding out what texts and materials other schools use so I could use that as a benchmark back at our school.*

Undoubtedly, the strongest set of responses with regards to the Workshop experience were related to the opportunity to spend time working and learning together with colleagues from one's own school. Eighty-seven percent of 2017 respondents indicated that they agreed or strongly agreed that the Workshop enabled them "to collaborate with colleagues from my own school" (the two highest points on a five-point scale).

Interviewees vividly described this aspect of their time at the workshop.

> *Every afternoon we got to work with our school groups on our project, and so I was working on 2 things: the class I hope to teach on Arab Israeli conflict; and with our Rabbi regarding his plans for the new Israel classes next year.*

> *The most valuable thing for me about coming with my colleagues was brainstorming with them, while everything was still fresh in our heads. Talking to our Israel supervisor whenever I had an idea instead of having to talk about it back at school. and then we were able to build the basics of the Israel curriculum while still at the workshop. The upper school teacher was giving me ideas and different points of view; we collaborated together. After the workshop though, we didn't keep in touch, which is a shame.*

I went with a Hebrew teacher. We wanted to work together on the one-semester-class for the seniors. I'm covering 300 years of Jewish history in my class, and students always say they want more on contemporary Israeli culture and politics. There wasn't an area in the school for students to learn about culture and politics, and BDS on campus, so we wanted to make sure students have a strong sense of that before they graduate.

During the workshop, the Hebrew teacher and I came up with our goals for this course.

The interview responses quoted in this section highlight two patterns: first, appreciation for the opportunity to study alongside peers who share similar subject-matter interests and who share students of similar ages; and, second, the specific benefits of spending time at the Workshop itself on translating the content learned into plans for the year ahead at school. In the next section, we explore the extent to which workshop alumni have been able to implement such plans

Application in Schools

I loved that my teachers came back from the workshop with real take-ways. They came back with new and different learnings.

Interviews with Workshop alumni and with their supervisors indicate that alumni have indeed made use of their learning in an impressive variety of ways. Survey data are less clear-cut in this regard. About half of 2017 respondents (51%) report that, overall, they use materials they received from the Workshop either "a lot" or "very much." And just over a third (37%) indicate that they have shared with their colleagues what they learned at the Workshop either "a lot" or "very much." As will be seen below, responses to less generally framed survey questions are aligned with the more nuanced reflections that interviewees provide of the different ways in which they have employed their learning with respect to what they teach, how they teach, and how they and their colleagues conceive of the work of Israel education.

WHAT TO TEACH ABOUT ISRAEL

When 2017 survey respondents report on which materials from the Workshop they have used in their schools, their responses are largely consistent with what was reported by 2015 respondents. Their answers indicate as much about the special strengths of the Workshop as they reveal about the Israel-related subject-areas that teachers have an opportunity to teach in schools. It can be inferred from Exhibit 6 that the emphasis in schools is much more on teaching about the origins of the State of Israel and of the Jewish People's relationship to the Land of Israel, than on aspects of contemporary Israel or of Israeli culture.

Exhibit 6: During the current school year, how often have you used the materials you received in the ISMI/CIE workshop in the following areas?

Area	Percent
Jewish connection to the land of Israel	42%
Israel & its neighborhood	39%
Origins of Zionism	38%
How the State was built	34%
Israeli Music	30%
Israeli literature	30%
Arab Israeli Conflict	25%
Zionism's complexities	25%
US-Israel relationship	21%
Israeli Political System	21%
Yishuv Period	16%
Israel Foreign Policy	16%

About half the time/Most of the time
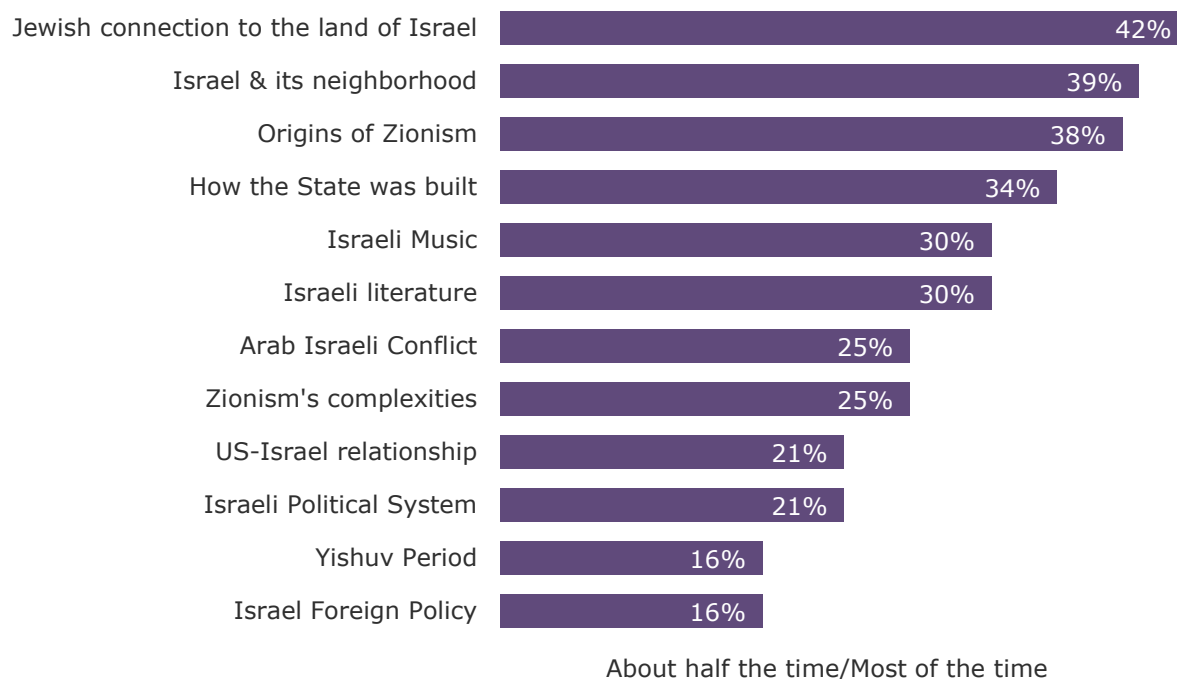
Interviews provide more nuance about the different sorts of content that alumni introduce to their classrooms following their return. As these responses indicate, some alumni now ground the study of Israel in Biblical sources, others are now teaching more about contemporary Israel, and yet others make a stronger connection between Hebrew and teaching about Israel. It is difficult to determine whether these various outcomes are directly related to the subject-specific tracks introduced at the Workshop, but they certainly highlight the diversity of subject areas for teaching about Israel that participants encounter.

We've made some changes and we've added some things to our Israel curriculum since we went on the workshop. Some of the teaching approaches we use are from the workshop, for example using the Bible as a primary source.

Israel for me was just talking about it when I was teaching about holidays and through the virtual Israel program. I kept hearing that we can use the materials as early as we can incorporate them. So, I decided to take daily life in Israel and incorporate it into our daily classes, for example to talk about what they eat in Israel while we are eating snacks.

They understood more that Israel and Hebrew are so connected. beforehand they didn't get the idea that Hebrew is the language of Israel, that people speak it every day.

HOW TO TEACH ABOUT ISRAEL

Exhibit 7 shows which pedagogies and techniques alumni are most likely to use when teaching about Israel. As with their use of subject content, there is great deal of consistency between these responses and those in the 2015 survey.

Exhibit 7: During the current school year, how often have you employed the following strategies when you teach about Israel?

Strategy	About half the time/Most of the time
Integrating content into existing curricula	76%
Differentiated instruction	67%
Developing lesson plans	67%
Technology in the classroom	63%
Informal & experiental techniques, simulation, etc.	63%
Using primary sources	59%
Writing curriculum	54%
Historical role playing	38%
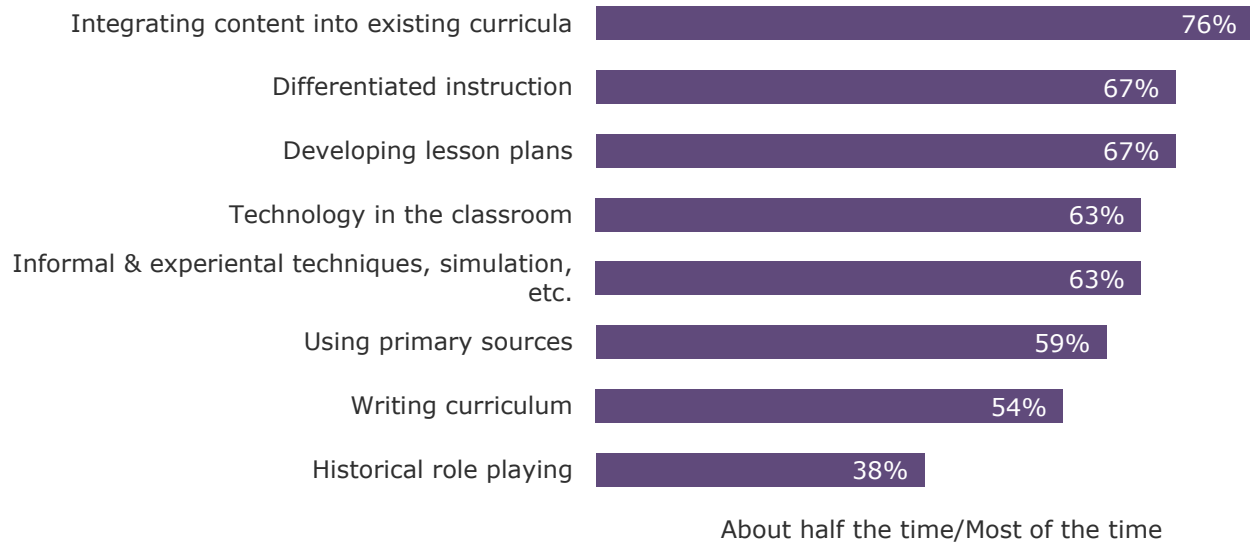
Of course, a great many teachers may have used these pedagogies and techniques before attending the Workshop. When asked which of these pedagogies and techniques "were influenced/changed by participation in the Workshop" the Workshop's contribution is more readily seen, with between 20% and 50% of respondents selecting each of the items presented. Exhibit 8 organizes these responses from least frequently chosen to most frequently chosen. The responses emphasize how, beyond its impact on curriculum integration, the Workshop's greatest influence was on introducing informal techniques, such as simulation and historical role-playing, into the classroom.

Exhibit 8: Which of the following strategies were influenced/changed by your participation in the ISMI/CIE workshop? (Select all that apply)

Strategy	% of respondents who reported this strategy changed/was influenced
Differentiated instruction	21%
Technology in the classroom	21%
Using primary sources	29%
Developing lesson plans	29%
Writing curriculum	29%
Historical role play	42%
Informal & experiential techniques, simulation, etc.	46%
Integrating content into existing curricula	50%

These findings are in line with the examples most often provided in interviews about specific instances when alumni employed pedagogies and techniques from the Workshop back at schools. These included: Teaching Israel history and Zionism in a more interactive way with role playing and acting (Zionist congress; matching Zionist quotes with photos of speakers; puzzles; text discussion, e.g. Declaration of Independence); visual resources (photos, art, film); teaching politics through debate facilitation and a model Knesset with the different political parties; teaching Israel's geography while standing and walking on a large Israel Map; using Israeli music; and screening an episode from *Arab Labor* to teach about Arab-Israel conflict.

Survey respondents also offered examples of how their practice had been impacted. At the same time, they highlighted some of the constraints to making more wholesale changes.

> *Rather than just imparting knowledge to my students, I had them research original excerpts and discuss it during the class lesson.*

> *Not so much changed as the workshop gave me some interesting ideas in terms of content for role-playing, which is a strategy I employed before.*

> *I feel like the main things I got from the conference were a couple of interesting lesson plans, which I haven't yet adapted and used in my classroom. I plan to use them in May, and have only recently started looking at how to use and adapt them to my needs. I've also used a little more technology since the [Workshops], having seen some interesting uses of it modeled. However, my school's access to appropriate technology, matched with my lack of skills, keeps me from using it as much as I might otherwise.*

These last comments help clarify how participants do not come to the Workshop as blank slates. Most are already teaching about Israel and employing a robust range of techniques to do so. The Workshop enriches their practice without radically changing it. Their responses typically show growth rather than transformation, a reasonable outcome for relatively seasoned educators.

THINKING ABOUT TEACHING ABOUT ISRAEL

Strikingly, and to an extent unexpectedly, our interviews with alumni and with their supervisors revealed that the Workshop experience has not only prompted a change in what alumni teach and in how they teach about Israel, it has also prompted some alumni to think differently about how they conceive of the work of Israel education in school, or — to put it differently — how they see the different pieces of Israel education fitting together.

These reactions seemed to have been prompted first by a widening appreciation of what the content of Israel education might be. As one interviewee put it, for example:

> *I've become more mindful that Israel education doesn't only have to be Israel-Arab politics, it can also be contemporary learning.*

This re-conception has also been inspired by a different understanding of where, or in what subjects, one might teach about Israel — for example using science lessons to explore the agricultural efforts of making the Negev a working, fruitful land or using language arts classes to read classic Israeli children's literature. Curriculum adjustments such as these come together to form a bigger picture of what Israel education might be.

Of course, not every participant sees beyond the particulars of new content or new pedagogy to notice this picture, but it is striking when certain individuals put the pieces together themselves, or when they have been prompted to do so.

> *Since I went to the Workshop, the Director has put me in charge of [curriculum design]. We're doing a big change in our Israel education curriculum. I'm integrating what I learned at the Workshop into what teachers are doing in the classroom, doing it in a way so that's not a burden for them and in a way **that enriches the Israel side of Judaism for the kids.*** (Emphasis added)

Or as another participant succinctly put it:

> *When teaching about Israel: No more using: "look what the world has done to the Jews during all of history...." Instead: "Look what the Israelis have done for the world..."*

These are striking formulations of how Israel education can be conceived. They seem to reflect a kind of connecting the dots so that a bigger picture comes into focus. Other participants described a similar reorientation, or a similar understanding of something bigger, although in more prosaic or concrete terms.

> *While I was at the Workshop, I came up with an elaborate game plan. We are in the process of applying it now. Every grade has a different focus and this culminates with a year project on Israel that the students present in our hallways.*

> *The teachers that don't feel comfortable talking about Israel, now will be able to say, "you'll learn this when you're a senior, or you can speak with Dr. XX [me] about this."*

While these comments are couched in the kind of concrete language that many teachers typically use, they do reflect a move towards a more continuous sense of what Israel education can be over the course of a number of grades. A Head of School captured what, we believe, such changes mean.

> It [the Workshop] gives them a framework of where to focus, where to start, a direction, what are the important things, a philosophy of how to teach Israel.

HOW ARE OUTCOMES CONNECTED TO CHANGES AT THE WORKSHOP?

A couple of 2017 survey items explored the extent to which alumni have continued to collaborate with their colleagues since their return from the Workshop. The responses are mixed. 46% selected either "a lot" or "very much" in relation to having "colleagues with whom to collaborate on Israel Education, after my return to school." 59% selected either "a lot" or "very much" with regards to having "the support of my colleagues if needed when implementing the workshop learnings back at school." It seems from these responses that while teachers from the same school may have collaborated closely at the Workshop, back at school their work is still siloed and does not include extensive collaboration.

Interviews with Heads and Principals at schools from which groups of teachers came to the Workshop convey a somewhat different, more positive impression. These interviews explored, first, the expectations of administrators when sending more than one teacher at a time to the Workshop, and, second, what they perceive to have been the outcomes from doing so. The interviewees' responses were consistently positive, and at the same time highlight different benefits in the switch to cohort-based recruitment. Some highlighted the motivational consequences of groups of teachers engaging in a professional learning experience, resulting in their ongoing commitment to working together. Some emphasized the intellectually generative outcomes produced by having teams of people learning together. Teachers are not only more motivated, they're more creative too. Others highlighted the forming of a critical mass of individuals who, together, can get more done at school. Making change at school is much harder when only one person has been exposed to a new approach or new content.

We present below a selection of such comments. Taken together, they indicate that the adjustments made to the Workshop's enrollment policy and the programmatic changes designed to capitalize on those adjustments have been worthwhile.

> I thought sending more than one teacher would be more helpful so that we could collaborate together there and then come back from the workshop and work together to implement [their learning] in our teaching and curriculum. It's about the ability to discuss and collaborate at the workshop itself and then produce better outcomes back at school. It's certainly valuable in terms of getting buy-in after return to the school.

> I can't tell you how valuable this has been, and I have a point of comparison. Years ago, a teacher went alone to the workshop, she came back and disseminated [what she learned] once she came back. This time a cohort went together, spent time working together during the workshop, which led to camaraderie among the teachers. They came back and wrote up a new curriculum for Israel together. They came back with a network of people from the workshop to be in touch with.

> I think when you send a teacher alone, the impact is on the specific teacher's learning and practices. Then you can ask that person to meet with others and make copies of the learning materials. It's not a necessarily

"you must do this" [as a school approach]. When you work as a team, you have others to bounce ideas off of and the expectations [to implement] are higher.

The two history teachers in the upper school teach Israeli history in their classes, which is why they went to CIE last summer. I expanded the periods in which Israel is taught. Now that we have more resources from the Workshop, our teachers have been able to integrate more Israel education in their teaching.

We have a whole new Israel curriculum here and a lot of it was written after the teachers came back from the Workshop. They integrated a lot of methodologies and lesson plans they were exposed to, and I feel very grateful they were exposed to that.

What Could be Different?

As was the case with our previous evaluation of the CIE Workshop, even those who have been most satisfied with the Workshop experience are not short of suggestions for how it could be yet more impactful. Having benefitted from changes made this past year, they want to build further on those gains. Many of these suggestions either expressed a desire to extend further the segmented design of the program or they seek a more ongoing relationship for school cohorts with CIE staff.

In terms of program segmentation, a couple of interviewees called for more sessions in Hebrew, so as to allow native Israeli teachers to more actively participate. More commonly, interviewees suggested that there should be even further differentiation between lower school and upper school faculty. Some thought the large group forum sessions should further accommodate the wide range of backgrounds with which participants come. As one interviewee explained:

I think that it was great we were divided up according to school divisions: high school, middle school etc. but then when we were all together in one group, I sometimes sat next to people who knew nothing, so I think it's problematic catering to all the different backgrounds.

Finally, pushing the segmentation concept further, one interviewee recommended more flexibility within program tracks. The idea here would be to enable participants to try out different presenters and to get a taste of other learning options, before opting for one or another. As this person put it: "asking to identify a particular grouping is good; allowing for fluidity would be better."

A different set of responses expressed an appetite for more of a continuous relationship with CIE staff. Interviewees were interested in the possibility of follow-up meetings "to review the curriculum [they] had developed based on what [they] had learned at the Workshop." Essentially, these interviewees seemed to want feedback from the CIE instructors who had introduced them to new teaching strategies and materials in the first place.

Taking this one step further, a Head of School proposed what he called a pilot project – really a follow-up consultancy with individual schools from which cohorts of teachers had come to the Workshop. In his words:

Have a one-day follow-up with the cohort alumni. I have very dedicated teachers, but these include teachers that have families and it's hard for them to get away. It would be great to have a follow- up where someone

from the CIE staff could come in and update the staff on new materials, hear from them about innovations around Israel education, etc.

What is striking is that just as those suggestions with regards to program segmentation propose ways to extend further a new path taken by the CIE, so this request for on-site follow-up stretches the school-cohort concept in new directions. If teachers are already coming to the Workshop in groups, why not continue working with those groups once they return to school!

Conclusions

Responses from participants in the 2016 CIE Teacher Enrichment Workshop express appreciation for the rich learning about Israel and about ways to teach about Israel that the Workshop provides. As in the past, participants have especially valued having their horizons extended to periods of history and to aspects of contemporary Israeli culture with which they were not previously familiar. Integrated with an opportunity to experience pedagogies and learning strategies for teaching about Israel in creative ways, the learning continues to be served up in a compelling brew.

Participants in the 2016 Workshop indicate also how their learning was enhanced this past year, and no less important, how their capacity to translate that learning into educational practice in their schools was enhanced by the changes made to the design of the CIE workshop in 2016. Qualitative data collected from alumni offer especially vivid evidence of how the experience of attending the Workshop with colleagues, and of thinking and working together with them at the Workshop, has enabled alumni to apply their learning in especially powerful ways back in their schools.

There is no greater testament to the worthwhileness of these changes (to the recruitment of school cohorts and the segmentation of the Workshop program) than the fact that alumni seek to extend such experiences beyond the confines of their one week at the Center for Israel Education. Alumni are hungry for more of the same.

APPENDIX A:
Alumni Survey

 As a participant in the 2016 CIE workshop, we are interested to hear about your workshop experience and impressions of the learning. In particular, we would like to assess the usefulness of the CIE workshop and how, if at all, you've been able to apply what you've learned to your work. There are no right or wrong answers, your honest opinions and insights are very important to us and we appreciate your time. We ensure strict confidentiality of your survey answers. The survey should take approximately 15 minutes to complete. If you have any questions, feel free to write to Avigail Muller Waknine at amwaknine@rosovconsulting.com. Thank you for your cooperation!

Q1 Are you currently a teacher or an administrator at a Jewish day school?
- ❍ Yes. I am a teacher (1)
- ❍ Yes. I am an administrator (2)
- ❍ Yes. I am both a teacher and an administrator (3)
- ❍ No. I am neither a teacher nor an administrator, Please specify: (4) _____

Display This Question:
   If Are you currently a teacher or an administrator at a Jewish day school? Yes. I am a teacher Is Selected
   Or Are you currently a teacher or an administrator at a Jewish day school? Yes. I am an administrator Is Selected
   Or Are you currently a teacher or an administrator at a Jewish day school? Yes. I am both a teacher and an administrator Is Selected

Q2 In which day school do you currently work? _____

Q3 What other responsibilities do you have in your school? (Select all that apply)
- ❑ Specialist personnel (such as guidance counselor, school psychologist) Please specify: (1) _____
- ❑ Informal educator (2)
- ❑ School rabbi (3)
- ❑ Other, Please specify: (4) _____

Q4 Please select the configuration in which you participated in the 2016 CIE workshop:
- ❍ I came on my own (1)
- ❍ I came with a colleague (2)
- ❍ I came with a group of colleagues (3)
- ❍ Other, Please specify: (4) _____

Q5 To what extent did you engage in the following activities during the workshop?

	Not at all (1)	A little (2)	Somewhat (3)	A lot (4)	Very much (5)	Not relevant (6)
Networking with professionals from other schools (1)	○	○	○	○	○	○
Sharing the same experience with colleagues from my school (2)	○	○	○	○	○	○
Advancing my own learning and professional development (3)	○	○	○	○	○	○
Discussing topics relevant to the grade(s) and subject(s) I teach and/or administer (4)	○	○	○	○	○	○

Q6 To what extent have you engaged in the following activities since your return from the workshop?

	Not at all (1)	A little (2)	Somewhat (3)	A lot (4)	Very much (5)
Use the materials I received from the workshop in my teaching (1)	○	○	○	○	○
Present what I learned at the workshop to my colleagues (2)	○	○	○	○	○
Have colleagues with whom to collaborate on Israel Education, after my return to school (3)	○	○	○	○	○
Have the support of my colleagues if needed when implementing the workshop learnings back at school (4)	○	○	○	○	○

Q7 To what extent do you agree or disagree that the ISMI/CIE workshop provided you with /enabled you to:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Learn strategies and techniques to teach about Israel (1)	❍	❍	❍	❍	❍
Become more familiar with subject matter content (2)	❍	❍	❍	❍	❍
Be inspired to share Israel content with my students (3)	❍	❍	❍	❍	❍
Connect with other educators who are teaching about Israel (4)	❍	❍	❍	❍	❍
Access materials to teach about Israel (5)	❍	❍	❍	❍	❍
Collaborate with colleagues from my school (6)	❍	❍	❍	❍	❍
Grow as a professional (7)	❍	❍	❍	❍	❍

Q8 To what extent do you agree or disagree with the following statements about the workshop's four instructional tracks (1. Day School Elementary and Middle School 2. Day School High School 3. Supplementary Elementary School 4. Supplementary Middle High School):

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
The tracks isolated me from learning with professionals in different sectors and settings from my own (1)	○	○	○	○	○
The tracks enabled me to participate in discussions with teachers from similar school settings as my own (2)	○	○	○	○	○
The tracks increased my ability to apply content from the workshop in my school setting upon my return (3)	○	○	○	○	○
The tracks did not give me an opportunity to explore all of the interests with which I came to the workshop (4)	○	○	○	○	○

Q9 To what extent do you agree or disagree that the ISMI/CIE workshop gave you a better understanding of the following topics:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Jewish connection to the land of Israel (1)	○	○	○	○	○
Origins of Zionism (2)	○	○	○	○	○
Zionism's complexities (3)	○	○	○	○	○
Yishuv period (4)	○	○	○	○	○
How the State was built (5)	○	○	○	○	○
Israeli political system (6)	○	○	○	○	○
Arab-Israeli conflict (7)	○	○	○	○	○
Israel foreign policy (8)	○	○	○	○	○
Israeli literature (9)	○	○	○	○	○
Israeli music (10)	○	○	○	○	○
US-Israeli relationship (11)	○	○	○	○	○
Israel and its neighborhood (12)	○	○	○	○	○

Q10 To what extent do you agree or disagree that the ISMI/CIE workshop gave you a better understanding of how to employ the following pedagogies and strategies:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Technology in the classroom (1)	○	○	○	○	○
Differentiated Instruction (2)	○	○	○	○	○
Informal and Experiential Techniques, simulation etc. (3)	○	○	○	○	○
Using primary sources (4)	○	○	○	○	○
Integrating content into existing curricula (5)	○	○	○	○	○
Developing lesson plans (6)	○	○	○	○	○
Writing curriculum (7)	○	○	○	○	○
Historical role-playing (8)	○	○	○	○	○

Q11 What do you think about the time you were given to process the information and learning during the workshop?
- ❍ Too little time (1)
- ❍ Enough time (2)
- ❍ Too much time (3)

Q12 During the current school year, how often have you used the materials you received in the ISMI/CIE workshop in the following areas:

	Never (1)	Rarely (2)	Sometimes (3)	About half the time (4)	Most of the time (5)
Jewish connection to the land of Israel (1)	❍	❍	❍	❍	❍
Origins of Zionism (2)	❍	❍	❍	❍	❍
Zionism's complexities (3)	❍	❍	❍	❍	❍
The Yishuv period (4)	❍	❍	❍	❍	❍
How the State was built (5)	❍	❍	❍	❍	❍
Israeli political system (6)	❍	❍	❍	❍	❍
Arab-Israeli conflict (7)	❍	❍	❍	❍	❍
Israel foreign policy (8)	❍	❍	❍	❍	❍
Israeli literature (9)	❍	❍	❍	❍	❍
Israeli music (10)	❍	❍	❍	❍	❍
US-Israeli relationship (11)	❍	❍	❍	❍	❍
Israel and its neighborhood (12)	❍	❍	❍	❍	❍

Q13 During the current school year, how often have you employed the following strategies when you teach about Israel:

	Never (1)	Rarely (2)	Sometimes (3)	About half the time (4)	Most of the time (5)
Technology in the classroom (1)	○	○	○	○	○
Differentiated Instruction (2)	○	○	○	○	○
Informal and Experiential Techniques, simulation etc. (3)	○	○	○	○	○
Using Primary Sources (4)	○	○	○	○	○
Integrating content into existing curricula (5)	○	○	○	○	○
Developing lesson plans (6)	○	○	○	○	○
Writing curriculum (7)	○	○	○	○	○
Historical role-playing (8)	○	○	○	○	○

Q14 Which of the following strategies were influenced/changed by your participation in the ISMI/CIE workshop? (Select all that apply)

- ❑ Technology in the classroom (1)
- ❑ Differentiated Instruction (2)
- ❑ Informal and Experiential Techniques, simulation etc. (3)
- ❑ Using Primary Sources (4)
- ❑ Integrating content into existing curricula (5)
- ❑ Developing lesson plans (6)
- ❑ Writing curriculum (7)
- ❑ Historical role-playing (8)

Carry Forward Selected Choices from "<p>Which of the following strategies were influenced/changed by your participation in the ISMI/CIE workshop? (Select all that apply) <o:p></o:p></p>"

Q15 Please indicate to which extent these strategies were changed since attending the ISMI/CIE workshop.

	Not at all (1)	A little bit (2)	Somewhat (3)	A lot (4)	Completely (5)
Technology in the classroom (x1)	❍	❍	❍	❍	❍
Differentiated Instruction (x2)	❍	❍	❍	❍	❍
Informal and Experiential Techniques, simulation etc. (x3)	❍	❍	❍	❍	❍
Using Primary Sources (x4)	❍	❍	❍	❍	❍
Integrating content into existing curricula (x5)	❍	❍	❍	❍	❍
Developing lesson plans (x6)	❍	❍	❍	❍	❍
Writing curriculum (x7)	❍	❍	❍	❍	❍
Historical role-playing (x8)	❍	❍	❍	❍	❍

Q16 Please explain your answers:

Q17 How much did you like the following aspects of the ISMI/CIE workshop you attended?

	Not at all (1)	A little (2)	Somewhat (3)	A lot (4)	Very much (5)
The quality of the instructors (1)	○	○	○	○	○
The quality of other participants (2)	○	○	○	○	○
Engaging with the instructors (3)	○	○	○	○	○
Networking with fellow educators (4)	○	○	○	○	○
Hotel accommodations (5)	○	○	○	○	○
The material received for teaching Israel (6)	○	○	○	○	○
The content tracks [1. State Seeking, State Building and State Maintaining; 2. Culture and Society; 3. Politics; 4. Arab-Israeli Conflict] (7)	○	○	○	○	○
The instructional tracks [1. Day School Elementary and Middle School 2. Day School High School 3. Supplementary Elementary School 4. Supplementary Middle High School] (8)	○	○	○	○	○
The course website (9)	○	○	○	○	○

Display This Question:

If How much did you like the following aspects of the ISMI/CIE workshop you attended? The course website - Very much Is Selected

Or How much did you like the following aspects of the ISMI/CIE workshop you attended? The course website - A lot Is Selected

Or How much did you like the following aspects of the ISMI/CIE workshop you attended? The course website - Somewhat Is Selected

Or How much did you like the following aspects of the ISMI/CIE workshop you attended? The course website - A little Is Selected

Q18 In what ways have you used the course website?

Q19 Thinking about your learning during the seminar, how much did you learn from the following people?

	Not at all (1)	A little (2)	A moderate amount (3)	A lot (4)	Very much (5)	N/A (6)
Workshop faculty (1)	○	○	○	○	○	○
Colleagues from your own school (2)	○	○	○	○	○	○
CIEP (Certificate in Israel Education Program) participants (3)	○	○	○	○	○	○
Fellow participants from other schools (4)	○	○	○	○	○	○

Q20 How likely would you be to recommend the CIE workshop to other teachers?

_____ Please slide the bar to the number that represents your ranking of recommendation. (1)

Q21 Compared to other professional development workshops and seminars you attended in the last 5 years that are focused on Israel, how would you rank the ISMI/CIE workshop?
- ○ Worse (1)
- ○ Not as good (2)
- ○ The same (3)
- ○ Somewhat better (4)
- ○ Much better (5)
- ○ Not applicable to me (6)

Q22 Compared to other professional development workshops and seminars you attended in the last 5 years of a general focus, how would you rank the ISMI/CIE workshop?
- ○ Worse (1)
- ○ Not as good (2)
- ○ The same (3)
- ○ Somewhat better (4)
- ○ Much better (5)
- ○ Not applicable to me (6)

Q24 Before completing this survey, please answer a small number of questions about you and your school. Which of the following occur at your school? (Select all that apply)
- ❑ A required course exclusively dedicated to Israel education (1)
- ❑ A member of your faculty designated as an Israel education coordinator (2)
- ❑ An Israel trip for students of at least 10 days (3)
- ❑ Hatikvah sung every day or every other day (4)
- ❑ Yom Ha'atzmaut celebration (5)
- ❑ Visits from Israeli youth (6)
- ❑ Israel culture events (e.g. rikudia, zimriya, film festival, etc.) (7)
- ❑ Israel advocacy events (such as visits by politicians, army representatives, lobby organizations, etc.) (8)
- ❑ Other, Please specify: (9) _____

Q25 Are you interested in receiving more support from CIE?
- ○ Yes (1)
- ○ No (2)

Condition: No Is Selected. Skip To: End of Block.

Q26 Which of the following would you be interested in? (Select all that apply)
- ❑ Receiving additional materials (1)
- ❑ Accessing online training/enrichment provided by CIE (2)
- ❑ Participating in another CIE workshop of similar caliber and quality (3)
- ❑ Spending time in Israel with CIE as a part of my ongoing professional development (4)
- ❑ Other, Please specify: (5) _____

Q28 What is your gender?
- ○ Male (1)
- ○ Female (2)

Q29 Do you identify as Jewish?
- ○ Yes (1)
- ○ No (2)
- ○ Other, Please specify: (3) _____

Q30 How long have you been a school-teacher and/or administrator?
- ○ Less than 3 years (1)
- ○ 3- 5 years (2)
- ○ 6-10 years (3)
- ○ 11-20 years (4)
- ○ 21-30 years (5)
- ○ 31-40 years (6)
- ○ 40+ years (7)

Q32 Have you left the school where you were teaching since you participated in the ISMI/CIE workshop during summer 2016?
- ○ Yes, I switched to a different school (1)
- ○ Yes, I no longer work in a day school (2)
- ○ No (3)
- ○ Other, Please specify: (4) _____

Q33 What grades do you teach in school? (Select all that apply)
- ❑ Grade 1 (1)
- ❑ Grade 2 (2)
- ❑ Grade 3 (3)
- ❑ Grade 4 (4)
- ❑ Grade 5 (5)
- ❑ Grade 6 (6)
- ❑ Grade 7 (7)
- ❑ Grade 8 (8)
- ❑ Grade 9 (9)
- ❑ Grade 10 (10)
- ❑ Grade 11 (11)
- ❑ Grade 12 (12)
- ❑ N/A (13)

Q34 Which subjects do you currently teach and/or administer? (Select all that apply)
- ❑ Jewish history (1)
- ❑ Bible/Tanakh (2)
- ❑ Rabbinics (3)
- ❑ Hebrew language and/or literature (4)
- ❑ General history (5)
- ❑ Politics / Sociology (6)
- ❑ Other, Please specify: (7) _____
- ❑ N/A (8)

Q35 What is the highest academic degree that you hold?
- ❍ High school graduation certificate (1)
- ❍ BA/BSc (2)
- ❍ MA/MSc (3)
- ❍ PhD or EdD (4)

Q36 In what subject area is your highest academic degree?
- ❍ A Foreign Language (1)
- ❍ Jewish/Rabbinical Studies (2)
- ❍ History or Politics (3)
- ❍ Education (4)
- ❍ Literature or Culture (5)
- ❍ Other, Please specify: (6) _____

Q37 What kind of teaching certification do you have? (Please select all that apply)
- ❑ I don't have any certification (1)
- ❑ B.Ed. (2)
- ❑ M.Ed. (3)
- ❑ Certification from a Jewish accrediting body (4)
- ❑ Certification that is recognized by the state or province (5)
- ❑ National Board Certification (6)
- ❑ Administrator Certification (7)

Q38 Are you Israeli?
- ❍ Yes (1)
- ❍ No (2)

Q39 How old were you when you moved to the US?
- ○ Under 18 (1)
- ○ 18 - 24 (2)
- ○ 25 - 34 (3)
- ○ 35 - 44 (4)
- ○ 45 - 54 (5)
- ○ 55 - 64 (6)
- ○ 65 - 74 (7)
- ○ 75 - 84 (8)
- ○ 85 or older (9)

Q40 How many times have you visited Israel in the last 10 years?
- ○ Never (1)
- ○ Once (2)
- ○ 2-3 times (3)
- ○ 4-5 times (4)
- ○ 6 or more times (5)

Q41 For what purpose(s) have you visited Israel? (Select all that apply)
- ❑ Vacation (1)
- ❑ Family (2)
- ❑ Studies (3)
- ❑ Work (4)
- ❑ Other, Please specify: (5) _____

Q42 If you are interested in participating in a 30-minute interview about your CIE workshop experience, please fill in your email address below.

Q43 In what way, if at all, has the workshop training been helpful to you?

Q44 In what way, if at all, has your approach to teaching changed as a result of the workshop?