



**PROGRAM ASSESSMENT: CIE EDUCATOR
ENRICHMENT WORKSHOP, DAY SCHOOL
INITIATIVE, SUMMER CAMP INITIATIVE, AND
TEEN ISRAEL ENRICHMENT**

EXECUTIVE SUMMARY

Center For Israel Education

Demographic Perspectives, LLC

June 2019

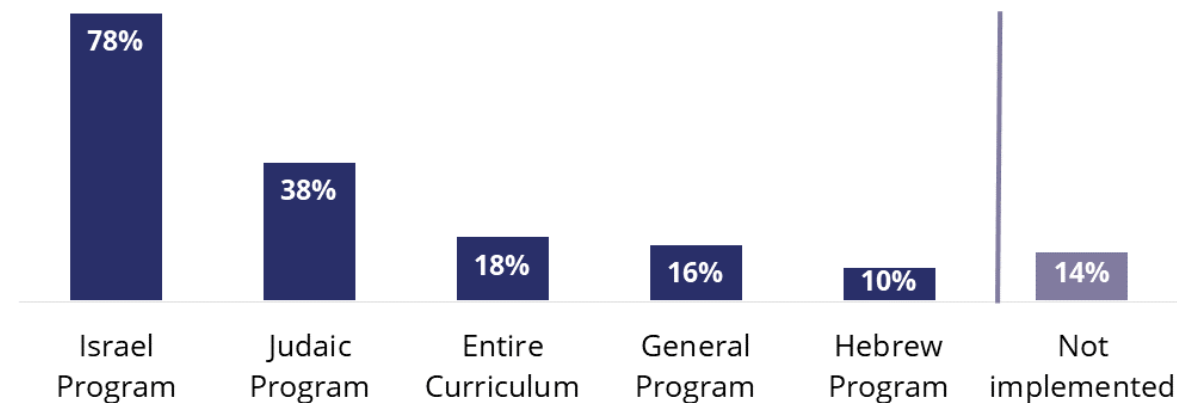
CIE/ ISMI SUMMER EDUCATORS/ TEACHER ENRICHMENT WORKSHOP

- Assessment results obtained from end of program self-evaluation feedback, DP phone interviews, and DP Survey
- High degree of satisfaction with CIE programming and dedicated, knowledgeable staff
- All CIE programs are typically identified by DP interviewees as:
 - **'Unique'** comprehensive Israel programming without a political or religious bias
 - **'Valuable'** with new, innovative pedagogy of Israel history, politics and culture
- Robust assurance of implementation of CIE programming within curriculums
- Strong recommendation of CIE programming to peers and institutions

PROGRAMMING AND CONTENT

- **More than ¾** of survey respondents anticipate CIE programming to be implemented into an Israel Program (see chart)
- Overall, survey respondents are **very satisfied** with the organization of the program, the program staff and the use of primary sources (Survey Mean: 4.6*)
- ‘Modern Israel History, Politics and Culture’ is the most effective content of the program, per interviewees and survey
- **Networking**, with CIE staff and other attendees, considered valuable part of the Educator Workshop
- After workshop, **CIE website is used consistently** by participants, especially for primary sources

Anticipated Areas of Program Implementation
(survey respondents)



Multiple answers possible: percentages do not add to 100%.

* Scale: (1) Not at All Satisfied, to (5) Very Satisfied.

PROGRAM SATISFACTION AND RECOMMENDATION

- 72% of respondents gave CIE the **highest satisfaction level**



"No expectations but content was really thorough--almost overwhelming and CIE did a phenomenal job of providing material for different age groups and different types of schools."

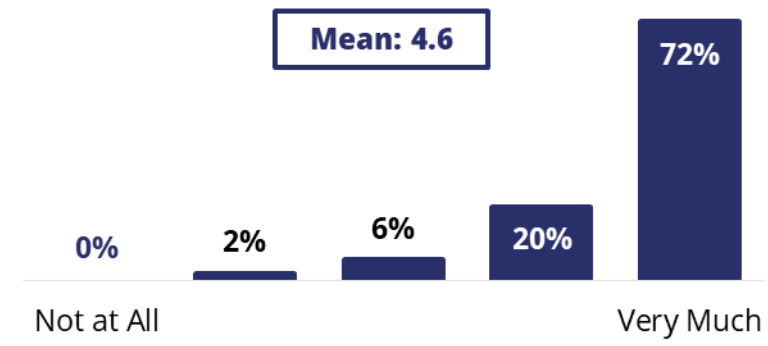
"Best Israel program I have attended because they have no political or social agenda; they use primary sources, let your make your own decisions and help you determine real applications for your school."

- 80% of respondents noted that they would **strongly recommend** the program

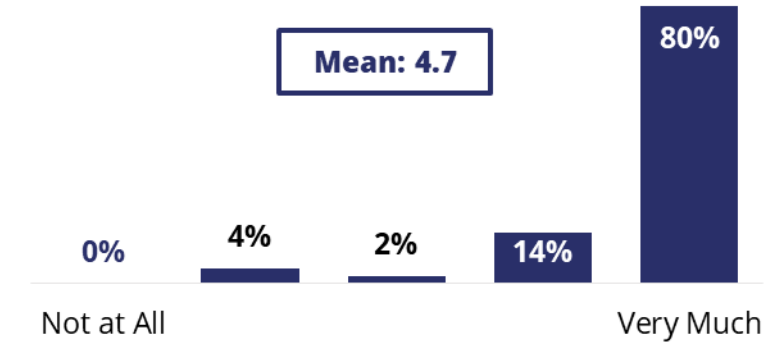


"I was so impressed with this program at such a low cost; I recommended it to many of my peers."

Satisfaction With CIE Program



Likelihood Recommending CIE Program



Scale: (1) Not at All, to (5) Very Much

■ Survey Respondents

PARTICIPANT CONSTRUCTIVE SUGGESTIONS

ADAPT PROGRAMMING:

- Develop 'pre-work' so that all participants have the same knowledge base
- Construct a rubric with evaluation criteria, goals, milestones, regular check-ins and a timetable to implement programming
- Focus on the reality of current Israeli politics and policies so that teachers are better able to clarify this for students
- Include more free time and additional networking time in the schedule

AFFECT PARTICIPANTS:

- Incorporate more general studies educators to affect whole school curriculums
- Promote more cross-pollination in networking

NEXT STEPS:

- Develop a LEVEL 2 CIE program that builds on the information in this workshop
- Create a CIE program in Israel for Educator Workshop alums

DAY SCHOOL INITIATIVE EXECUTIVE SUMMARY

- Majority of respondents (interviews and survey) were in Judaic Studies
- Guidance and structure of CIE curriculum added valuable intentional background and content
- CIE staff support and responsiveness was consistently praised
- Educators appreciated update of Israel educational programming with fresh, creative and relevant material
 - Underscored access to website and easily accessible primary sources
- Interviewees noted that DSI would benefit from more structure, a timetable, benchmarks and goals
- Educators noted that addressing diversity of opinions about Israeli policies and politics and modeling techniques to teach them more effectively would be valuable to both teachers and their students
- Political biases of CIE were mentioned by interviewees but opinions on political leanings of CIE were diverse

DAY SCHOOL INITIATIVE EXECUTIVE SUMMARY (CONT'D)

- Harder to implement CIE program in schools in transition and schools with competing priorities
- Be clear with new schools that implementing CIE program will take considerable time, energy and effort from staff

Constructive Suggestions:

- Implementing DSI in a school is much more effective with prior planning, educator and administrative cooperation and, the development of 'purposeful and intentional' goals
- Implement regular check-in with CIE to hold staff accountable
- Construct a rubric with evaluation criteria, benchmarking, goals and timetable for program design and administer formal evaluation process
- Encourage more collaboration between General Studies and Judaic Studies
- Create a CIE program in Israel for students in schools that are currently participating in the DSI

SUMMER CAMP INITIATIVE EXECUTIVE SUMMARY

- Camp senior leadership sent staff
- Providing creative camp-oriented programming for children was very useful
 - Most noted that programming was sophisticated and nuanced
- History, geography and culture was valuable for counselors and administrators

Constructive Suggestions:

- Scheduling of program just prior to camp beginning was difficult for administrators
- Website very useful but hard copy material would be helpful
- Several administrators wanted to know more about what other camps are doing in terms of Israel programming
- Need formal evaluations after program

TEEN ISRAEL LEADERSHIP WORKSHOP EXECUTIVE SUMMARY¹²

- Friends and friends of parents recommended program
- Teens appreciate social interaction with Jewish teens from around the country
- Focus on Israeli current events, Israeli-Palestinian conflict and Arab-Israeli geo-politics
- Teens valued focus on policies and politics in Israel
- Teens note how important it is to be informed and educated so that they can discuss Israel effectively with peers
- Minimal follow up with CIE but significant networking with other teens
- 2 day weekend is very rushed

Constructive Suggestions:

- Review scheduling of the program for a 3 day weekend (more time to process and network) and ensure no overlap with national Jewish Teen conventions
- Consider developing a CIE Teen program in Israel
- Implement formal evaluations for program



PROGRAM ASSESSMENT: DAY SCHOOL INITIATIVE, SUMMER CAMP INITIATIVE, AND TEEN ISRAEL ENRICHMENT

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Demographic Perspectives, LLC

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PROJECT OVERVIEW

PROGRAM ASSESSMENT

PROGRAM ASSESSMENT:

A process used to provide a program with feedback on its performance with the intent of helping improve the program and in particular, improve learning outcomes

PROGRAM ASSESSMENT

Program Assessment focuses on what and how a program is contributing to the learning and development of participants as a group and to their learning outcomes.

Assessment helps programs:

- Discover through empirical evidence participants' learning outcomes
- Identify gaps in learning areas
- Inform teaching pedagogy by aligning best practices with learners' needs
- Make informed decisions; guide curriculum, course action, and revision
- Demonstrate overall program effectiveness; showcase participant learning - "what works"

<https://www.rit.edu/academicaffairs/outcomes/program-level-assessment>

PROJECT METHODOLOGY



- **Previous Research:** self-evaluations
- Phone interview protocol and online survey questionnaire developed in conjunction with CIE team
- Findings reference both online survey and interviews
- Interviewees and survey respondents may overlap, but questions were fairly discrete



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EXECUTIVE SUMMARY

DESCRIPTION OF PROGRAMS

- 3 programs focused on specific populations; Summer Camp Initiative and Teen Israel Leadership Workshop are new

Day School Initiative:

- Creative pedagogy and 'primary source' infused curriculum to boost Israel education in Jewish Day Schools
- 3 year program with dedicated staff input

Jewish Summer Camp Initiative:

- Program geared for camp staff with tools and materials to be used in programming with children
- For camp administrators and counselors

Teen Israel Leadership Workshop:

- Enhance Israel knowledge and provide skills to share that knowledge with peers
- Weekend retreat for 10th and 11th grade high school students with webinars and project

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BACKGROUND RESEARCH

BACKGROUND RESEARCH

- Currently, only informal self-evaluations conducted with CIE staff



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PROGRAM DESCRIPTIONS

DAY SCHOOL INITIATIVE

Goal: Help Jewish day schools enhance the way that Israel is taught and learned through professional development seminars, mentoring and curricular resources

- Three year intensive program for K-12 Day schools with dedicated staff
- Integrate Israel holistically into school curriculum at all ages
- Curriculum infused with primary sources and innovative learning activities for use by educators
- Provide online learning modules and access to CIE website for additional resources

SUMMER CAMP WORKSHOP

Goal: Provide Israel education and guidance on effective Israel programming during the summer for staff of Jewish summer camps

- Three day enrichment seminar for Jewish summer camp administrators and counselors
- Provide online resources and continuing programming for camp staff and campers
- Develop with staff Israel education activities appropriate for summer camp environments
- Emphasize engagement by temporary camp staff in their college environments

TEEN LEADERSHIP ENRICHMENT

Goal: To enhance teens' Israel knowledge and provide them with valuable skills for sharing that knowledge with others

- Weekend retreat, webinars and Israel Learning project to be shared with local Jewish institution for teens in grades 10 and 11
- Engage teens by providing enrichment and resources on Israel's history, politics and culture
- Guide teens in best practices for sharing their knowledge with peers



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SURVEY AND INTERVIEWEE PROFILE

WHO RESPONDED?

- Minimal response for survey, but data supports Interview findings

DAY SCHOOL INITIATIVE

10 INTERVIEWEES

12 SURVEY RESPONDENTS



11 / 22 are teachers



11 / 22 are administrators

SUMMER CAMP WORKSHOP

6 INTERVIEWEES

2 SURVEY RESPONDENTS



2 / 8 are counselors



6 / 8 are administrators

TEEN LEADERSHIP WORKSHOP

11 INTERVIEWEES

8 SURVEY RESPONDENTS



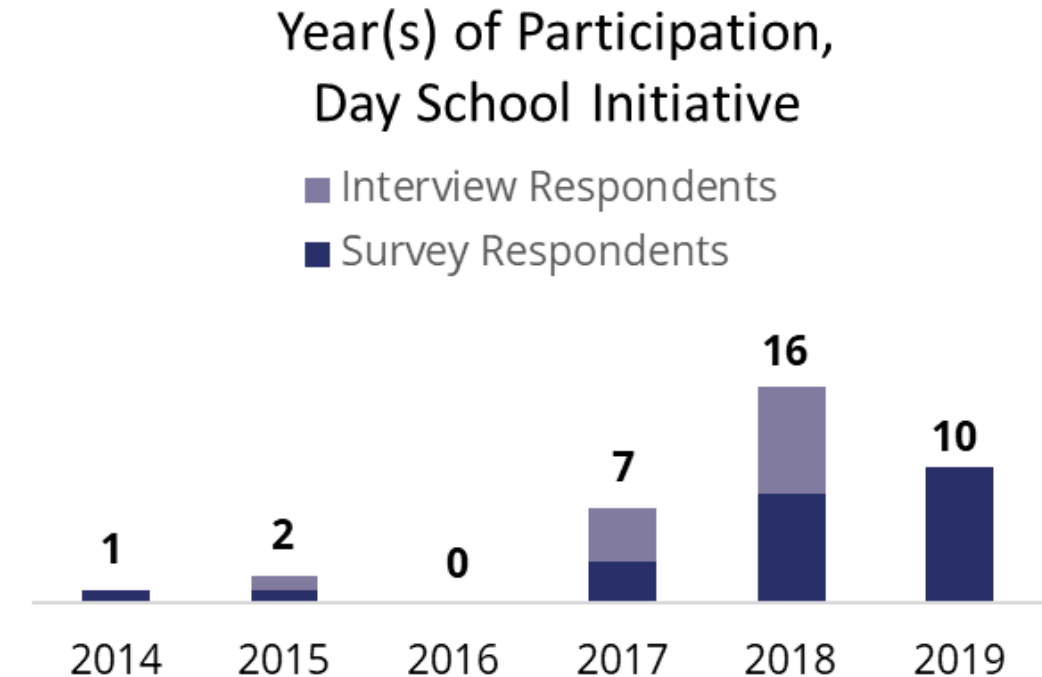
5 / 19 are educators



14 / 19 are students

PARTICIPATION YEAR

- **Day School Initiative:** 3 interviewees and 11 out of 12 survey respondents were involved in more than one year
- **Summer Camp Workshop:** all attended in 2018 (new program)
- **Teen Leadership Enrichment:** all attended in 2018 (new program)



Multiple answers possible: percentages do not add to 100%.



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INTERVIEW AND SURVEY HIGHLIGHTS



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DAY SCHOOL INITIATIVE

PREVIOUS RESEARCH

- Currently, only informal evaluations conducted by CIE staff
 - School contacts reflected on accomplishments and obstacles
 - Not all schools participated

WHY IS THE INITIATIVE IMPORTANT?



“The CIE program is intelligent, focusing on content not advocacy and challenges a school to build a new curriculum emphasizing Israel.”

STUDY POPULATION

DAY SCHOOL INITIATIVE

10 INTERVIEWEES



4 are teachers



6 are administrators

12 SURVEY RESPONDENTS



7 are teachers



5 are administrators

Locations:

- Bronfman Jewish Education Center, Montreal, Canada
- Denver Jewish Day School, Denver, CO
- Frankel Jewish Academy, Detroit, MI
- Hillel Day School, Detroit, MI
- King David High School, Vancouver, Canada
- Lanier School, Los Angeles, CA
- Pressman Academy, Los Angeles, CA
- Vancouver Talmud Torah School, Vancouver, Canada

CURRICULAR AREA OF FOCUS

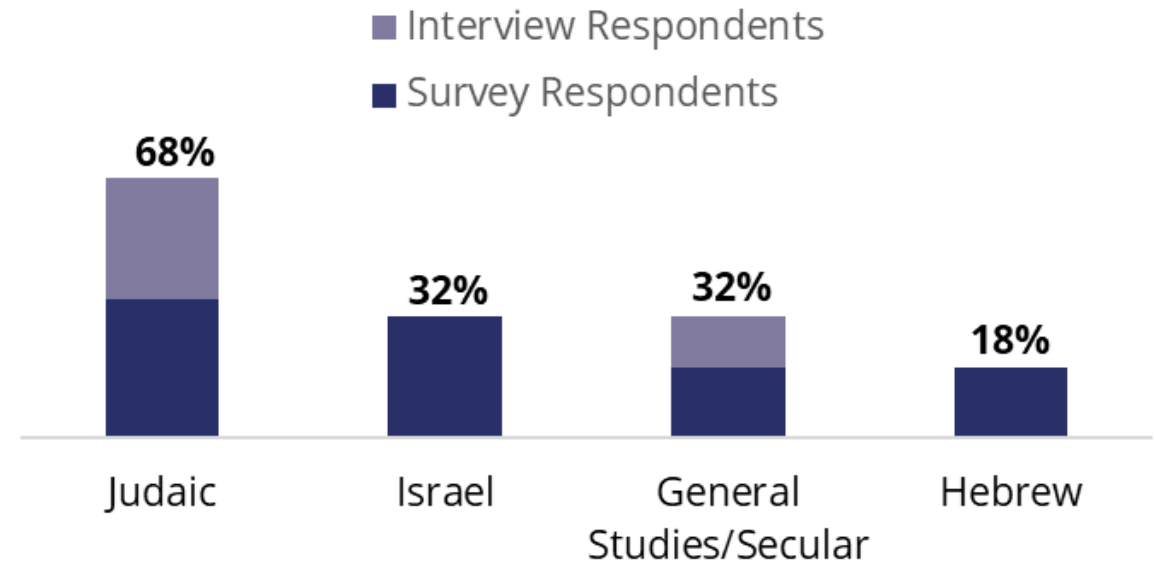
Interviewees:

- Judaic - 7
- General Studies - 3

Survey Respondents (overlapping):

- Judaic - 8
- Israel - 7
- Hebrew - 4
- General Studies - 4

Curricular Area of Focus, Day School Initiative



Multiple answers possible: percentages do not add to 100%.

CONTENT: WHY IS YOUR SCHOOL INVOLVED?

- DSI created a more balanced curriculum on Israel
- DSI helped to model how Israel can be taught effectively
- DSI adds purposeful and intentional background and content on Israel to school curriculum



“Israel has always been a part of our curriculum but Israel has changed and we needed to evolve our program; CIE provided the guidance and structure to do that.”

“We had used Israel in our classes but not in the same way we do now.”

“We wanted more enriching experiences using, art, music, science and history.”

“DSI helped us highlight and emphasize Israel in our curriculum.”

CONTENT: WHAT WAS MOST USEFUL?

- Survey findings suggest that ‘innovative learning,’ and ‘use of unbiased and neutral materials’ were the least effective aspects of the CIE program and content, when implementing in the school*



“The Educator’s Workshop curriculum was good but DSI provided more information on how to effect change, inspire people to teach Israel differently.”

“CIE allows a custom design for each school.”

“When we became part of the Day School Initiative, the Director of our school created a team to adjust our curriculum and incorporate the CIE program.”

“We were already teaching Israel but we make too many assumptions that kids understand Israel when they really don’t.”

* Other aspects are: educational programming, modern Israel history, politics, and culture, use of primary sources, guidance for incorporating Israel material into curriculum.

Source: Interviews and survey.

IMPACT OF INNOVATIVE MATERIAL

- While survey responses only indicated that innovative learning techniques were helpful (Mean: 3.7*), Interviewees answered an explicit question and identified specific activities that they remembered as being fresh and creative



“We received hands-on activities that we could use in the classroom, ways to engage students with the material and connections with other teachers through the website.”

“The Zionism session where students had to put together photos from puzzle pieces, add bios, quotes and names.”

“We used songs based on poetry and showed how through that, contemporary Israeli issues are being dealt with.”

“They showed us how to integrate the Israeli Peace Process into the curriculum.”

“We have used the programs about water through different lenses and the comparison of the elections in Israel versus US and UK very effectively.”

“I taught the Arab-Israeli conflict with the CIE approach where ‘less is more’ – simple and very helpful.”

* Scale: (1) not at all helpful, to (5) Very Helpful.

Source: Interviews and survey.

CIE CONNECTION

- Interviewees consistently praised CIE staff for supporting the program and teachers, regardless of school circumstances
- Interviewees also expressed approval of the depth of the material on the website and the ability to easily access primary sources and information
- 6 survey respondents indicated being in contact with CIE Staff several times after the program



"Lots of hand-holding and several visits by Tal."

"Not much connection with CIE but I have used the website for various sources."

"Excellent support and responsive staff."

"Very well-organized and very professional; website and blogs are very helpful."

"The CIE website is used by teachers for new ideas and the primary source materials."

"I encourage my teachers to contact CIE staff directly, use the website and attend the Summer seminar."

"As a result of my CIE connection, I was stronger and more self-assured in teaching and sharing this information with students, peers, administrators and parents."

"CIE website is incredible; more people should know about it."

"We speak with Tal every week and teleconference weekly."

DAY SCHOOL INITIATIVE STRENGTHS

- CIE Staff are the greatest strength of the program, per Interviewees
- Interviewees also mentioned advantages of an holistic curriculum and innovative pedagogical methods modeling Israel in classes K through 12
- Interviewees noted that DSI required active cooperation and collaboration among teachers



"Very good at communicating and very responsive staff."

"Valuable to bring everyone at school together to discuss/speak about Israel."

"Enriching knowledge and research, new ways to see Israel."

"CIE seeks to actively integrate Israel into a curriculum, necessitating collaborations among teachers."

"Excellent modeling to teach Israel to different age groups."

"CIE staff are very dedicated to the mission and the work."

"Primary sources are terrific."

"CIE program combines pedagogy, content and curriculum."

DAY SCHOOL INITIATIVE WEAKNESSES

- Interviewees noted that DSI would benefit from more structure, a timetable, benchmarks and goals
- Addressing the strong opinions about Israeli policies and politics and modeling techniques to teach them more effectively would be valuable to both teachers and students



“Workshop was too long and too much information to process- we went back over everything when we returned to school.”

“No strong guidance from CIE on how to teach Israel while dealing with polarization of Jewish community (J Street versus APAC)”.

“Need more process for giving several sides to an argument and more perspective rather than a one-sided view.”

“Need more structure in the program.”

“Program would benefit by addressing head-on the fact that implementing this program will take effort and energy.”

“Overabundance of material—need more clarity on what works and what doesn’t. “

“Each school needs to work with staff to set benchmarks and goals.”

“Fewer benchmarks than in other programs so not clear what we should be doing or how it fits in with everything.”

“More general studies teachers should be involved.”

OBSTACLES TO APPLYING MATERIAL

- Political biases of CIE were mentioned by interviewees but opinions on political leanings of CIE were diverse
- Always hard to implement a program when there are so many other priorities
- Several interviewees noted that implementing DSI in a school currently in transition was very difficult
- Only 1 survey respondent had not yet tried to implement new Israel programs into their organization



“One major tension for my school was the CIE seems to be center-right leaning politically but many teachers are left-leaning (more APAC) and they bring their biases to the material and their teaching.”

“Though the DSI is on my radar, and I manage the program, there are so many other priorities it is hard to stay on top of it.”

“It is hard to change a curriculum when you have an interim situation; difficult to make sure that Israel programming becomes a priority.”

“Lack of strong school leadership means the Day School Initiative is unsuccessful.”

“The staff need to buy into the Program—not a problem with the Judaic staff but the General Studies staff are not comfortable incorporating the material.”

“It would be good if there was more modeling of how and what exactly to teach.”

“As the only General Studies teacher at the workshop, I felt awkward.”

“CIE should help schools that are in transition and nudge them to meet some benchmarks, set clear goals and expectations for implementation.”

INSTITUTIONAL IMPACT

- Implementing the DSI in a school is clearly more effective with prior planning, educator and administrative cooperation and with the development of 'purposeful and intentional' goals



"School program could be more effective if our team met more often and the leadership at our school was more involved."

"There are no particular goals or benchmarks at our school so I don't feel like we are moving forward."

"No obstacles in implementing DSI at my school—we had thought ahead and determined which groups would benefit the most."

"My school was very supportive of the program and incorporating it into the curriculum."

"I have engaged with other teachers in my department –there is more communication this year--to integrate Israel more effectively into our classes."

"We incorporated more primary sources as a result of CIE and adapted information like Zionism for various subjects."

"We developed our own purposeful and intentional goals in collaboration with Tal."

PLANNING AND RECOMMENDATIONS

- A broader cross-section of educators (more General Studies teachers) at the Educators' Workshop would make it more likely that DSI would be integrated into a whole school curriculum
- CIE should provide support for schools in transition with additional program structure
- CIE should build on its successful website with an online community for various groups to trade information and resources



“An on-line interactive community might help teachers to discuss issues, share ideas and strategies – Israeli teachers recently set up a Google Doc.”

“In the future, it would be good for CIE to designate some time at the Workshop for DSI participants to process the information and brainstorm with each other how to integrate the information into their curriculums.”

PLANNING AND RECOMMENDATIONS (CONT'D)

- More structure to DSI program including:
 - Implement bi-weekly check-in with CIE to hold teachers and administrators accountable
 - Create school-specific structure of benchmarks, timetables and program goals (some schools had them, some did not)
 - Design and administer formal evaluation process
- Encourage more collaboration between General Studies and Judaic Studies
- Create a CIE program in Israel for students who are currently in the DSI
- Be clear with new schools that implementing the CIE program into the curriculum will take considerable time, energy and effort
- Market the CIE program to Jewish higher education programs in the U.S. in incorporate into their curriculums



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SUMMER CAMP INITIATIVE

PRIOR RESEARCH

- New program
- Self-evaluations at end of program

STUDY POPULATION

SUMMER CAMP INITIATIVE

6 INTERVIEWEES



2 are counselors



4 are administrators

2 SURVEY RESPONDENTS



2 are administrators

- Both counselors are now in Israel on gap-year programs
- One Administrator came with 4-5 counselors and felt like the 'den mother'

WHY ATTEND THE SUMMER CAMP INITIATIVE?

- Share programming with peers and become resource for other staff (student)
- Provide staff with more creative Israel ideas and programming to use during the summer (student and administrator)
- Have opportunity to meet staff from other camps, learn about their programming and discuss lessons learned (administrator)



"I had a BA in Judaic Studies and they asked me to go to CIE and return with programming and resources that other Counselors could use."

"My Director wanted to educate more staff on creative ways to understand Israel; we needed some new ideas."

WHO SUGGESTED ATTENDING?

- All interviewees were asked to attend by Camp Senior Management
- 1 administrator from the survey was invited by CIE, the other one by a supervisor



*“They wanted me to come back with creative ideas and different ways to teach Israel and to serve as a resource for the camp.”
(Counselor)*

CONTENT: WHAT DID THEY LEARN?

- Innovative learning activities for children's programming
 - Practical applications of Israel material
 - Giant map of Israel and timeline of Israeli history
- Middle East current events
- Israel and Zionist history
- Israeli-Palestinian conflict



"A giant map of Israel covered the whole floor and everyone stood on it and learned about different places in Israel- fun way to learn the geography of Israel."

"The practical applications of the material were helpful- games to get kids excited about Israel."

CONTENT: WHAT WAS MOST USEFUL FOR THEM?

Counselors:

- Counselors indicated 'Modern Israel History, Politics, and Culture' to be a very effective aspect of the program



"Other programs I have seen tend to simplify the issues but CIE gave more on complexities, like the Israeli-Palestinian conflict."

Administrators:



"My goal was to find out what other camps do in terms of Israel curriculum and find out more about the CIE mission."

"I was pleased that CIE's focus was culture rather than politics."

"Major value was connecting with CIE staff."

IMPACT OF INNOVATIVE MATERIAL

All valued understanding history, geography and culture of Israel through:



Timeline of Israel's modern history



Interactive floor map of Israel to identify various geographic locations based on clues



Israeli food programs



Poetry of lyrics in contemporary music

CONNECTION OF CIE AND NETWORKING

Counselors:



“Networking was excellent; I kept in touch with other attendees and see them in Israel.”

“No further connection with CIE although friends with some CIE staff on FB; I have stayed in touch with my peers who attended the program.”

Administrators:



“I networked with other camp staff to try to get ideas of things that other camps were doing.”

“I didn’t really network- I felt like the adult in the room.”

CIE PROGRAM STRENGTHS

Counselors:



"The information was presented academically with lectures and discussion—I liked the formality."

"The seminar was held in a camp environment so people were in that mindset."

Administrators:

- Most praised programming as complex, sophisticated and nuanced



"Staff were super knowledgeable, very smart and passionate."

"CIE Facilitators were passionate and mission-driven."

"Interactive activity plans with tangible materials to take back and use."

"CIE Staff were thorough, enthusiastic and knowledgeable."

CIE PROGRAM WEAKNESSES

Counselors:



"I would have liked more hard-copy materials—probably on website but I haven't checked."

"I could have used more practical applications of bringing Israel to campers (using Hebrew, using Israeli counselors more effectively)."

Administrators:

- One interviewee felt programming was fairly basic and focused on 'lowest common denominator'
- Some felt information was 'camp-friendly' but noted that most lectures were not



"Some material was too complex and went over the heads of participants; geo-politics were overwhelming."

OBSTACLES TO APPLYING MATERIAL

- All Interviewees applied material to camp programming although timing of program meant that majority of summer programming was already in place

Counselors:



"I did some special programs at camp based on the CIE material and they were well-received."

"I worked with the other counselors at my camp to produce Programs such as Master Chef- Israeli food program where campers developed menu, cooked food and learned about recipes and ingredients."

Administrators:



"We added the CIE material to our own Israel programming."

"We used the supplies that CIE gave us to do various programs during the summer."

TIMING

Counselors:

- Satisfied with the balance of program time spent on learning activities



“Timing worked well.”

“Length of program was fine.”

Administrators:

- The scheduling of the program was more difficult for those who needed to be on-site at camp and/or were planning the overall summer programming



“A 3 day weekend would be a better option.”

“Timing is great for counselors but tight for camp administrators who need to be on-site by that point.”

“Timing is difficult –right before camp starts--as most educational programming for the summer is already developed and in place.”

“CIE should do the program in Feb-March before camp planning begins so that we can use CIE content in developing camp programs.”

PLANNING AND RECOMMENDATIONS

Counselors:



*“CIE does a great job of providing a low barrier way of teaching kids at camp about Israel.”
“Although CIE assumes everyone uses website, and most of us do, it might be helpful to provide some hard-copy materials.”*

Administrators:



*“CIE needs to understand the audience better- programs were heavy-duty lectures, not camp-oriented, and that made it harder for counselors.”
“It would be great if it were more experiential than academic.”
“CIE should have a better idea of how Israel is taught at camps so as to develop a program that might build on the camps’ existing programming.”
“CIE should do more interactive discussions and less lecturing.”*



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TEEN LEADERSHIP WORKSHOP

PRIOR RESEARCH

- Self-evaluations at end of program

STUDY POPULATION

TEEN LEADERSHIP WORKSHOP

11 INTERVIEWEES

 5 are educators

 6 are teens

8 SURVEY RESPONDENTS

 8 are teens

- High school teens and educators emphasized the positive impact of social interaction with Jewish teens from around the country, the value of teens understanding the geopolitics of Israel and being able to discuss Israel effectively with peers

WHY ATTEND THE TEEN LEADERSHIP WORKSHOP?

- To learn about Israel, geography, and geo-politics
- To share information with peers
- To be informed and educated so as to be able to discuss geo-politics with peers
- To learn about Israel holistically



"I wanted to learn more about Israel holistically —geography and history— without a bias." (teen)

"I wanted to learn more about Israel and be better able to speak and convince others." (teen)

WHO SUGGESTED ATTENDING?

Who suggested attending?

- Friends
- Parents, who heard from their friends
- Synagogue leadership



“My mom told me about it and she heard about it from a synagogue friend.” (teen)

“My best friend was going and she said I should go too.” (teen)

“The Education Director of my synagogue suggested that I go.” (educator)

CONTENT: WHAT DID THEY LEARN?

Both educators and teens mentioned the same topics:

- Middle East current events
- Israel and Zionist history
- Israeli society, culture, science, agriculture and geo-politics



“We used to teach Israel in a haphazard fashion but CIE showed us a holistic curriculum.” (educator)

“We wanted solid content on Israel, without the ‘advocacy’.” (teen)

“I was able to speak more knowledgably and effectively about Israel.” (teen)

CONTENT: WHAT WAS MOST USEFUL FOR THEM?

Educators and teens focused on the same content:

- Israeli current events
- Israel-Palestinian conflict
- Arab/Israel geo-politics



"I wanted to learn about the Israel- Palestinian conflict and Arab-Israeli politics; I learned a lot about the Israeli government too." (teen)

"I wanted to get a focus on Israeli history- pre-1948, preparation for statehood and post-1948 society and culture." (educator)

"I wanted a knowledge base to be able to speak more effectively about Israel." (teen)

IMPACT OF INNOVATIVE MATERIAL

- Both teens and educators appreciated the innovative pedagogy and mentioned specific programs they would implement

Teens:



"Knesset case study was amazing – I learned about political parties, their positions and responses to particular problems."

"I liked the session on Geography– looked at cities and towns in Israel to see where they were and how they got their names."

"I was fascinated by the program on Migration of People using primary documents, political cartoons, government data, graph and charts of population numbers."

Educators:



"I will use the Immigration Timeline with primary texts."

"I liked drawing the parallels with the American civil rights experience, going to the Civil Rights Museum and comparing US/International civil rights to Israeli history and discrimination."

"The session with the First Zionist Congress was terrific and I liked how they used the primary sources to show history all the way to modern times."

CONNECTION TO CIE AND NETWORKING

CIE connection:

- Half of survey respondents did not have any follow-up support with CIE Staff
- All survey respondents and interviewees mentioned the website; all knew about it although not all had accessed it yet



"Website is fantastic- all that CIE material and collaborative work that peers who took the workshop have created." (educator)

Networking:

- 2 out of 8 survey respondents do not plan to network



"So valuable to meet people from all over the US—play Jewish geography and find out what they are thinking." (teen)

"I kept in touch with people I met that weekend by email and Snapchat." (teen)

"I met teens from all over the US and kept in touch with some of them." (teen)

CIE PROGRAM STRENGTHS

Teens:



"Very interactive and educational; not boring; no pressure."

"Networking allowed many people to bond."

"Really good job of including everyone, regardless of religious observance, no one felt judged."

"Lots of interesting speakers, variety and diversity of programming, really liked the Emory Hillel."

Educators:



"Pedagogical content knowledge was excellent."

"Staff was excellent and participants passionate about increasing knowledge of Israel, sharing ideas."

"Creativity of program and resources that CIE provides are fantastic- stipends really help."

"Engaging activities and well-organized program."

CIE PROGRAM WEAKNESSES

Teens:



“Timeline of Israel was too rushed– maybe too much material for one weekend.”

“Need more time to process material and get to know each other.”

“Organization seemed lacking; main objectives of the program were not clear”

“Not enough time to travel to and from the program.”

Educators:



“Time crunch of program was a challenge.”

“Too much material for two days.”

“Travel time was very tight to and from the program—very stressful.”

OBSTACLES TO APPLYING MATERIAL

Teens:



"No obstacles and great discussions when I returned home."

"I was able to develop some special programs at home about Israel and others were interested and appreciated my insights."

"I have talked with friends and peers about what I learned, led important and valued conversations and gave perspective on the Israel narrative."

"People at home didn't want to talk or listen--thought it was boring."

Educators:



"No obstacles to using material; I was able to incorporate it into both Judaic Studies and General Studies."

"I think more about using primary sources as a result of attending CIE."

POLITICAL UNDERSTANDING

- Interviewees noted that the Workshop provides an opportunity to understand the politics and policies in Israel so as to be better able to discuss it with their peers



“There was a Muslim speaker on Friday night who talked about the Peace Initiative and Islam and Judaism and how we are related. I signed up for email from his organization and read what they sent on the Peace Initiative.” (teen)

TIMING AND SCHEDULING

Teens:

- 5 out of 8 survey respondents indicated the time spent on learning activities to be just right



"It was hard to manage a whole weekend without schoolwork but glad that I managed to do it."

"The time of year was fine but maybe another day longer would have been good."

"Timing of the program was fine."

Educators:



"A 3 day weekend works well but the timing was too close to the USY International Convention."

PLANNING

Teens:



"I would have liked more time to process material over the weekend."

"I would have liked more time to mingle and hang out with other kids."

"Travel time was much too tight to and from the airport—I was very anxious."

Educators:



"I've talked to CIE about bringing a class of 11th-12th graders to a CIE program."

"It would be great to do a CIE Program in Israel."

"CIE should define their objectives: do they want to educate teens on culture and politics or do they want kids to develop programs that inform people about the Arab-Israeli conflict?"

RECOMMENDATIONS

- Implement formal evaluations for program

- Review scheduling of the program:
 - Consider a 3 day weekend (more time to process and to network)
 - Evaluate calendar for overlap with national Jewish Teen conventions

- Maintain and strengthen focus on policies and politics in Israel
 - Teens appreciate the ability to be able to clarify issues to peers and maintain civil discourse

- Consider developing a CIE Teen program in Israel



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ABOUT US

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PROGRAM ASSESSMENT: CIE EDUCATOR ENRICHMENT WORKSHOP

Center For Israel Education

Demographic Perspectives, LLC

June 2019

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PROJECT OVERVIEW

PROGRAM ASSESSMENT

PROGRAM ASSESSMENT:

A process used to provide a program with feedback on its performance with the intent of helping improve the program and in particular, improve student learning outcomes

PROGRAM ASSESSMENT

Program Assessment focuses on what and how a program is contributing to the learning and development of participants as a group and to their learning outcomes.

Assessment helps programs:

- Discover through empirical evidence participants' learning outcomes
- Identify gaps in learning areas
- Inform teaching pedagogy by aligning best practices with learners' needs
- Make informed decisions; guide curriculum, course action, and revision
- Demonstrate overall program effectiveness; showcase participant's learning - "what works"

<https://www.rit.edu/academicaffairs/outcomes/program-level-assessment>

PROJECT METHODOLOGY



- **Previous Research:** External evaluations (Rosov 2015 and 2018), participant self-evaluations (2016-2018), Avi Chai final reports (2015-2018)
- Phone interview protocol and online survey questionnaire developed in conjunction with CIE team
- Findings reference both online survey and interviews
- Interviewees and survey respondents may overlap, but questions were fairly discrete



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EXECUTIVE SUMMARY

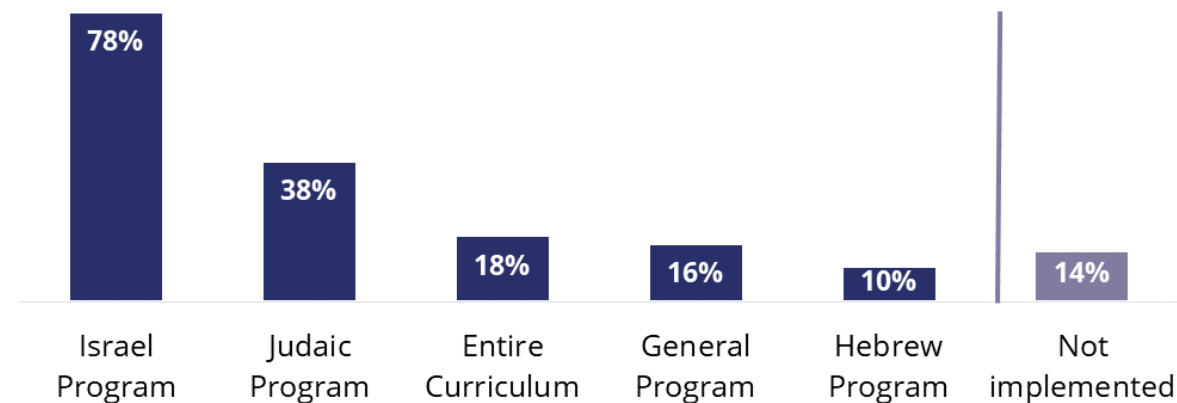
CIE/ ISMI SUMMER EDUCATORS/ TEACHER ENRICHMENT WORKSHOP

- Assessment results obtained from end of program self-evaluation feedback, DP phone interviews, and DP Survey
- High degree of satisfaction with CIE programming and dedicated, knowledgeable staff
- All CIE programs are typically identified by DP interviewees as:
 - **'Unique'** comprehensive Israel programming without a political or religious bias
 - **'Valuable'** with new, innovative pedagogy of Israel history, politics and culture
- Robust assurance of implementation of CIE programming within curriculums
- Strong recommendation of CIE programming to peers and institutions

PROGRAMMING AND CONTENT

- **More than ¾** of survey respondents anticipate CIE programming to be implemented into an Israel Program (see chart)
- Overall, survey respondents are **very satisfied** with the organization of the program, the program staff and the use of primary sources (Survey Mean: 4.6*)
- ‘Modern Israel History, Politics and Culture’ is the most effective content of the program, per interviewees and survey
- **Networking**, with CIE staff and other attendees, considered valuable part of the Educator Workshop
- After workshop, **CIE website is used consistently** by participants, especially for primary sources

Anticipated Areas of Program Implementation
(survey respondents)



Multiple answers possible: percentages do not add to 100%.

* Scale: (1) Not at All Satisfied, to (5) Very Satisfied.

PROGRAM SATISFACTION AND RECOMMENDATION

- 72% of respondents gave CIE the **highest satisfaction level**

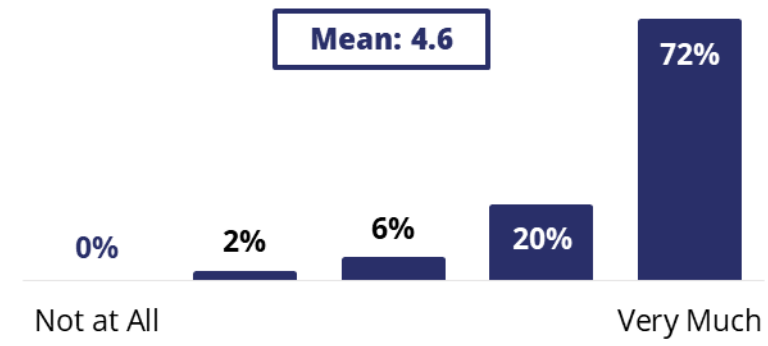
“No expectations but content was really thorough--almost overwhelming and CIE did a phenomenal job of providing material for different age groups and different types of schools.”

“Best Israel program I have attended because they have no political or social agenda; they use primary sources, let your make your own decisions and help you determine real applications for your school.”

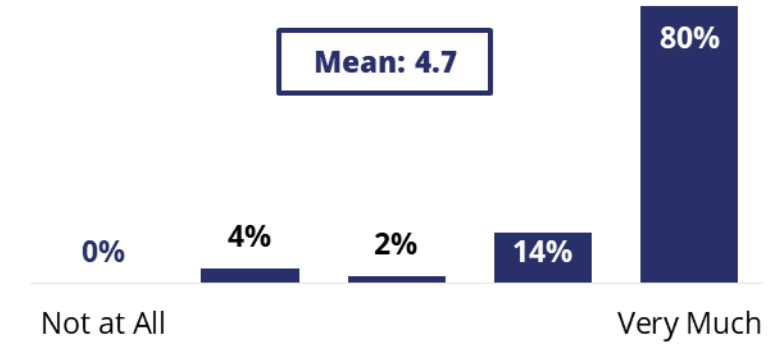
- 80% of respondents noted that they would **strongly recommend** the program

“I was so impressed with this program at such a low cost; I recommended it to many of my peers.”

Satisfaction With CIE Program



Likelihood Recommending CIE Program



Scale: (1) Not at All, to (5) Very Much

■ Survey Respondents

PARTICIPANT CONSTRUCTIVE SUGGESTIONS

ADAPT PROGRAMMING:

- Develop 'pre-work' so that all participants have the same knowledge base
- Construct a rubric with evaluation criteria, goals, milestones, regular check-ins and a timetable to implement programming
- Focus on the reality of current Israeli politics and policies so that teachers are better able to clarify this for students
- Include more free time and additional networking time in the schedule

AFFECT PARTICIPANTS:

- Incorporate more general studies educators to affect whole school curriculums
- Promote more cross-pollination in networking

NEXT STEPS:

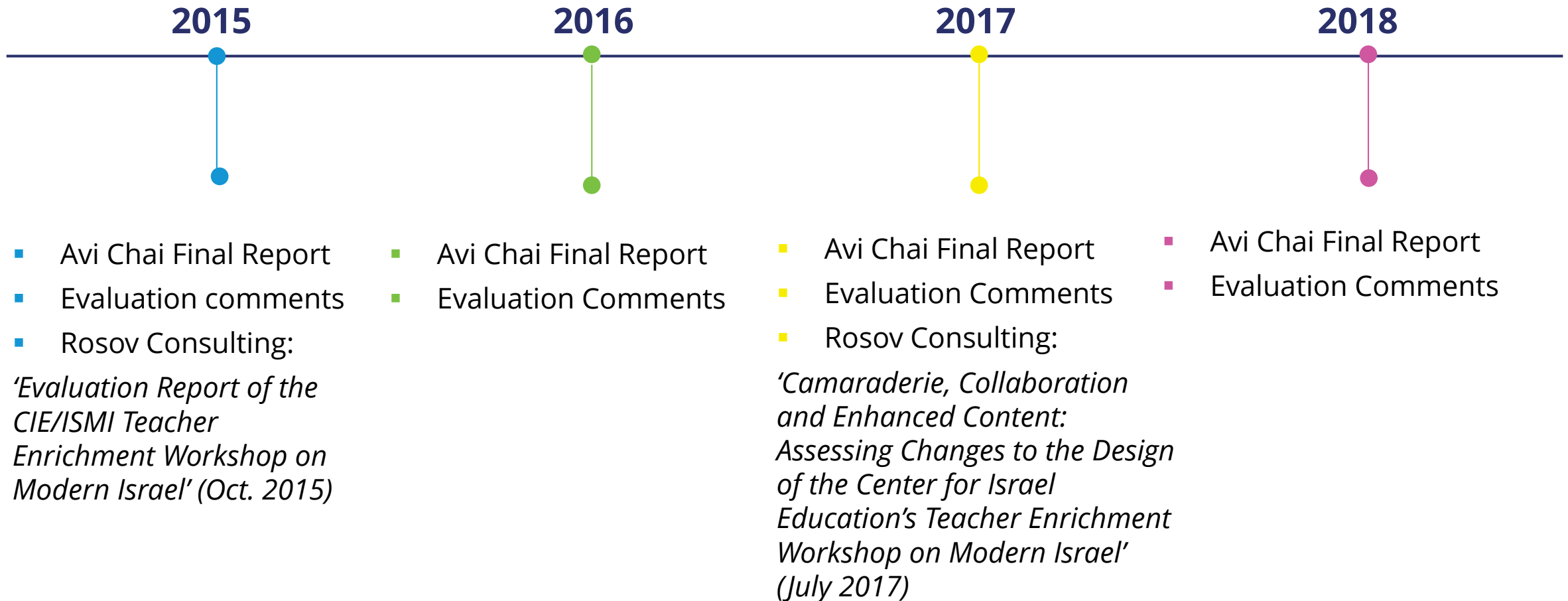
- Develop a LEVEL 2 CIE program that builds on the information in this workshop
- Create a CIE program in Israel for Educator Workshop alums



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BACKGROUND RESEARCH

PREVIOUS EVALUATIONS



EXTERNAL EVALUATIONS

2015

2016

2017

2018

Findings from Rosov October 2015:

- Population: Participants from Jewish Day Schools
- Learning outcomes from Workshop more effective when more than one participant from each school attends
- Collaboration with colleagues improves implementation in programs and schools

Findings from Rosov July 2017:

- Population: Participants from Jewish Day Schools
- Learning outcomes for teaching Israel are enhanced by pedagogy and educational strategies of Teacher Enrichment Workshop
- Confirmation that attendance of additional colleagues improves overall results of program implementation

AVI CHAI FINAL REPORTS:

2015



- **56 Educators**
- Participant recruitment challenging with extensive outreach to alumni and conferences
- Intensive schedule
- Positive feedback

2016



- **79 Educators**
- Emphasis on schools sending cohorts of participants
- Intensive schedule but more networking and peer-to-peer interaction planned
- Set initial goals and timetable for implementation
- Tracks added in content and instruction
- Workshop website implemented
- Positive feedback

2017



- **75 Educators**
- Continuation of tracks for content and instruction
- Peer-led luncheon discussions added
- Special sessions related to Israeli historical milestones
- Special session for engaging youth
- Positive feedback

2018



- **63 Educators**
- 10 Day Schools represented
- Continuation of content and instructional tracks
- More emphasis on peer interaction and learning
- More focus on implementation of program at home
- Changed innovative learning activities to focus on current issues
- Positive feedback

EVALUATION COMMENTS

“The most significant idea I learned today is....”

2015*

2016

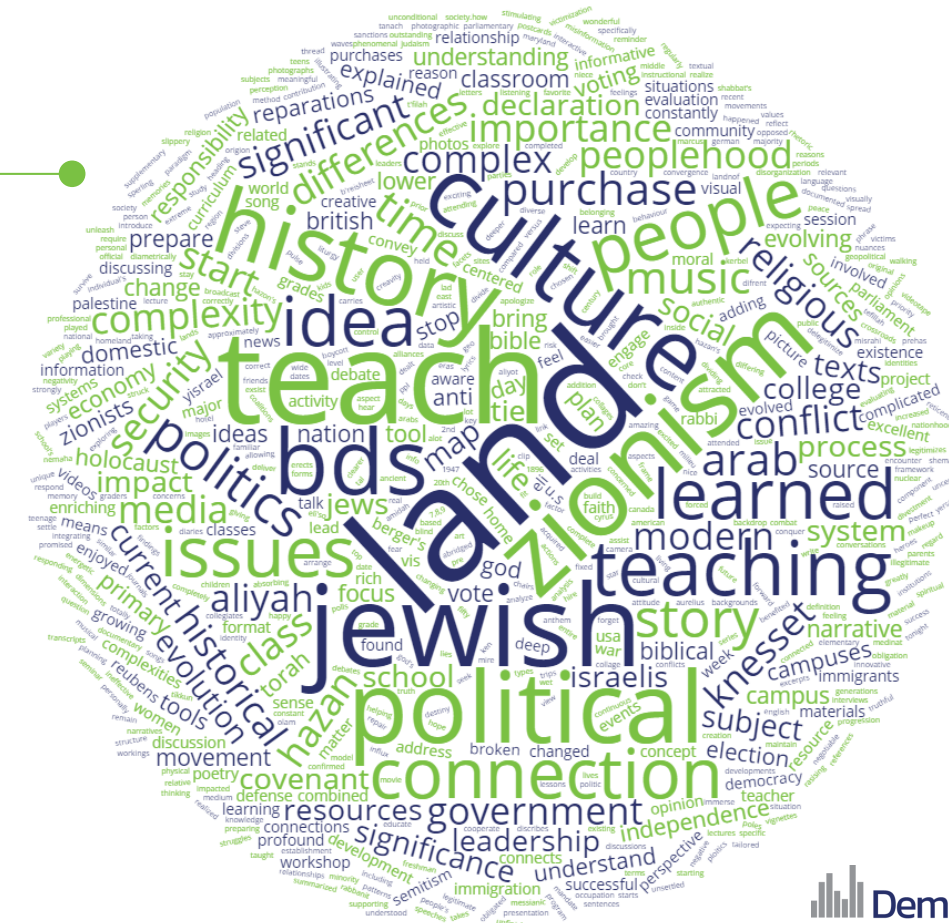
2017

2018



“About the anti-Semitism and anti-Zionism on college campuses. I know from my niece who is a freshman at Maryland some narratives but I did not realize it was so widespread.”

“Using current events news to teach about Israel's political system, specifically the Declaration of Independence.”



* No comments available for 2015.

EVALUATION COMMENTS (CONT'D)

“The most significant idea I learned today is....”

2015

2016

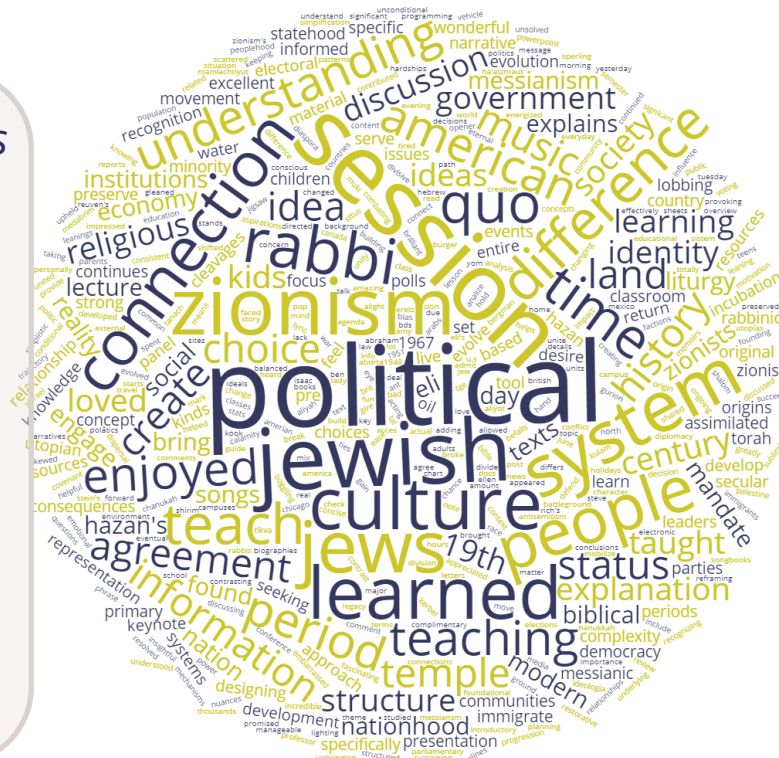
2017

2018



“How important it is to teach the difference between the Israeli and the American political system.”

“Looking at pop culture like tv and reality shows as a vehicle for teaching Israel.”



“How to use music and art to learn Israel history.”

“How Zionism developed and adapted to the changes taking place in America throughout the 1900s.”



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PROGRAM DESCRIPTION

CIE EDUCATOR ENRICHMENT WORKSHOP ON MODERN ISRAEL

PROGRAM



Timing: One week workshop for educators at the end of June

Curriculum: Provides comprehensive understanding of modern Israel and a wide array of tools for curriculum development and teaching

- Lectures and break-out sessions

Program Objective: “to deepen an understanding of Israel’s history, politics, economy and culture, while cultivating participants’ skills in classroom application and best practices”

PARTICIPANTS



Attendees: Approximately 65 educators each year representing Jewish Day schools, Jewish congregational schools and Jewish non-profits

Objective for Participants: Leave workshop with newly developed Israel curriculum materials; also encouraged to bring previously created Israel curriculum to the workshop for assessment and possible augmentation.

- External Evaluations undertaken in 2015 and 2018
- Participants also complete self-evaluations after workshop

CIE EDUCATOR ENRICHMENT WORKSHOP ON MODERN ISRAEL (CONT'D)

TOPICS

- Biblical connection of the Jewish people to the land of Israel
- Modern Jewish history, changing geography
- Israeli foreign policy
- Development and workings of Israel's political system
- Israeli music and literature
- Israeli food and culture
- Domestic issues that confront a maturing Israel society such as civil liberties and national security, religion and society, social issues
- The US-Israel relationship
- Israel's role in regional and international politics
- Arab-Israeli conflict
- Israeli economy



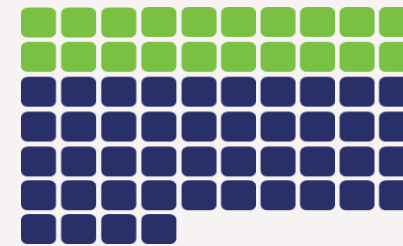
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RESPONDENT PROFILE

WHO RESPONDED?

Summer Educator Workshop:

- Majority of respondents were teachers (although some had multiple roles within organization)
- Interviewees consisted almost only of teachers and administrators (7 teachers, 12 administrators, 1 who is teacher and head of school)
- 55% of the interviewees attended the program with a colleague



20 INTERVIEWEES

54 SURVEY RESPONDENTS



35 / 74 are
teachers



9 / 74 are
administrators



21 / 74 are
head of
school



9 / 74 have
another or
multiple roles

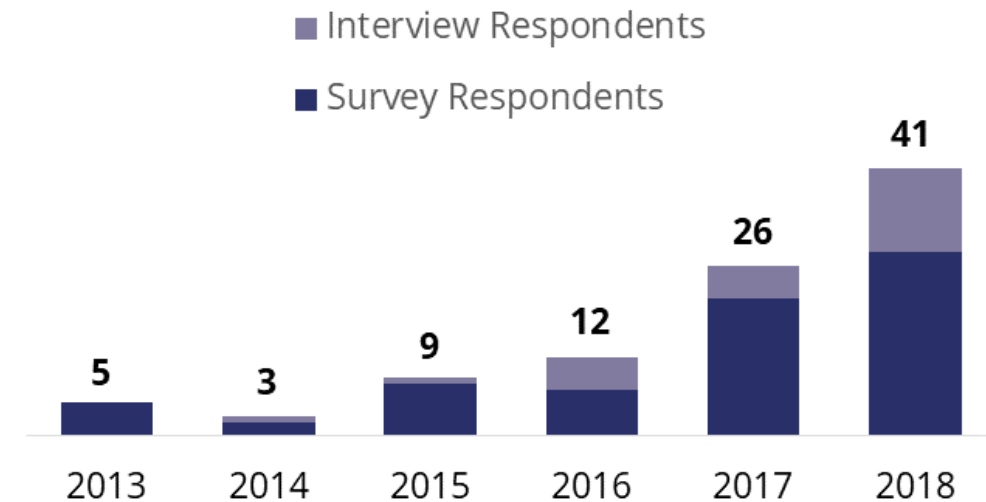
- 15% Jewish Non-profit
- 41% Synagogue
- 39% Jewish Day School
- 5% Other

Note: interviewees and survey respondents may overlap, but questions were fairly discrete.

WHEN DID THEY ATTEND?

- Participation at CIE Educator's Workshop has varied since 2013
- Majority of survey respondents and interviewees attended in 2017 and 2018
 - 35% attended in 2017, 55% in 2018
 - Participants had been urged to bring colleagues with them to the program, per external evaluation

Year(s) of CIE Program Participation

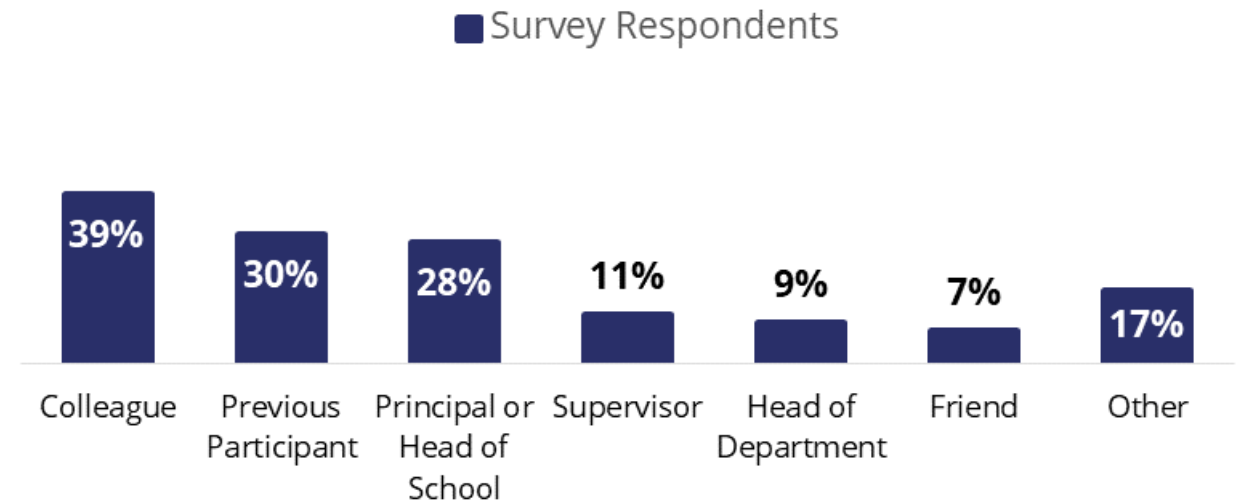


Note: Some participated in multiple years

WHO SUGGESTED THE PROGRAM TO PARTICIPANTS?

- **Interviewees** noted that information about the program usually came from their supervisor/ head of department/ principal/ head of school
- But, **both interviewees and survey respondents** indicated that once they were considering the program, **colleagues and previous participants were most persuasive in encouraging them to attend**

Who Suggested CIE Program



Multiple answers possible: percentages do not add to 100%.



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INTERVIEW AND SURVEY HIGHLIGHTS

WHY DID PARTICIPANTS ATTEND?

- To find a more balanced, innovative approach to teaching about Israel
- To gain better content and practical pedagogy to teach Israel to different age and school groups
- To improve on what is already being taught



“Israel has always been a part of our program but Israel has changed and we needed to evolve our program.”

“I wanted to learn how to teach a balanced approach to the Arab-Israeli conflict.”

“Needed new and creative ways to reach students about Israel.”

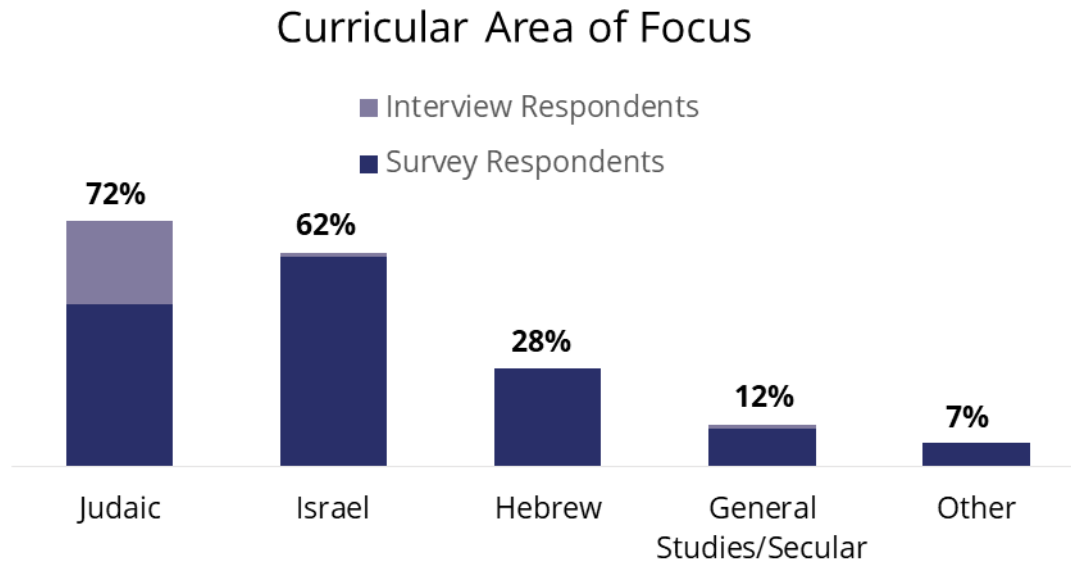
“We needed a balanced educational curriculum with more primary sources and CIE provides the guidance and structure to do that.”

“We wanted content and practical applications to add Israel into our school curriculum.”

“We wanted more creative ways to teach Israel, ways to model material and make it more approachable, not overwhelming.”

WHAT IS THEIR CURRICULAR AREA OF FOCUS?

- Majority of survey respondents are in Israel or Judaic Studies programs; majority of interviewees were in Judaic Studies



Multiple answers possible: percentages do not add to 100%.



“CIE showed me how to use songs based on poetry, and clips from movies to teach Israeli culture.”

“The early Zionism session gave me history and biography to use in my Israel studies class.”

“As a General Studies teacher, I am now thinking more creatively about how to incorporate Israeli history and the financial and economic cost of war into my curriculum.”

“For those who had a background in Israel, it was an excellent refresher course.”

CONTENT: WHAT DID THEY LEARN?

- How to integrate Israel into a K-12 curriculum
- Looking and teaching about Israel through different lenses (Judaic, science, history, geography, music, math)
- How to use primary resources with different ages and classes
- Learning to think 'outside the box' while teaching Israel



"I attended a session on Israeli business start-ups and loved it. I loved working with my middle schoolers on entrepreneurial activities."

"We are excited about teaching Israel with this integrated approach, tweaking it every year, adding and changing the primary documents we use."

"I am stronger and more self-assured in learning and sharing this information with students, peers, admins, parents."

"I may not know all of the answers but I know where to find and how to cope with the information."

"We wanted Israel education that wasn't just the study of one conflict—we needed a broader, more holistic approach."

CONTENT: WHAT DID THEY APPLY?

New pedagogical perspectives on Israel:

- Innovative learning activities
- Primary materials
- Toolkits
- Website resources



"I loved the model of Knesset and how the Israeli parliament works session. I have used it in my classes."

"I tried to use what I saw at CIE about Israeli politics- being clear that all views are respected in my classroom and we need to listen to one another."

"I liked looking through all the possible lenses at how to teach the value and impact of water."

"This is a unique program - we found the curriculum was particularly good and easily applicable for the 10th grade program at our school."

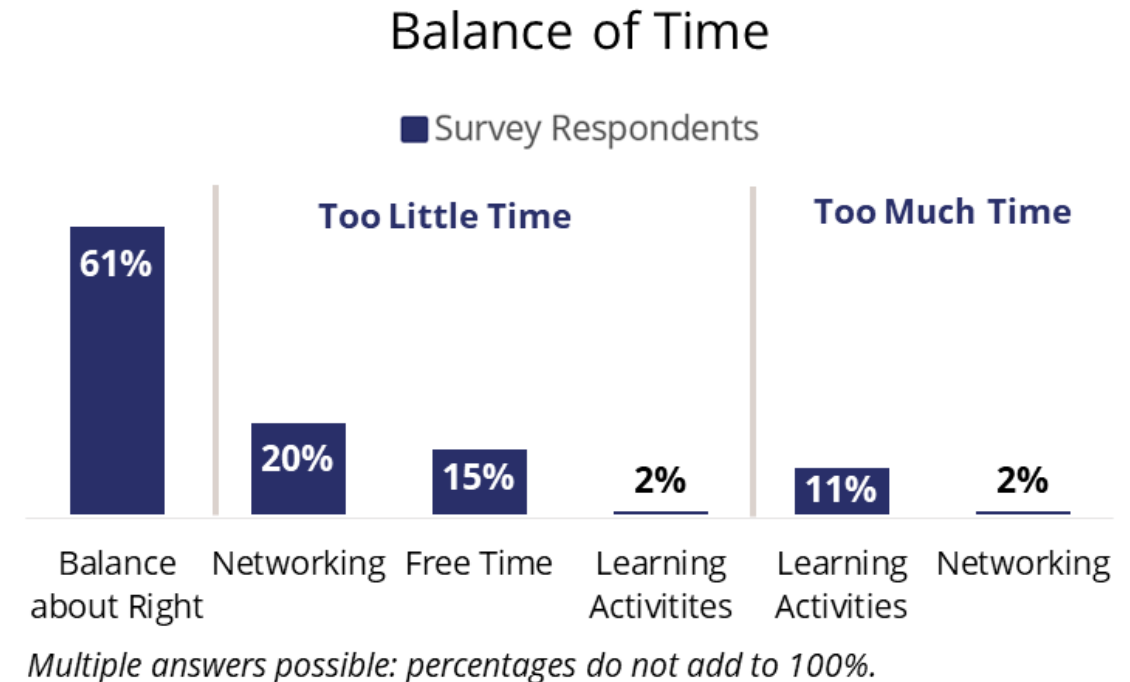
"Deconstructing poems and teaching my middle schoolers what they could do with songs and poems."

"The innovative learning activity with photo puzzles of famous Israelis was amazing and I have used that one; I have also used the map of Israel, showing the links between history, geography and current events."

"We developed shorter, smaller units with more meaningful information."

ORGANIZATION OF WORKSHOP

- Overall, survey respondents were **very satisfied** with the organization of the program (mean of 4.6*)
- About a fifth of survey respondents would like to have **more networking** time or **more free time**
 - Rather than adding additional time to the schedule, networking and free time might be combined to respondents' satisfaction, per interviewees



* Scale: (1) Not at all, to (5) Very Satisfied.

Sources: Survey.

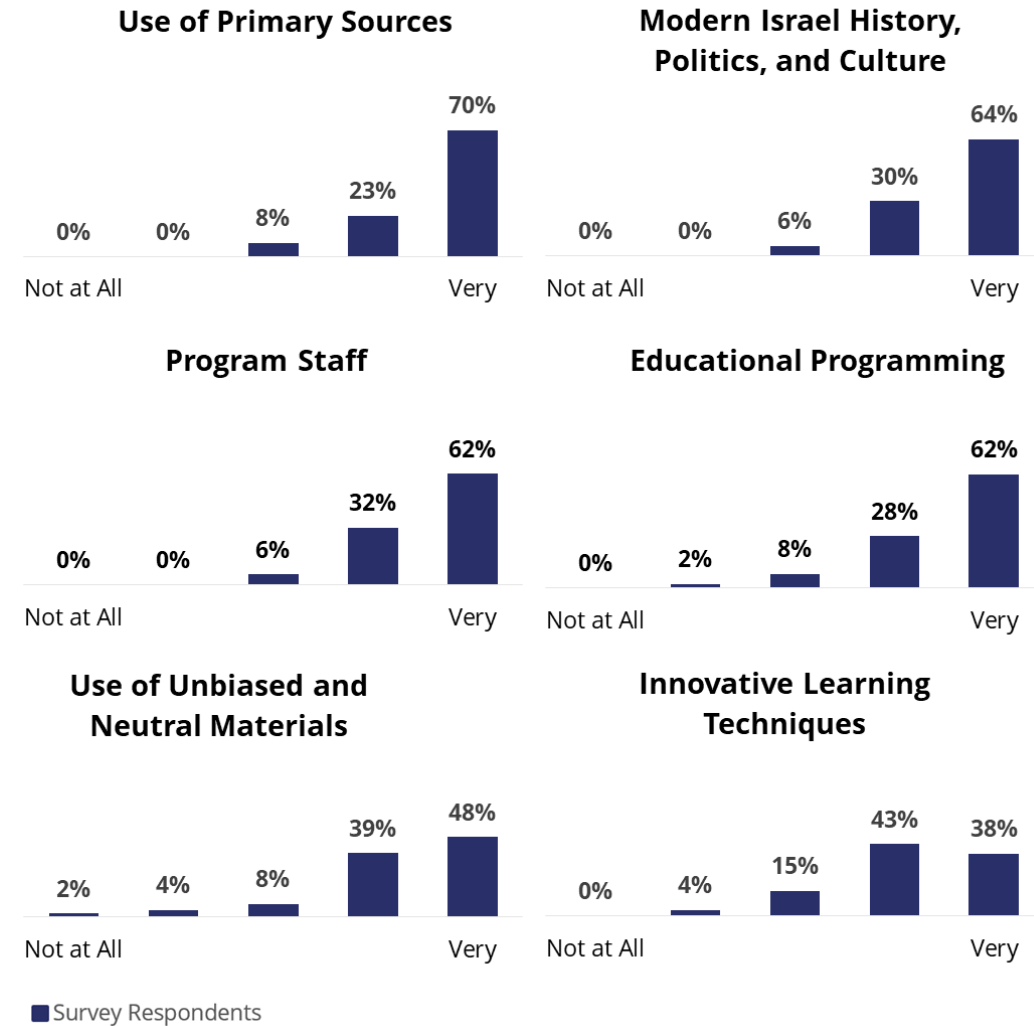
EFFECTIVENESS OF CIE WORKSHOP CONTENT

All aspects received high rating by survey respondents*, but most effective aspects were:

- Use of Primary Sources (70% rated very effective)
- Modern Israel History, Politics, and Culture (64% rated very effective)
- Program Staff (62% rated very effective)

Use of Unbiased and Neutral Materials as well as Innovative Learning Techniques, received fewer 'very effective' ratings

Effectiveness of CIE Program Aspects and Content



* Scale: (1) Not at all effective, to (5) Very effective.

Sources: Survey.

STRENGTHS OF CIE WORKSHOP

- Primary resources and materials
- Diversity of topics and participants
- Well-organized program
- Engaging and responsive staff
- Passionate and dynamic speakers
- Networking was valuable



"Content is very strong and gives you the resources to go farther if you want /need."

"Spirit of the workshop is warm and genuine, and very professional."

"Fabulous content and fabulous presenters."

"Willingness to share everything via staff, website, etc."

"Very well organized, unique program, very professional."

"Topics are diverse with lots of options."

"Seemed to really understand the audience."

"Staff is very good at communicating and very responsive to problems or needs."

"Enriching knowledge and research."

"Primary sources were amazing, valuable pedagogy."

"Good job of opening up and moderating discussions."

"Thrilled with material on music, geography, politics and art."

"Break-out workshops were very good - modeling how to use materials and how/what to teach."

WEAKNESSES OF CIE WORKSHOP

Some say:

- Length of workshop days too long and over-programmed; need time to absorb and process material
- Provide more balance, nuance and context for teaching Israeli policies and politics
- Would prefer more time for networking and downtime to think through issues



“Need strong guidance on how to teach students about polarization in the Jewish community.”

“Sometimes material was too high level or assumed a greater level of understanding of content.”

“Need to learn how to give other sides of an argument or political situation.”

“Assumption that everyone shares the same political knowledge of Arab-Israeli conflict and Israeli politics.”

“Overabundance of material- need more direction on what works and what doesn’t.”

“Workshop days were too long- need some time during the workshop to absorb and process material.”

“Would have liked more networking time and more breaks so that wasn’t so exhausted at the end of the day.”

“Did not promote cross-pollination between participants.”

“Would have liked more networking time so that participants could share more with each other.”

POLITICAL PERSPECTIVES

Interviewees had many different interpretations of CIE's political perspective

- Some saw 'right-wing', some saw 'centrist', some saw left-wing'



"CIE leans to the right politically; should provide more nuance and broader range of opinion."

"Left-wing stance; need to open up the seminar to other viewpoints."

"Political perspective of CIE was biased and some speakers were openly dismissive of different political perspectives; this was a big problem."

"CIE is politically unbiased and they provide all of the information so that people can make their own decisions based on the facts."

"CIE ought to teach more politics from different angles—gear the program to teaching older high school students so that they understand the whole picture and can have civil discourse about Israel."

"Since CIE is right-leaning politically, we will need to review the material in order to get a more balanced curriculum."

APPLYING THE CIE WORKSHOP MATERIAL

Primary source materials and innovative learning techniques provided a **very helpful perspective** in teaching or engaging in conversations about Israel (mean: 4.4*)

- Heads of schools, other school administrators and teachers all gave high mean ratings
 - A smaller proportion of other school administrators gave the highest rating of 'very helpful'
- No difference between those in day schools or in synagogues

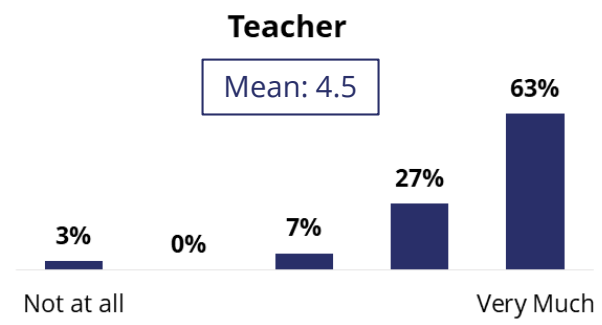
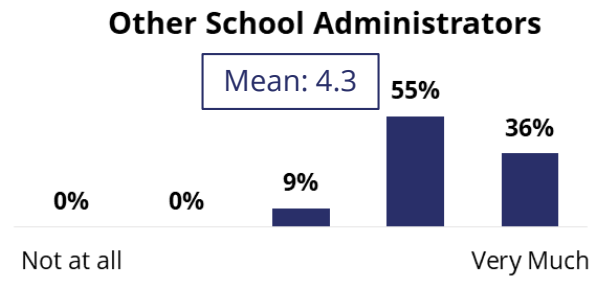
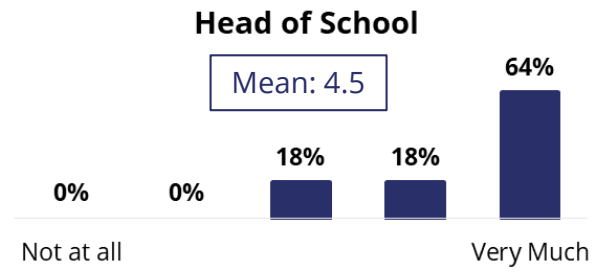
“I wanted to teach with primary documents and liked the idea of having ‘toolkits’ that you could use for teaching material where students could delve into texts and discover meaning and understanding.” (Teacher)

“I didn’t love the format; the program and content were targeted for teachers.” (Other school administrator)

“Easily applicable material for my synagogue; no obstacles just encouragement.” (Teacher)

“No obstacles applying program in our Day School; they purchased the curriculum and have incorporated it into their Judaic Studies programming.” (Teacher)

Primary Source Material and Innovative Learning Techniques were Helpful



■ Survey Respondents

* Scale: (1) Not at all, to (5) Very Helpful.

Sources: Survey and interviews.

ENGAGING OTHERS WITH THE PROGRAMMING

Survey respondents generally feel that Educators Workshop programming **helped in engaging others** at their organization in Israel Programming (Mean: 4.2*)

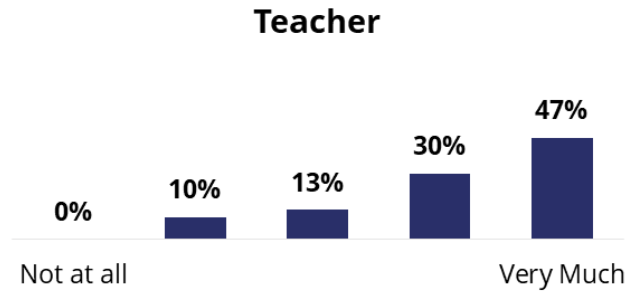
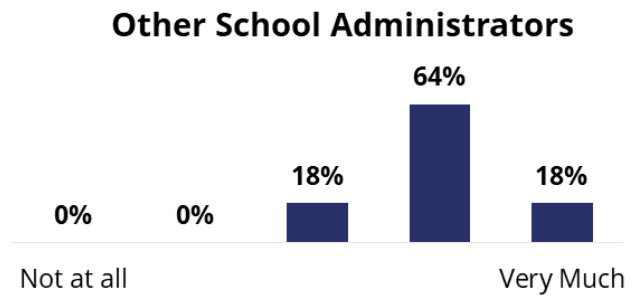
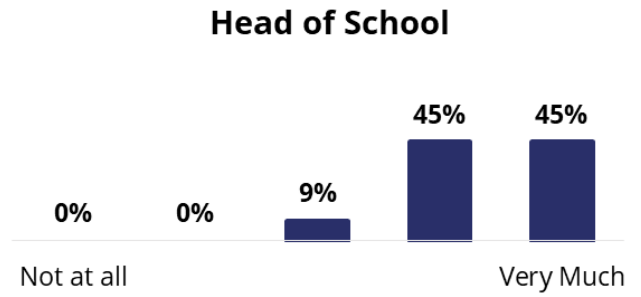
- Heads of schools (mean: 4.4) saw programming as more engaging than teachers (mean: 4.1)*
- Other school administrators were less engaged in using the material (mean: 4.0) *



"I had hoped to come out of (it) with more information on curriculum and how I could set up a program but there should be different material for administrators." (other school administrator)

"Parents have been trying to get involved to ensure that the politics are clear but the school wants to be sure that the educators are developing the program with unbiased sources; they want to stay away from emotional debates."

CIE Programming Assisted in Engaging Others in the Organization



■ Survey Respondents

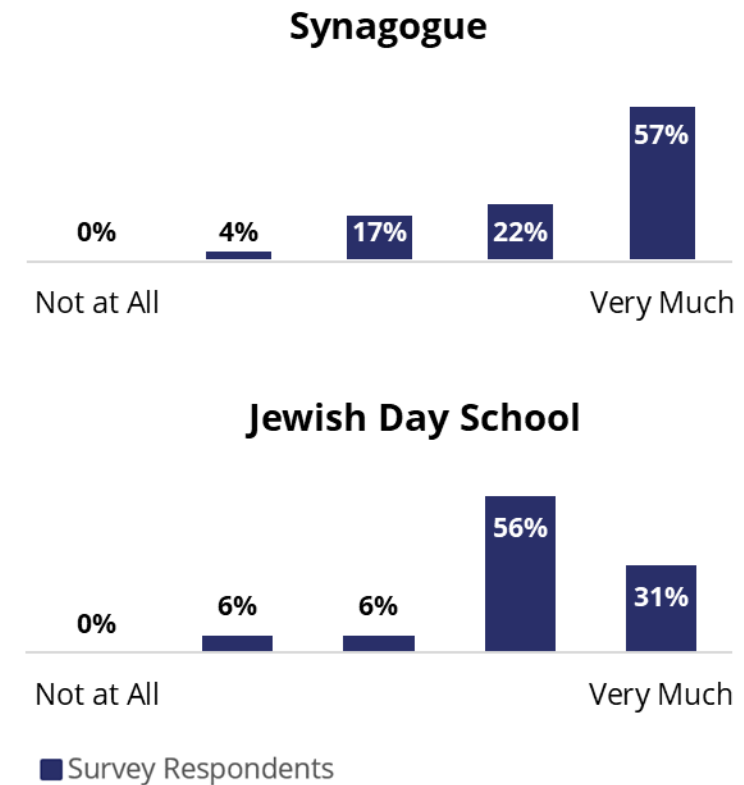
* On a scale of (1) Not at all, to (5) Very Much.

Source: Survey and interviews

AFTER THE CIE WORKSHOP

- Synagogue respondents were more likely to give the highest rating for the CIE programming assisting in engaging others about Israel
- Jewish day school respondents gave the CIE programming a 'good' rating overall

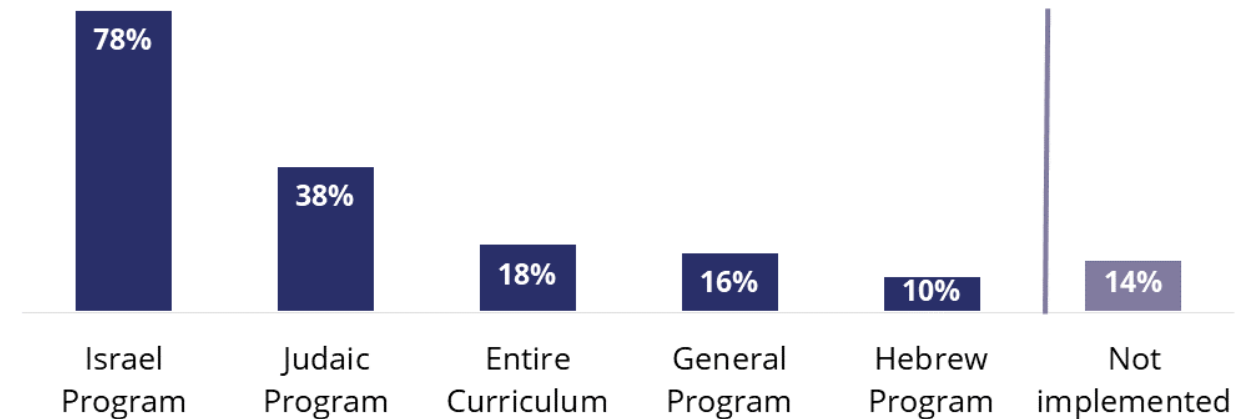
CIE Programming Assisted in Engaging Others in the Organization



IMPLEMENTATION OF CIE WORKSHOP CONTENT

- 78% of survey respondents felt that the material would be implemented into their **Israel program**
- 38% of survey respondents felt that the material would be implemented into **Judaic Studies** program
- Fewer survey respondents noted that the CIE material would be incorporated into the **General Studies** curriculum or into the school curriculum as a whole
 - Fewer General Studies teachers have attended the program

Q22. Anticipated Areas of Program Implementation



Multiple answers possible: percentages do not add to 100%.

“Teachers were interested in incorporating CIE material but parents were thrilled...”

“I can’t teach a secular left-wing approach like CIE so I asked the staff to develop a more modern orthodox curriculum for my day school.”

FOLLOW-UP COMMUNICATION

Survey:

- 57% of survey respondents followed up several times with CIE staff
- 29% did not follow up with CIE staff
- 14% followed up once

Interviewees valued the website (and the newsletter) and looked forward to using it, if they had not already done so



"I haven't been in touch for follow-up support but read the weekly CIE newsletter."

"I networked with people from day schools and synagogues and built a bridge between my organization and CIE for future work."

"The website is helpful but the textbook that CIE helped me develop has been fine for my program."

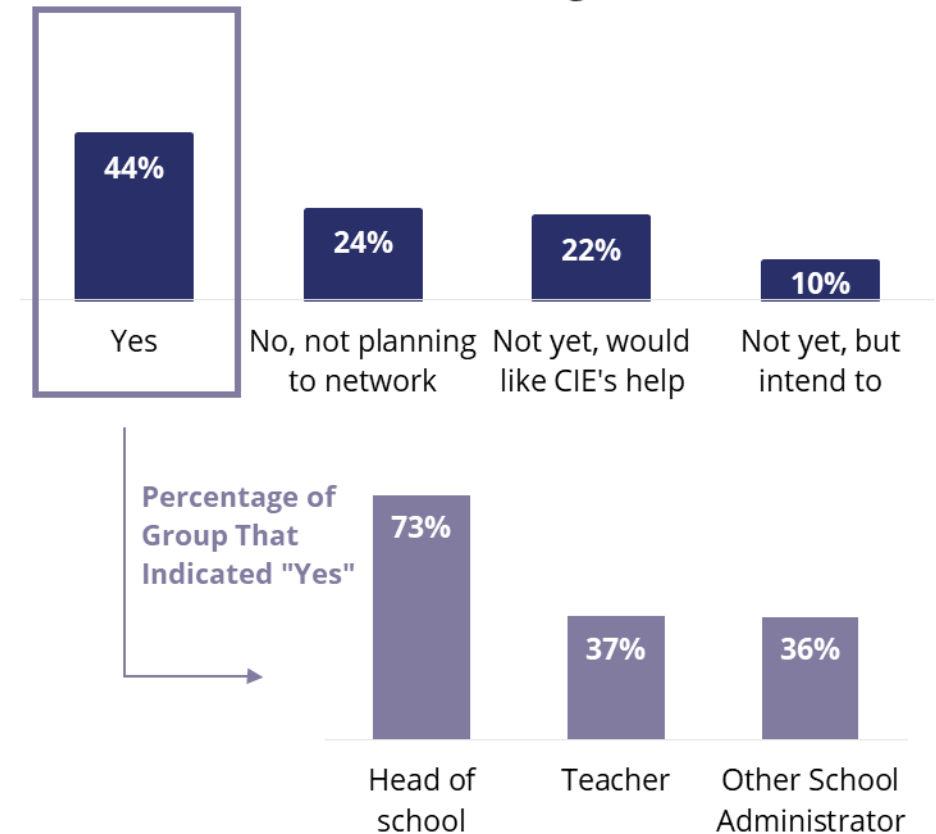
BUILDING THE CIE NETWORK

- **44% networked with other attendees**
 - Of this group, heads of schools and other administrators were most likely to be communicating or networking
- 24% did not plan to contact other attendees
- 22% had not yet contacted other attendees but would like to do so via a Facebook group or other social media



“As a Director, the networking was a huge benefit, meeting emerging Jewish leaders in different age ranges. I have stayed in touch with those in my area and some others through social media.”

Q26. Communication or Networking After CIE Program



CIE WEBSITE CONTACT

In the first 6 months of the CIE Program

- 58% of participants visited the CIE website **several times**
- 16% visited the CIE website **2 or 3 times a week**
- 10% visited the CIE website **weekly or more frequently**



72% used the Documents and Sources



60% used the Educator Resources



50% used Today in Israeli History



44% used the Digital Resources



30% used the Timeline

Note: Multiple answers possible: percentages do not add to 100%.



“We had used primary sources before but we had never used ‘Arab’ sources and we thought that was an exceptional addition.”

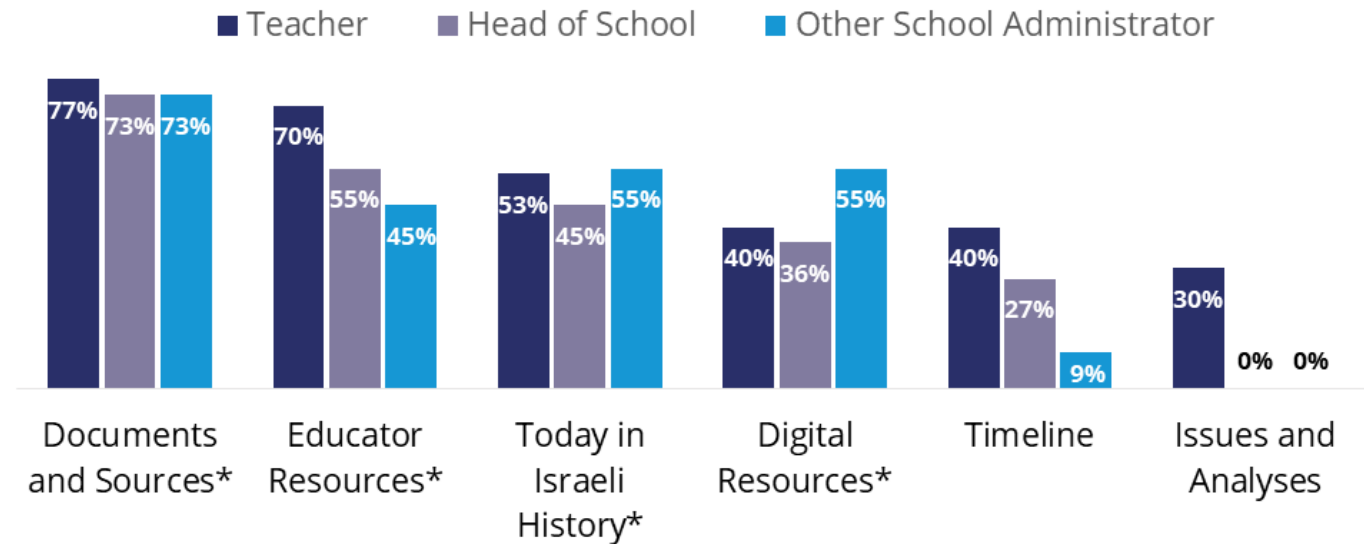
SPECIFIC WEBSITE RESOURCES BY ROLE

- **Teachers** were most likely to use primary source documents, educator resources and current events
- **School administrators** were more likely to access primary source documents, digital resources, and current events



"I haven't needed to reach out to CIE staff; the website and materials are great."

Used Resources on CIE Website (Survey Respondents)



* Difference does not meet the standards of statistical significance, but suggest possible areas for future research.

INSTITUTIONAL IMPACT

- If school or program is in transition, programming is difficult to implement
- Many interviewees commented that a holistic approach to Israel (whole school curriculum) would be most effective



“We had planned ahead and determined which school groups would most benefit from the CIE programming and it has been successful.”

“It is hard to change the curriculum with an interim situation.”

“There are so many school and program objectives being juggled right now, it is difficult to make sure that Israel programming becomes or remains a priority.”

“We’d like to have both the Judaic Studies Director and the General Studies Director working with CIE but right now it is just Judaic Studies.”

“Before we attended, my head of school developed a team to determine how and where we could best use the material; that made all the difference.”

SATISFACTION AND RECOMMENDATION

- 72% of respondents gave CIE the **highest satisfaction level**



"No expectations but content was really thorough--almost overwhelming and CIE did a phenomenal job of providing material for different age groups and different types of schools."

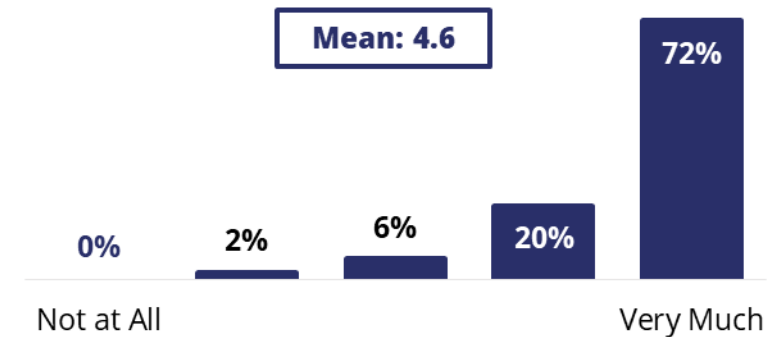
"Best Israel program I have attended because they have no political or social agenda; they use primary sources, let you make your own decisions and help you determine real applications for your school."

- 80% of respondents noted that they would **strongly recommend** the program

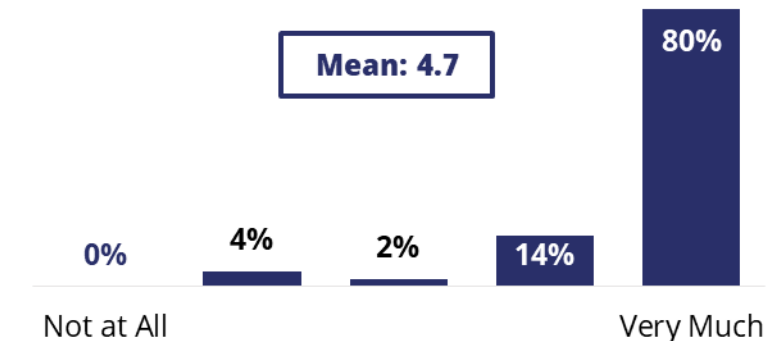


"I was so impressed with this program at such a low cost; I recommended it many of my peers."

Satisfaction With CIE Program



Likelihood Recommending CIE Program



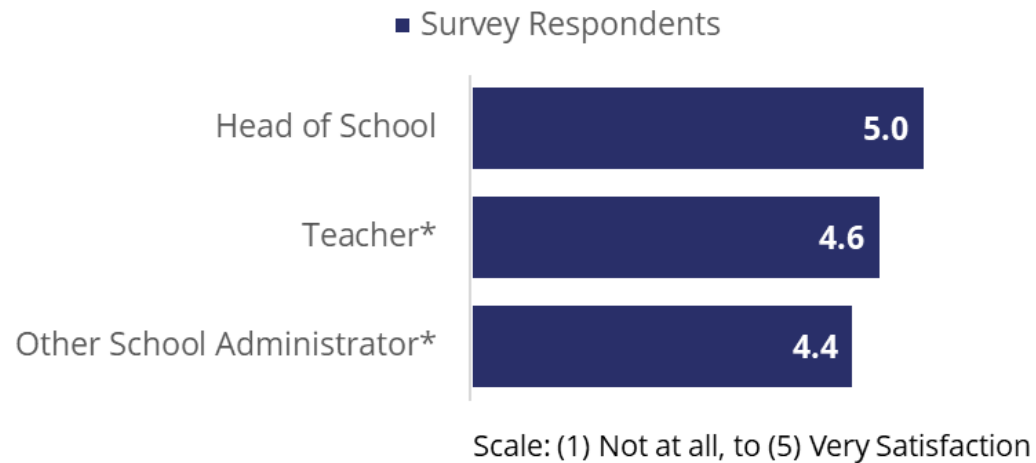
Scale: (1) Not at All, to (5) Very Much

■ Survey Respondents

SATISFACTION WITH CIE PROGRAMMING BY ROLE

- Despite overall high ratings, a few School Administrator interviewees made constructive comments for change

Q13. Overall Satisfaction With CIE Program



* Difference between groups does not meet the standards of statistical significance, but suggest possible areas for future research.



“I didn’t love the format of the seminar; it was too heavy on teaching content delivery. As a Director (at a Jewish day school), I had hoped to have more information on how to set up an Israel curriculum. The program wasn’t structured to help develop a curriculum but staff (1 on 1) are helping me do that.”

“The workshop was good but CIE needs to provide more information on how to affect change in your curriculum, how to inspire people to teach Israel differently.”

SATISFACTION WITH CIE PROGRAMMING BY AREA OF FOCUS

- High satisfaction rating from all areas of focus with exception of General Studies/ Secular
- Fewer General Studies teachers attended the program and some felt isolated



"I was the only General Studies teacher who attended that workshop which made it more challenging for me; I would have liked to see more perspectives on an argument." (General studies teacher)

"The colleague who attended with me taught General Studies and wasn't Jewish; she felt awkward about speaking up." (General studies teacher)

"As a General Studies teacher, I didn't have the knowledge base that everyone else had about the Arab-Israeli conflict and politics in Israel, so I felt somewhat uncomfortable. I wish that there had been some pre-work sent out." (General studies teacher)



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CONSTRUCTIVE SUGGESTIONS

PARTICIPANT CONSTRUCTIVE SUGGESTIONS

PROGRAMMING:

- Develop 'pre-work' so that all participants have the same knowledge base
- Construct a rubric with evaluation criteria, goals, milestones, regular check-ins and a timetable to implement programming
- Make more of an effort to incorporate Israel into general studies or whole school curriculums
- Include more material on the reality of Israeli politics and policies so that teachers are better able to clarify this for students
- Add more technology and assessment tools for participants
- Change workshop programming to include a 2 hour break in the middle of the day, additional networking and more free time to the schedule

PARTICIPANT CONSTRUCTIVE SUGGESTIONS (CONT'D)

PARTICIPANTS:

- Recruit and include general studies teachers as participants
- Promote more cross-pollination in networking

MARKETING:

- Use prior participants as advertisers of program as they are the most persuasive marketers of the program
- Develop and provide a LEVEL 2 CIE program that builds on the information in this workshop
- Create a CIE program in Israel for Educator Workshop alums



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