AVI CHAI Foundation

Evaluation Report of the CIE/ISMI Teacher Enrichment Workshop on Modern Israel

October 2015

ROSOV CONSULTING | Information Insight **Impact**

CONTENTS

EXHIBITS

BACKGROUND

Founded in 2008, the vision of the Centre 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.

Taking over the outreach work of Emory Institute for the Study of Modern Israel (ISMI), the CIE team leads a week-long Teacher Enrichment Workshop on Modern Israel. The annual Workshop has been running for the last fourteen years, since 2001, with funding from the AVI CHAI Foundation since 2003. The one-week workshop of 48 hours, draws between 55 and 65 participants each year, about half of whom come from Jewish day schools and half from supplementary/congregational schools or other settings. Over the last five years some 132 day school teachers have participated from more than 67 different schools.

An evaluation of the Teacher Workshop was conducted in 2006. Nine years after this last evaluation, the AVI CHAI Foundation turned to Rosov Consulting to look again at the outcomes that the Workshop produces with regards to Workshop participants who came from Jewish day schools. Our team was asked to examine a core value proposition of the Workshop; that its ready-to-use materials and curriculum enables alumni to improve the quality of how they teach about Israel. The following questions were of specific interest to the Foundation:

1. What in terms of content and pedagogy do participants learn from participating in the Workshop?

2. To what extent do alumni apply their learning back in their schools, and what are the enablers and obstacles to the application of their learning?

3. Are there any additional outcomes that the Workshops produces for its participants?

METHODOLOGY

The evaluation design included two broad strands in order to address the questions of greatest interested to the Foundation.

FOCUS ON THE ALUMNI

The main strand of the evaluation focused on what the participants reported they learned from their participation in the Workshop, and how they applied the learning they gained to their classrooms and schools. To explore these issues, we planned to field a survey to all day school teachers who participated in the CIE workshop over the five years between 2010 and 2014. See Appendix I for a copy of the survey.

There have been 132 day school participants in the Workshop over this five-year period. However, following a review of alumni contact information with leadership from the CIE, we found that 50 alumni were no longer teaching in the schools where they had been employed when they participated in the workshop. The updated contact information for these alumni was not available to the CIE.

Following an extensive internet search, we were able to gather together contact information for 112 people in total who participated in the Workshop between 2010 and 2014 to whom the survey was sent. Emails were sent to these people on four occasions between July 23rd and August 23rd. On the third occasion, the email was sent directly from the AVI CHAI Foundation with an offer of a free textbook linked to the theme of Israel innovation in the field of water preservation, a topic that was known to be of interest of alumni of the Workshop.

Following a review of the survey data, a sample of eight participants were then selected for follow-up interviews to explore to greater depth the most prominent themes surfaced by the surveys. These interviews were designed to enable our team to hear the participants describe in their own words what they gained from the Workshop and how they applied their learning. In 4 cases we interviewed just one Workshop participant from a school. In the case of 2 schools, we interviewed two alumni in order to gain a fuller picture of the Workshop's impact on their institutions. See Appendix II for a copy of the interview protocol.

FOCUS ON THE ALUMNI'S SCHOOLS

In order to validate what was learned from the self-report of the alumni, a further sample of 4 Heads of Schools or Heads of Department from which the alumni came were also interviewed. This strand of inquiry was intended not only to triangulate what was learned from the alumni but also to gain a view of the broader school context in which participants apply learning, and the extent to which what they learn makes an observable difference to school practices. In two cases we interviewed only the Head of the School. In the other two cases we interviewed both the Head of the School and another administrator in order to gain a better sense of the institutional context. See Appendix III for a copy of this interview protocol.

All data collection instruments were reviewed by members of the CIE to confirm that they were consistent with the particular content of the Workshop and that the questions made sense in terms of how the Workshop communicates its goals.

WHO WERE THE SURVEY RESPONDENTS?

As already noted, data gathering was challenged by the high level of institutional transition among Workshop alumni. This circumstance was not only a logistical headache. It signals more broadly the constraints that face a professional development intervention such as the Workshop when attempting to produce stable and strong outcomes at the schools from which participants come.

The phenomenon of high levels of turnover among day school administrators is well known. Turnover among front-line teaching staff has not previously been noted. In this instance, we don't even know how many alumni are still teaching in day schools or whether they have left the profession altogether. Certainly, this phenomenon had a significant impact on the survey response-rate as detailed below.

DEMOGRAPHICS

In total, 46 people of the 132 people to whom the survey was sent responded to it. 20 emails invitations bounced. In effect then, there was a 41% response rate among alumni believed to have received the survey.

As can be seen from

EXHIBIT 1 respondents were fairly evenly spread across the five cohorts that were surveyed, with the highest numbers of respondents – almost half of the sample - having attended in the two most recent years.
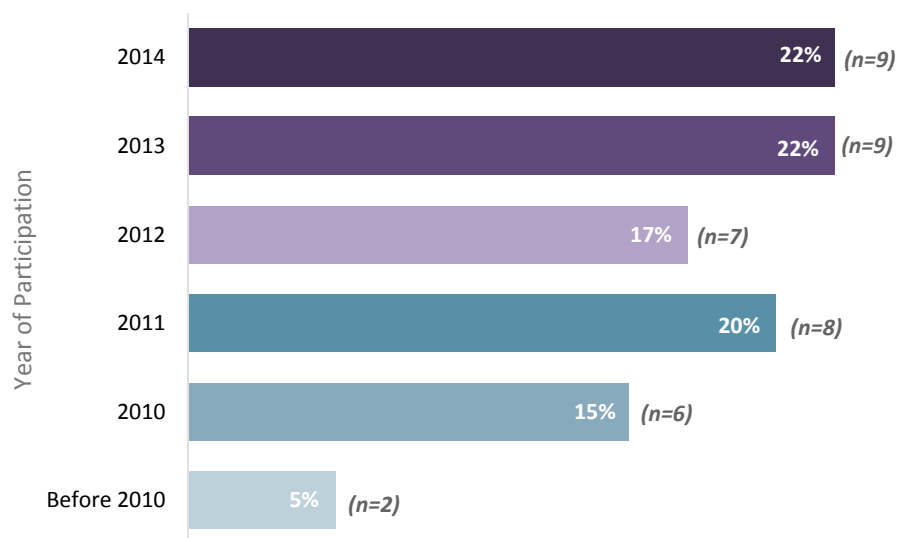
EXHIBIT 1: Year of Workshop Participation

EXHIBIT 2 shows a breakdown of the current employment status of the workshop alumni. The majority of respondents are teachers, whereas a small percentage of participants hold both teaching and/or only administrative positions. We do not know if they held the same administrative positions when attending the workshop.

EXHIBIT 2: Current Employment Status
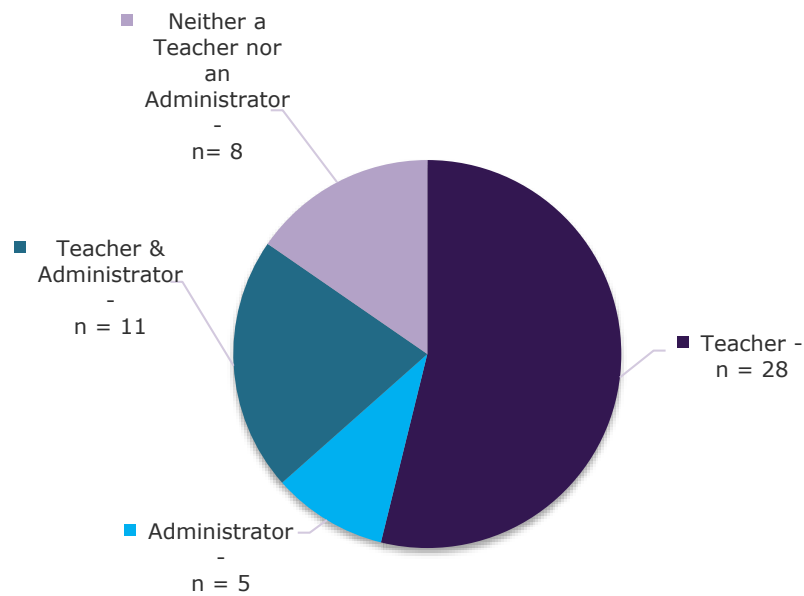
The majority of respondents have been teachers for at least 10 years (See EXHIBIT 3). Over 50% of these alumni have worked as teachers for between 11 to 30 years. A much smaller percentage has been teaching for less than five years.

EXHIBIT 3: Length of Teaching Career

Years	N	%
Less than 3	1	3%
3-5 years	2	5%
6-10 years	6	16%
11-20 years	13	34%
21-30 years	7	18%
31-40 years	5	13%
40+ years	4	11%

EXHIBIT 4 indicates that a predominance of respondents held teaching responsibilities concentrated in middle school grades, the years when most schools run trips to Israel and devote extra time to teaching about Israel. At the same time, respondents report teaching across all grades from Grade 1 to Grade 12. We suspect that in some of these cases, this indicates how the same individuals might have responsibility for teaching about Israel across the school. The wide spread of responsibilities indicates something of a challenge for the Workshop to cater to such a diversity of teaching interests.

EXHIBIT 4: Grades Being Taught in School

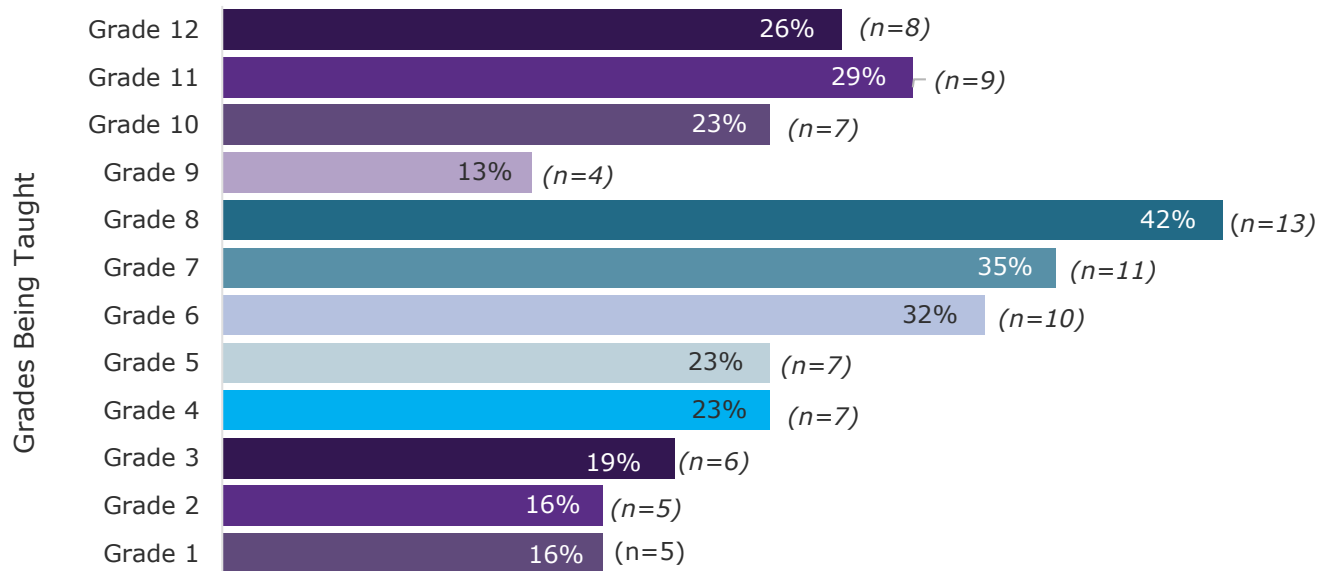| Grade	%	n
Grade 12	26%	(n=8)
Grade 11	29%	(n=9)
Grade 10	23%	(n=7)
Grade 9	13%	(n=4)
Grade 8	42%	(n=13)
Grade 7	35%	(n=11)
Grade 6	32%	(n=10)
Grade 5	23%	(n=7)
Grade 4	23%	(n=7)
Grade 3	19%	(n=6)
Grade 2	16%	(n=5)
Grade 1	16%	(n=5)

EXHIBIT 5 indicates another dimension of the challenge for CIE Workshop leaders. A majority of the respondents teach subjects – such as Bible and Hebrew – that don't really provide opportunities to explore many of the important topics covered in the Workshop. This is a theme we will explore further. At the same time, the largest single group of respondents do reporting teaching history (and some of them also teach general history). They are very well matched with the overall content orientation of the Workshop.

EXHIBIT 5: Subjects Being Taught

Subjects	N	%
Jewish history	19	61%
Bible/Tnakh	18	58%
Hebrew language and/or literature	13	42%
General history	7	23%
Rabbinics	5	16%
Jewish Studies (Prayer, Values, Holidays)	4	13%
Humanities/Social Studies	2	6%
Israel education	2	6%
Art	2	6%
History of Israel	1	3%
Politics / Sociology	0	0%

WORKSHOP OUTCOMES

The goals of the Teacher Enrichment Workshop on Modern Israel are stated as follows: "*to deepen [participants'] understanding of Israel's history, politics, economy and culture, while cultivating [their] skills in classroom application and best practices.*" In designing this evaluation, we therefore conceived the Workshop's goals as having two foci: a "content goal" focused on enabling participants to come away with new knowledge and understandings about Israel's past and present, and a "pedagogy goal" focused on enabling participants to be more effective in how they teach students.

In each case – with regards to both content and pedagogy – we recognize that for the AVI CHAI Foundation no less important than deepening teachers' knowledge, understanding and skills, is the application of these outcomes to teachers' practices. As a consequence, in our evaluation we also wanted to learn to what extent teachers applied their new familiarity with content and pedagogy to their practice. Our analysis in this section is organized around these multiple overlapping concerns.
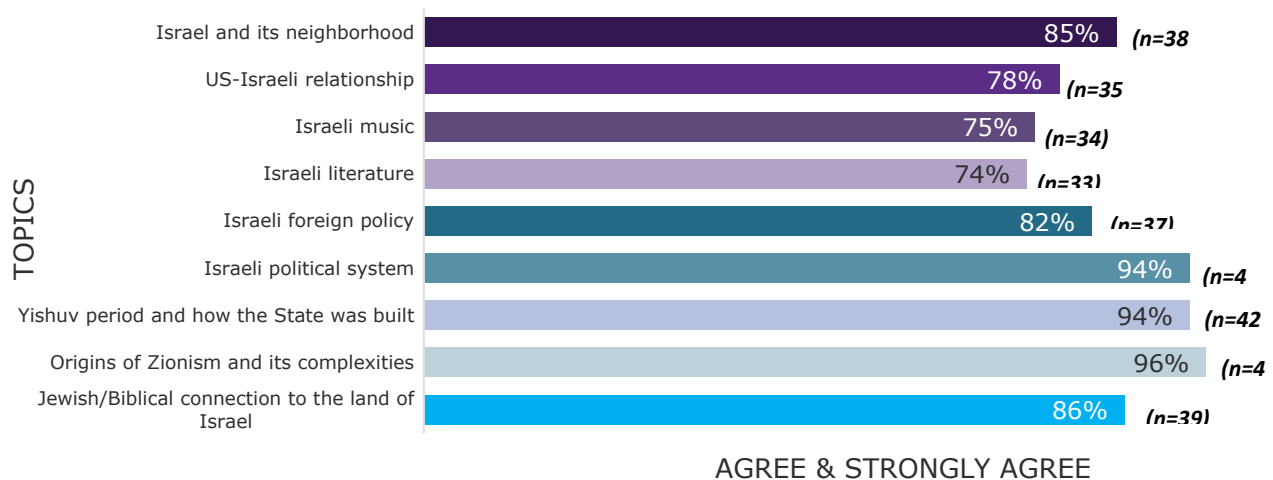
CONTENT

What do they learn?

The workshop is structured around nine identified topics, specified by CIE leaders: (i) Biblical connection to the land of Israel; (ii) Origins of Zionism and its complexities; (iii) The Yishuv period and how the State was built; (iv) Israel's political system; (v) Israeli foreign policy; (vi) Israeli literature (vii) Israeli music; (viii) the US-Israel relationship; and (ix) Israel and its neighborhood.

As seen in EXHIBIT 6 there is widespread agreement among alumni that the Workshop gave them a better understanding of these topics, ranging from about 95% (in relation to the origins of Zionism, and Israel's political system) to about 75% (in relation to Israeli literature, and Israeli music). This is consistent with what interviewees conveyed about how their "knowledge of Israel was deepened" through their participation in the Workshop and how, in turn, this gave them an appreciation for the complexity and breadth of the content of Israel education.
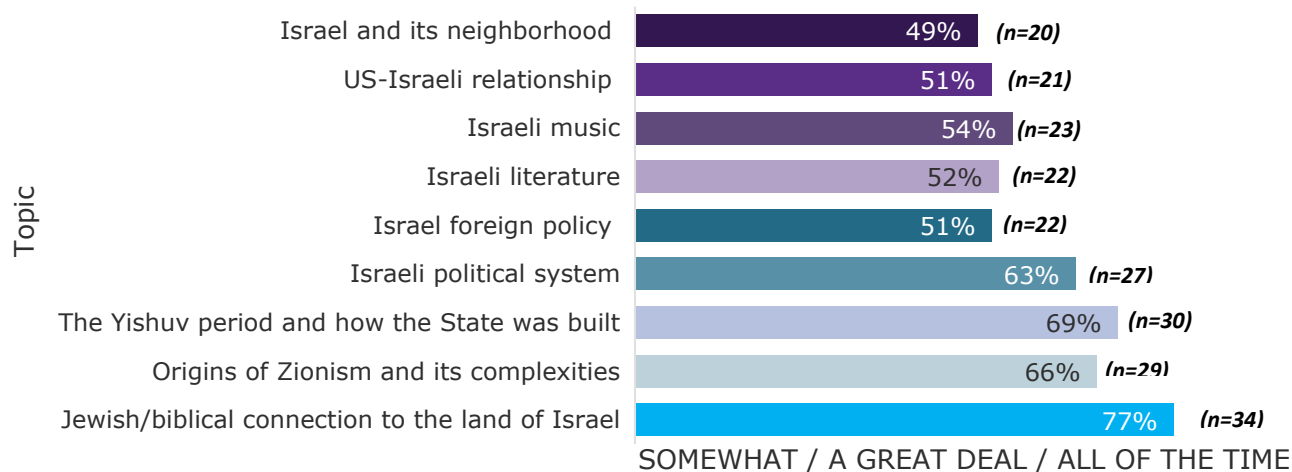
EXHIBIT 6: To what extent do you disagree/agree that the ISMI/CIE workshop gave you a better understanding of the following topics?

Topic	Agree & Strongly Agree	n
Israel and its neighborhood	85%	(n=38
US-Israeli relationship	78%	(n=35
Israeli music	75%	(n=34)
Israeli literature	74%	(n=33)
Israeli foreign policy	82%	(n=37)
Israeli political system	94%	(n=4
Yishuv period and how the State was built	94%	(n=42
Origins of Zionism and its complexities	96%	(n=4
Jewish/Biblical connection to the land of Israel	86%	(n=39)

TOPICS — AGREE & STRONGLY AGREE

What do they apply?

A strong feature of the Workshop is that participants leave with a large collection of materials and resources with which to teach the content they have encountered. It seems that while the content may indeed have been enriching, some of it did not however directly impact teaching. As seen in EXHIBIT 7, alumni's use of the materials they received at the Workshop "somewhat," "a great deal," or "all of the time" ranges between a high of 77% (concerned with the Jewish/Biblical Connection to the Land of Israel) to a low of 51% (Israel's Foreign Policy). A reason for the lack of uptake, one shared by many interviewees, was: "*It was a very high level for implementing with middle schoolers. . . I can never use it as curriculum because it is such a high level.*" We also infer from the high proportion of alumni who reported that they taught Jewish history (61%) and/or Bible/Tnakh (58%) [EXHIBIT 5] that no matter how impactful and enlightening the content of the Workshop, many alumni do not teach subject areas that afford them opportunities to implement what they learned.

EXHIBIT 7: How often have you been using the materials you received in the ISMI/CIE workshop in the following areas?

Topic	SOMEWHAT / A GREAT DEAL / ALL OF THE TIME	
Israel and its neighborhood	49%	(n=20)
US-Israeli relationship	51%	(n=21)
Israeli music	54%	(n=23)
Israeli literature	52%	(n=22)
Israel foreign policy	51%	(n=22)
Israeli political system	63%	(n=27)
The Yishuv period and how the State was built	69%	(n=30)
Origins of Zionism and its complexities	66%	(n=29)
Jewish/biblical connection to the land of Israel	77%	(n=34)

Even while uptake or use of these materials may have been moderate, 88% of survey respondents did indicate, when answering a different survey question, that they were very pleased with the materials they received for teaching about Israel. In interview, one teacher commented that "*having copies of all the documents which the CIE workshop provided has been fabulous. Since I have copies with great discussion ideas, I use them frequently.*"

A specific resource from the seminar that is used by many alumni is the set of posters related to Israel's efforts in the area of water preservation. Teachers said they use these materials because of their relevance and because of the opportunity to integrate the concepts covered into the existing curriculum. For schools in California, for example, the topic of water and drought resonates immediately with students' daily lives. For others, water issues can be integrated into any number of curricula topics, including Bible, Social Studies and Science.

Another widely adopted Workshop component was the experiential activity simulating the First World Zionist Congress. Some teachers reproduced the activity wholesale with their own students just as they themselves had experienced it at the workshop. Others adapted the technique so as to use the framework for another historical time and place. As one interviewee explained: "*Rather than teaching*
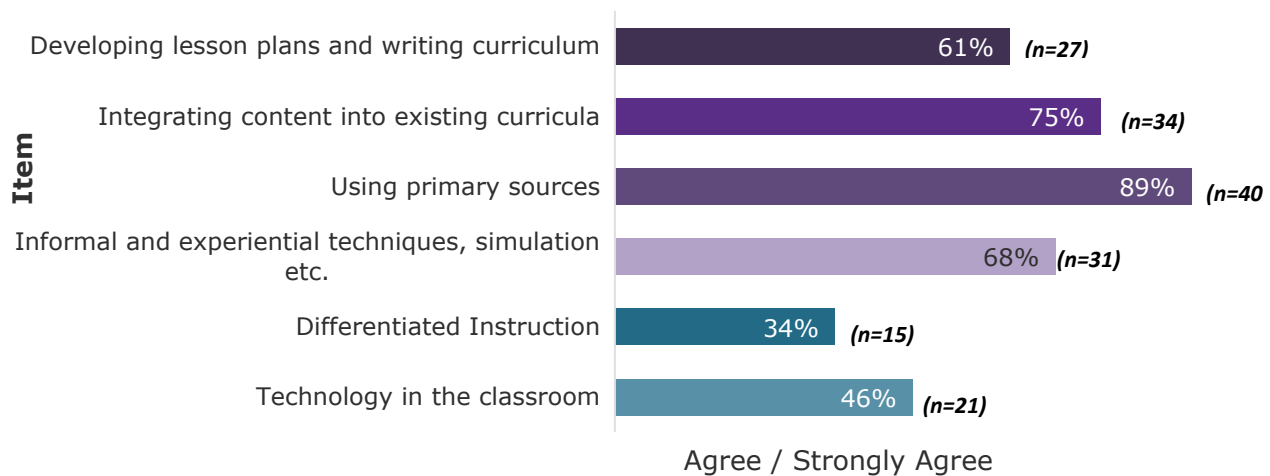
historical figures and periods, the students are able to learn through meaningful experiences when they imagine making decisions that would change the lives of many Jews in the Yishuv. The students grapple with difficult decisions, and gain insight to the impact of the decisions."

PEDAGOGY

As noted above, a second major goal of the Workshop is to teach pedagogies or skills that the organizers deem useful in teaching Israel. When our team worked on designing the survey instrument, CIE leaders specified the following pedagogies as those they seek to inculcate: (i) Technology in the classroom; (ii) differentiated instruction; (iii) experiential and informal techniques and simulations; (iv) use of primary sources; (v) integrating content into existing curricula; and (vi) developing lesson plans and writing curriculum. While all of these pedagogies are introduce as means to aid specifically in the teaching of Israel, they can also be applied to the teaching of any other subject.

As seen in EXHIBIT 8, there is widespread agreement among alumni that the Workshop gave them a better understanding of how to employ certain pedagogies and strategies topics, ranging from a high of 89% (in relation to Using Primary Sources) to a low of 34% (in relation to Differentiated Instruction).

EXHIBIT 8: To what extent do you disagree/agree that the ISMI/CIE workshop gave you a better understanding of how to employ the following pedagogies and strategies?
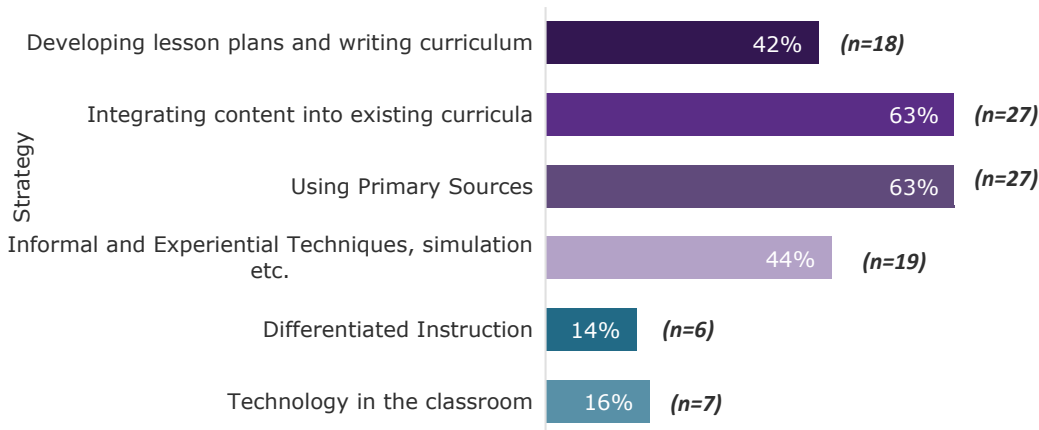

Developing lesson plans and writing curriculum — 61% *(n=27)*
Integrating content into existing curricula — 75% *(n=34)*
Using primary sources — 89% *(n=40*
Informal and experiential techniques, simulation etc. — 68% *(n=31)*
Differentiated Instruction — 34% *(n=15)*
Technology in the classroom — 46% *(n=21)*

Item

Agree / Strongly Agree

As seen in EXHIBIT 9, alumni report using these pedagogic strategies quite extensively (whether "somewhat," "a great deal," or "all of the time," ranging from 91% (in relation to Technology in the Classroom) to 87% (in relation to Differentiated Instruction, and Experiential Techniques/Simulations).

EXHIBIT 9: How often do you employ the following strategies when you teach about Israel?

Strategy	Percent	n
Developing lesson plans and writing curriculum	86%	(n=38)
Integrating content into existing curricula	91%	(n=41)
Using Primary Sources	89%	(n=40)
Techniques, simulation etc.	87%	(n=39)
Informal and Experiential	89%	(n=40)
Differentiated Instruction	87%	(n=39)
Technology in the classroom	91%	(n=41)

Somewhat/ A Great Deal / All of the Time
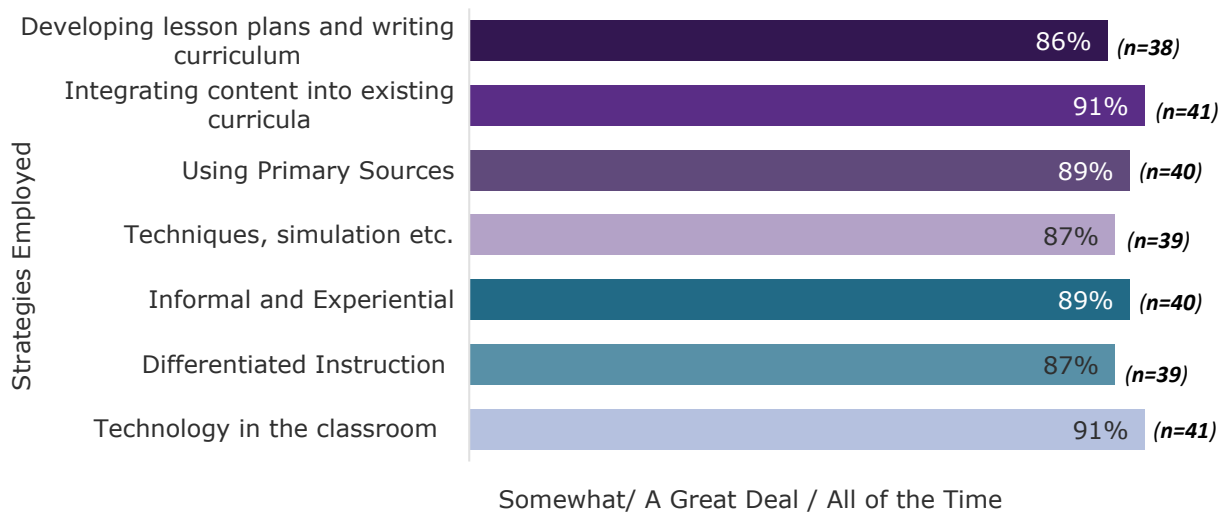
While the diversity of strategies used is impressive, it is evident that some are more directly attributable to the influence of the Workshop than are others. Thus, on the one hand just seven respondents (15% of the sample) reported that their practices had changed in regard to Technology in the Classroom and Differentiated Instruction as a result of participating in the Workshop. This is likely due to a focus on these pedagogies in other professional development offerings inside or outside their schools. On the other hand, there were other pedagogies – specifically using Primary Sources and Integrating Content into Existing Curricula - where a majority of alumni reported being influenced/changed by the workshop: in this instance, 27 respondents (63% of the sample). See EXHIBIT 10

EXHIBIT 10: Which of the following strategies was influenced/changed by your participation in ISMI/CIE workshop?

Strategy	Percent	n
Developing lesson plans and writing curriculum	42%	(n=18)
Integrating content into existing curricula	63%	(n=27)
Using Primary Sources	63%	(n=27)
Informal and Experiential Techniques, simulation etc.	44%	(n=19)
Differentiated Instruction	14%	(n=6)
Technology in the classroom	16%	(n=7)

These data provide a useful sense of the general and particular contribution of the Workshop to alumni's practices. As can be sensed, the Workshop did not introduce most participants to the incorporation of technology in to their classroom. However, as interviews with alumni indicate, the Workshop was appreciated for providing a reminder of how to use technology in the context of Israel

education. For some teachers, this general pedagogic practice became subject-specific when they saw how it could be used in the context of what they teach, for example, through the use of particular video-clips and websites.

By contrast, **as** EXHIBIT 10 shows, **t**he use of primary sources for teaching purposes is something that alumni make evident that they learned at the Workshop and that they had few opportunities to learn elsewhere. In many ways, this method is at the heart of CIE's commitment to teaching about Israel as an academic discipline and not simply as a tenet of faith. As interviewees affirmed, when Israel is encountered through text study it underscores the seriousness of the content. This was insight shared by many, that when they bring primary sources into the classroom, it immediately increases the sophistication of the lesson. As one interviewee put it, "*Through the use of primary sources, the students are able to understand and form personal opinions. This knowledge gives them a base to retrieve when trying to understand complicated issues today.*" In a similar vein, one Head of School commented: "*CIE helped teachers navigate away from skirting opinions and instead gives kids source for material to make decisions for themselves and understand dilemmas. It is a form of dilemma-based education.*"

What do they apply?

EXHIBIT 10 also confirms the great value that alumni see in being able to take what they learned at the workshop and incorporate it into an already existing curriculum. In many ways this is where the Workshop promises to make it greatest contribution to teachers' practices and yet it is also where its greatest challenges lie. The guiding ethos of the Workshop is to model how Israel education need not be compartmentalized to one subject slot in the curriculum. It can be integral across the curriculum, enriching whatever is being taught through the introduction of rich and resonant sources.

The challenge hinted at in the quantitative data, and made explicit in the qualitative, interview-based data is that many alumni return to schools with what they call "*highly established programs.*" They find that they have few opportunities to integrate new material or new pedagogies in to what they teach, other than through what they call "*little tweaks here and there.*" For some, the immediate relevance of the material or the methodologies to their curriculum is not evident, whether because of the high level of the content to which they were exposed to in the Workshop or because of the young age groups they teach. These teachers say that they are only able to make small changes to the existing curriculum. As one teacher commented, "*I do a little of everything if **it's relevant** and relatable to the curriculum.*"

PERSONAL GROWTH

Respondents to the survey indicated high levels of satisfaction with their experience in the Workshop. Their responses to a net-promoter question - How likely would you be to recommend the CIE workshops to other teachers? - were exceptionally positive producing a score of +75.[1]

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[1] 'Net Promoter Score' questions are used extensively in the consumer world as a quick measure to assess marketing success of companies and their products. In these questions, consumers are asked how likely they would be to recommend a product or institution to others, on a scale of 0 to 10. This kind of question is new to the social studies arena, but has gradually become a useful tool to assess impact of non-profit organizations, and educational tools and settings. Those who respond with a score of 9 or 10 are considered *Promoters*— loyal enthusiasts. Detractors are those who respond with a score of 0 to 6— unhappy customers. Scores of 7 and 8 are passives and are not included in the calculation of the Net Promoter Score (NPS). NPS is calculated by subtracting the percentage of students who are detractors from the percentage of students who are promoters. NPS can be as low as −100 (everybody is a detractor) or as high as +100 (everybody is a promoter).

Respondents indicated what prompted such high levels of satisfaction when asked how much they liked particular aspects of the Workshop. As seen in EXHIBIT 11 the stand out elements of the experience (hotel accommodation apart) were the Workshop's instructional components: those elements of the experience that provided them with new understanding and new content, and that promised to impact how they teach.

EXHIBIT 11: How much did you like the following aspects of the ISMI/CIE workshop you attended?
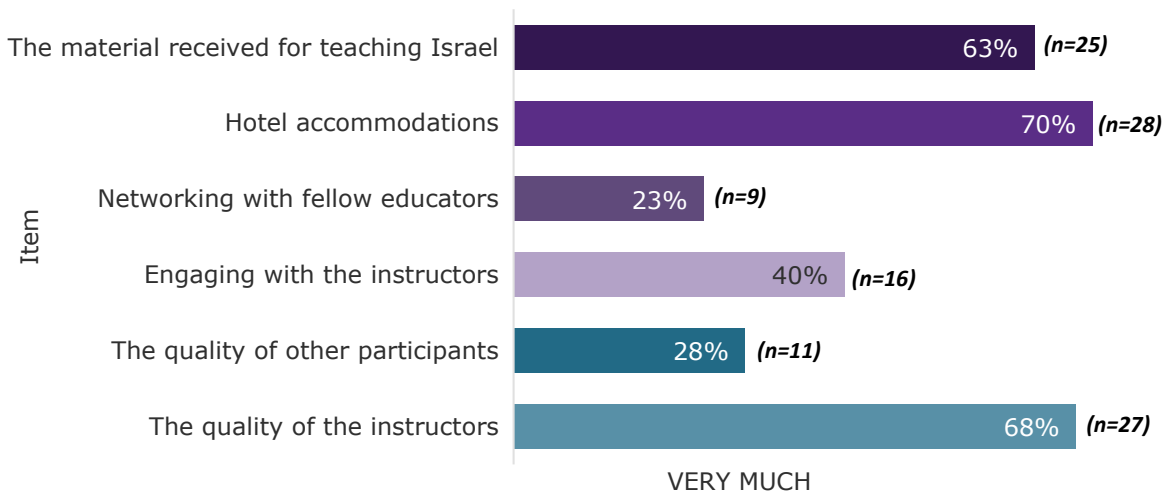
These themes were prominent in how interviewees talked about what they gained from the Workshop. "*The main thing we came back with was ways to teach Israel in a meaningful way to students. Students can discover on their own without shoving beliefs down their throat. I give them the whole picture and they come to their own conclusions.*" To some extent this is about learning particular techniques, something that many teachers seek from professional development experiences, but it also seems to be about educators coming to think differently about themselves as people who teach about Israel and about how their students might learn.

Other interviews said this well: the workshop "*certainly helped with my own engagement with the material in terms of character building, understanding, and knowledge.*" Or, as another said, "*Most important was my own learning,*" even if it "*has not affected my teaching very much.*" This sense of being personally impacted derived from being treated respectfully during their time at the Workshop, from the sophistication of the material to which they were exposed, and the sense of being taken seriously and treated like real adult learners. Paradoxically, while some interviewees noted that the material was too advanced or sophisticated to share with their own students, something we have already noted, it was this very sophistication that contributed to the participants' own sense of having grown and having been stretched.

A finding worth noting that is evident from EXHIBIT 11 is how much less satisfied alumni were with the mix of fellow participants and the opportunities they had to network with them. This is a theme that surfaced in many interviews. Interviewees conveyed how, because half of their fellow participants did not come from day schools, they felt that they had little in common with them, and that they missed the kind of sharing opportunities that come from professional development experiences such as this. Additionally, because participants also came to the Workshop with such a range of prior

knowledge of the topics covered, some interviewees also expressed frustration at the lack of differentiation in terms of the management of learning during the course of the Workshop. We found that the one aspect of the Workshop where alumni recommended change was in seeking greater differentiation within the program between those who worked in day schools and those who worked in supplementary schools.

INSTITUTIONAL CHANGE

Our conclusion – supported by much of what we have already noted – is that the Workshop's impact has been greatest on extending the educational aspirations and instructional capacities of individual participants. This seems to be a constant throughout both the quantitative and qualitative data. When it comes to impacting schools, and in particular to impacting schools beyond the classrooms of individual alumni, the Workshop's influence is harder to assess.

Much is beyond the control of the CIE. We noted earlier, how many alumni have moved on from the schools from which they came to the workshop. We cannot know how many of these people are still using what they learned or gained at the Workshop.

Other alumni might still be in the same school, but their teaching assignments may have changed. A fascinating example was provided by one alumna who was viewed by CIE as an especially strong advocate for the program. When our team reached out to interview her, she responded that it wouldn't be worthwhile. She hadn't really had an opportunity to implement what she had learned at the workshop because her teaching assignment had been changed to teaching lower grades in the school. This change was beyond her control and the control of the Workshop organizers.

We have also seen that even when alumni return to their previous positions and remain in them, they can feel constrained by the curriculum they are required to teach. They feel that they could teach about Israel differently, but they express a sense that it is not always possible to do so, whether because of a lack of support from their own supervisors or because of their own reticent about doing things differently. At best, these teachers tinker with those things over which they have greatest control, something that is a common phenomenon among those who return from professional development experiences no matter how inspiring.

Our interviews with administrators confirm, then, that the Workshop has had greatest impact on schools when the professional leaders of schools have themselves been most invested in making the most of what the Workshop offers. When schools are invested in this way, they send more than one or two teachers to participate or they send relatively senior members of staff. When schools do utilize the Workshop in this way, the consequences can be dramatic.

An exemplary case

As part of the qualitative data collection component of our work we interviewed two teachers and one administrator from a medium-size K-8 community day school on the east coast. What we learned can be exemplary for others.

In this instance, the school sent two teachers together to the Workshop with the goal that on their return they would lead the design of a new curricular strand that would touch all students in the school. At that time, the school was experimenting with creating a special session each week for all students to

be engaged with common content. They had not originally thought of using this time to teach about Israel, but following the teachers' return from the Workshop they were willing to experiment.

Since their return, the two teachers have been able to continue to work together. With the strong support of the administration, these teachers – who are not senior members of staff themselves - have been functioning as consultants to other teachers – their peers – in helping them integrate Israel in to other teachers' classrooms. In short, the ripple effects from time at the Workshop continue to ripple across the school.

What happened in this school is instructive. School leadership saw the Workshop as a stimulus to change. They committed personnel to make it possible, and they provided a kind of blank slate on which these teachers could develop their vision. Such propitious circumstance are not present in most schools, but it is instructive to see what is possible when school leaders are willing to commit time and personnel, and where organizational system of the school was accommodating.

CONCLUSIONS

While the case of this particular school is inspiring and instructive, it does not reflect how the leadership in most Jewish day schools view the task of Israel education, and what they see they can gain from the Workshop. Indeed, CIE leaders do not market the Workshop as an agent of transformative change. The CIE budget does not currently provide for extensive follow-up with alumni let alone with individual schools, even while alumni indicate that they would very much appreciate the opportunity to receive continuing training from CIE.

The Workshop's impact is greatest on individuals who experience serious instruction in how to teach about Israel for the first time in their professional careers. If groups of teachers would come from the same school to the same Workshop session– something we strongly recommend – the results would be exponentially great. A cadre of teachers rather than just a committed individual would return to schools inspired and capable of doing things better.

One could speculate that if those who come to the Workshop were primarily responsible for teaching history or teaching politics, then perhaps the Workshop's impact on schools would be greater. But then those responsible for teaching about Israel in day schools are teachers of Bible and/or Rabbinics, or they are Hebrew teachers. That is the reality with which the CIE must wrestle. It is appropriate therefore that these teachers do participate in the Workshop even while much of what they learn does not directly relate to a large part of what they are asked to teach by their schools.

For the moment, the Workshop has greatest impact on one teacher at a time. Its impact occurs through the agency of individual teachers, less though the agency of schools as institutions. When the circumstances allow, these individual teachers are enabled by the Workshop to teach about Israel in ways that are often radically different from what they were doing previously. The Workshop equips teachers to raise the bar in terms of the quality and sophistication of what they teach.

APPENDIX I:
ALUMNI SURVEY

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Center for Israel Education
CIE / ISMI 2010-2014 Workshop Evaluation
Final Student Survey Instrument
July 23rd, 2015

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Email Subject Line: CIE/ISMI Workshop - Making contact on behalf of the AVI CHAI Foundation

Dear [First Name],

You are receiving this email as someone who participated in the **Center for Israel Education** summer workshop for pre-collegiate teachers.

A team from Rosov Consulting has been recruited to collect data from program alumni about their experiences in the workshop and about their use of resources from the workshop. Please do complete the survey below. It will take approximately 10-15 minutes of your time.

[Survey Link]

Your open and honest feedback is extremely important. Rest assured, nothing you share will be attributable to you personally. The information you provide will only be summarized by the research team in the aggregate.

If you have any questions or concerns, including any difficulty in accessing or completing the survey, please contact Carol Dweck Goldman at:

cdgoldman@rosovconsulting.com or 510.848.2502 ext. 173.

Thank you again for your participation.

The Rosov Consulting Team.

Post ISMI / CIE Workshop Survey

Q2 ISMI / CIE Workshop

Q3 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 (4)

Answer 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

Q4 In which day school do you currently work?

Answer If Are you currently a teacher or an administrator at a Jewish day school? Yes. I am both a teacher and
an administrator Is Selected

Q5 What other responsibilities do you have in your school?
❍ Specialist personnel (such as guidance counselor; school psychologist) (1)
_____
❍ Informal educator (2)
❍ School Rabbi (3)
❍ Other (please specify) (4) _____

Answer If Are you currently a teacher or an administrator at a Jewish day school? Yes. I am an administrator Is
Selected

Q65 What responsibilities do you have in your school?
❍ Specialist personnel (such as guidance counselor; school psychologist) (1)
_____
❍ Informal educator (2)
❍ School Rabbi (3)
❍ Other (please specify) (4) _____

Answer If Are you currently a teacher or an administrator at a Jewish day school? No. I am neither a teacher
nor an administrator Is Selected

Q64 Please indicate, if you are currently employed, what you do:

Q6 In what year did you attend the ISMI/CIE workshop?
❍ Before 2010 (1)
❍ 2010 (2)
❍ 2011 (3)
❍ 2012 (4)
❍ 2013 (5)
❍ 2014 (6)

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 your students (3)	○	○	○	○	○
Connect with other educators who are teaching about Israel (4)	○	○	○	○	○
Access materials to teach about Israel (5)	○	○	○	○	○

Q8 To what extent do you disagree/agree 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/Biblical connection to the land of Israel (1)	❍	❍	❍	❍	❍
Origins of Zionism and its complexities (2)	❍	❍	❍	❍	❍
Yishuv period and how the State was built (3)	❍	❍	❍	❍	❍
Israeli political system (4)	❍	❍	❍	❍	❍
Israeli foreign policy (5)	❍	❍	❍	❍	❍
Israeli literature (6)	❍	❍	❍	❍	❍
Israeli music (7)	❍	❍	❍	❍	❍
US-Israeli relationship (8)	❍	❍	❍	❍	❍
Israel and its neighborhood (9)	❍	❍	❍	❍	❍

Q9 To what extent do you disagree/agree 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 and writing curriculum (6)	○	○	○	○	○

Q10 How often have you been using the materials you received in the ISMI/CIE workshop in the following areas:

	Not At All (1)	A Little Bit (2)	Somewhat (3)	A Great Deal (4)	All Of The Time (5)
Jewish/biblical connection to the land of Israel (1)	❍	❍	❍	❍	❍
Origins of Zionism and its complexities (2)	❍	❍	❍	❍	❍
The Yishuv period and how the State was built (3)	❍	❍	❍	❍	❍
Israeli political system (4)	❍	❍	❍	❍	❍
Israel foreign policy (5)	❍	❍	❍	❍	❍
Israeli literature (6)	❍	❍	❍	❍	❍
Israeli music (7)	❍	❍	❍	❍	❍
US-Israeli relationship (8)	❍	❍	❍	❍	❍
Israel and its neighborhood (9)	❍	❍	❍	❍	❍

Q11 How often do you employ the following strategies when you teach about Israel:

	Not At All (1)	A Little Bit (2)	Somewhat (3)	A Great Deal (4)	All Of The Time (5)
Technology in the classroom (1)	○	○	○	○	○
Differentiated Instruction (2)	○	○	○	○	○
Informal and Experiential (3)	○	○	○	○	○
Techniques, simulation etc. (4)	○	○	○	○	○
Using Primary Sources (5)	○	○	○	○	○
Integrating content into existing curricula (6)	○	○	○	○	○
Developing lesson plans and writing curriculum (7)	○	○	○	○	○

Q12 Which of the following strategies was influenced/changed by your participation in ISMI/CIE workshop?(Check 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 and writing curriculum (6)

Q13 To what extent has your use of these strategies changed since attending the ISMI/CIE workshop?

Q14 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)	❍	❍	❍	❍	❍

Q15 How likely would you be to recommend the CIE workshops to other teachers?
❍ 0 (0)
❍ 1 (1)
❍ 2 (2)
❍ 3 (3)
❍ 4 (4)
❍ 5 (5)
❍ 6 (6)
❍ 7 (7)
❍ 8 (8)
❍ 9 (9)
❍ 10 (10)

Q16 Compared to other professional development workshops and seminars you attended 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)
- ❍ N/A (6)

Q17 Compared to other professional development workshops and seminars you attended 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)
- ❍ N/A (6)

Q39 Teacher's Profile

Q40 What is your gender?
- ❍ Male (1)
- ❍ Female (2)

Q41 How old are you?
- ❍ 20-29 (1)
- ❍ 30-39 (2)
- ❍ 40-49 (3)
- ❍ 50-59 (4)
- ❍ 60-69 (5)
- ❍ 70+ (6)

Q42 Do you identify as Jewish?
- ❍ Yes (1)
- ❍ No (2)

Q43 Where were you born?
- ❍ North America (1)
- ❍ Latin America (2)
- ❍ Israel (3)
- ❍ FSU (4)
- ❍ Other (5)

Q44 When did you move to the US?
- ❍ Before 1970 (1)
- ❍ 1971-1980 (2)
- ❍ 1981-1990 (3)
- ❍ 1991-2000 (4)
- ❍ 2001-2010 (5)
- ❍ Since 2010 (6)

Q45 How long have you been a teacher?
- ❍ 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)

Q46 How long were you a teacher?
- ❍ 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)

Q47 Have you left the school where you were teaching at the time you participated in the ISMI/CIE workshop?
- ❍ Yes, I switched to a different school (1)
- ❍ Yes, I no longer work in a day school (2)
- ❍ No (3)

Q48 How long have you worked in your current school?
- ❍ 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)

Q49 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)

Q50 What subjects do you teach? (Select all that apply):
- ❑ Jewish history (1)
- ❑ Bible/Tnakh (2)
- ❑ Rabbinics (3)
- ❑ Hebrew language and/or literature (4)
- ❑ General History (5)
- ❑ Politics / Sociology (6)
- ❑ Other (7) _____

Q51 What subjects did you teach? (Select all that apply):
- ❑ Jewish history (1)
- ❑ Bible/Tnakh (2)
- ❑ Rabbinics (3)
- ❑ Hebrew language and/or literature (4)
- ❑ General History (5)
- ❑ Politics / Sociology (6)
- ❑ Other (7) _____

Q52 What is the highest academic degree that your hold?
- ❍ High school graduation certificate (1)
- ❍ BA/BSc (2)
- ❍ MA/MSc (3)
- ❍ PhD (4)

Q53 In what subject area is your highest academic degree?
- ❍ A foreign Language (1)
- ❍ Jewish studies (2)
- ❍ History or Politics (3)
- ❍ Education (4)
- ❍ Literature or Culture (5)
- ❍ Other (6) _____

Q54 What kind of teaching certification do you have? (Please indicate all of those that apply):
- ❑ I don't have any certification (1)
- ❑ BEd (2)
- ❑ M.Ed (3)
- ❑ Certification from a Jewish accrediting body (4)
- ❑ Certification that is recognized by the state or province (5)

Q55 Have you ever visited Israel?
- ❍ Yes (1)
- ❍ No (2)

Q56 Since you left, how often have you visited Israel?
- ❍ Never (1)
- ❍ Once (2)
- ❍ Twice (3)
- ❍ Three times (4)
- ❍ Four times or more (5)

Q57 How often have you visited Israel?
- ○ Never (1)
- ○ Once (2)
- ○ Twice (3)
- ○ Three times (4)
- ○ Four times or more (5)

If Never Is Selected, Then Skip To End of Survey

Answer If Where were you born? Israel Is Selected

Q58 Since you left, have you spent more than 3 months in Israel?
- ○ Yes (1)
- ○ No (2)

If No Is Selected, Then Skip To End of Survey

Answer If Have you ever visited Israel? Yes Is Selected

Q59 Have you spent more than 3 months in Israel?
- ○ Yes (1)
- ○ No (2)

If No Is Selected, Then Skip To End of Survey

Answer If In what circumstances? (Select all that apply) Academic Studies Is Selected Or In what circumstances? (Select all that apply) Academic Studies Is Selected

Q60 In what circumstances? (Select all that apply)
- ❑ Academic Studies (1)
- ❑ Work related (2)
- ❑ Family lived or lives there (3)
- ❑ Served in the army (4)
- ❑ Immigrated there or my family did (5)
- ❑ Other (6) _____

Q61 Please answer the following two questions so we can hear about your impressions of the workshop in your own words:

Q62 In what way, if at all, has the workshop training been helpful to you?

Q63 In what way, if at all, has your approach to teaching changed as a result of the workshop?

Q18 Israel in Your School

Q19 Is any member of your faculty designated as an Israel education coordinator?
- ○ Yes (1)
- ○ No (2)

Q20 Please specify what proportion of a full-time appointment this is:

Q21 Do you have a required course exclusively dedicated to Israel education?
❍ Yes (1)
❍ No (2)

Q22 Please specify grade levels (select all that apply):
❑ 1 (1)
❑ 2 (2)
❑ 3 (3)
❑ 4 (4)
❑ 5 (5)
❑ 6 (6)
❑ 7 (7)
❑ 8 (8)
❑ 9 (9)
❑ 10 (10)
❑ 11 (11)
❑ 12 (12)

Q23 Please specify the approximate number of hours:
❍ 10 (1)
❍ 20 (2)
❍ 30 (3)
❍ 40 (4)
❍ 50 (5)
❍ 60+ (6)

Q24 Does your school run any kind of trip to Israel?
❍ Yes (1)
❍ No (2)

Q25 For how long is the trip?
❍ Less than 2 weeks (1)
❍ 2-4 weeks (2)
❍ One month or more (3)

Q26 For which grades is the trip? (Select all that apply):
- ❑ Grade 6 (1)
- ❑ Grade 7 (2)
- ❑ Grade 8 (3)
- ❑ Grade 9 (4)
- ❑ Grade 10 (5)
- ❑ Grade 11 (6)
- ❑ Grade 12 (7)

Q27 When was the first year that your school conducted a trip to Israel?
- ○ Before 2010 (1)
- ○ 2010 (2)
- ○ 2011 (3)
- ○ 2012 (4)
- ○ 2013 (5)
- ○ 2014 (6)
- ○ 2015 (7)

Q28 Which of the following occur at your school? (Check all that apply)
- ❑ Hatikvah sung every day or every other day (1)
- ❑ Yom Ha'atzmaut celebration (2)
- ❑ Visits from Israeli youth (3)
- ❑ Israel culture events (e.g. rikudia, zimriya, film festival, etc.) (4)
- ❑ Israel advocacy events (such as visits by politicians, army representatives, lobby organizations, etc.) (5)

Q29 Since when have these things occurred at your school?

Q30 Does your school have an active relationship or partnership with any Israeli school?
- ○ Yes (1)
- ○ No (2)

Q31 When did this partnership begin?
- ○ Before 2010 (1)
- ○ 2010 (2)
- ○ 2011 (3)
- ○ 2012 (4)
- ○ 2013 (5)
- ○ 2014 (6)
- ○ 2015 (7)
- ○ I don't know (8)

Q32 How often does your school connect with your partner school in Israel?
- ❍ Once a year (1)
- ❍ Twice a year (2)
- ❍ Three times a year (3)
- ❍ Four times a year (4)
- ❍ Five or more times a year (5)

Q33 Does Israel or things connected to Israel show up in your school within any of the following? (Check all that apply)
- ❑ Bulletin boards around the school (1)
- ❑ Service or volunteer work that your school does in the community (2)
- ❑ General studies classes (3)
- ❑ Jewish studies classes (4)
- ❑ School Shabbatons (5)
- ❑ Special assemblies (6)
- ❑ Prayer (7)
- ❑ Hebrew classes (8)
- ❑ Lunch-breaks or recess (9)

Q34 To what extent have these things become more common in your school since you attended the ISMI/CIE workshop?

Q35 In the years since the ISMI/CIE workshop, I have found teaching Israel in my school has become more difficult:
- ❍ Agree (1)
- ❍ Disagree (2)

Q36 In what way?

Q37 Are you interested in receiving more support from CIE?
- ❍ Yes (1)
- ❍ No (2)

Q38 Which of the following would you be interested in? (Check 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)

APPENDIX II:
ALUMNI INTERVIEW PROTOCOL

Center for Israel Education
CIE / ISMI 2010-2014 Workshop Evaluation

PREAMBLE - re confidentiality, thanks for participating; reminder about the project...rosov Consulting team hired by the AVI CHAI Foundation to evaluate the summer workshop of the Center for Israel Education....

1. Can you tell me about about yourself and what your responsibilities are in the school?

2. Since when have those responsibilities included teaching about Israel? What does that involve? What does that look like (in your classroom)?

3. When did you attend the the CIE workshop? How did that come about? At your own initiative? Someone else's suggestion?
   Did you attend with anyone else from your school?

4. What was the main thing you got from participating in the workshop?

   a. In general, how do you think the workshop impacted your teaching about israel?

5. Of the topics covered at the workshop (such as origins of Zionism and Israeli culture), which do you use in your own teaching?
   a) Jewish/Biblical connection to the land of Israel
   b) Origins of Zionism and its complexities
   c) Yishuv period and how the State was built
   d) Israeli political system
   e) Israeli foreign policy
   f) Israeli literature
   g) Israeli music
   h) US-Israeli relationship
   i) Israel and its neighborhood

6. Which materials from the workshop, if any, have you used and are still using?
   a. How do you utilize them in your classroom?

7. Describe how you think your pedagogy was influenced by your participation in CIE?
    a) Technology in the classroom
    b) Differentiated Instruction
    c) Informal and experiential techniques, simulation etc.
    d) Using primary sources
    e) Integrating content into existing curricula
    f) Developing lesson plans and writing curriculum

8. Has your participation in CIE influenced the school outside your classroom?
    a. In what ways in particular?

9. Are there any ways in which impact of participating in the workshop might be increased?
    a. ...whether through changes in your school?
    b. ...or through changes in how the workshop is organized?

APPENDIX III:
ADMINISTRATOR INTERVIEW PROTOCOL

Center for Israel Education
CIE / ISMI 2010-2014 Workshop Evaluation

1. How long have you been at the school...and does it predate the school's involvement with the CIE.
   [probe: the following questions will be slightly different depending on how Q1 is answered.]

2. When did you first hear about CIE?

3. How did you decide to send teachers (as individuals or in pairs/groups)?

4. What were your expectations upon their return? What were you hoping they would get out of the workshop?

5. What did Israel education look like before teachers participated in CIE?

6. What does it look like now? How do you think the workshop impacted teaching about Israel in your school?
   a. inside the classroom/ outside the classroom?
   b. topics-wise?
   c. pedagogically?

7. What sort of follow up or support is there for teachers who participated in CIE?

8. Are there any ways in which impact of participating in the workshop might be increased?

   a. ...whether through changes in your school?
   b. ...or through changes in how the workshop is organized?

9. Are there other professional development opportunities for teachers who do Israel education?
   [How do these compare in what they're trying to achieve and in their quality.]

10. Are there any other things we should have covered that i did not raise with you?

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