

Prof. Yael Fisher
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CURRICULUM VITAE

1. Personal Details

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Electronic Address: yael@fisher.co.il

2. Higher Education

A. Undergraduate and Graduate Studies

| Period of Study | Name of Institution and Department | Degree | Year of Approval of Degree |
|------------------------|---|--------------------------------|---|
| 1975 – 1978 | The Academy of Music and Dance, Jerusalem | Bachelor of Music, (B.Mus.) | 1978 |
| 1989 – 1991 | Hebrew University, Jerusalem, Educational Administration | M.A. | 1991 |
| 1995 – 1998 | Hebrew University, Jerusalem, Educational Administration | Ph.D. | 1998 |

3. Academic Ranks and Tenure in Institutes of Higher Education

| Dates | Name of Institution and Department | Rank/Position |
|--------------|---|---------------------------------|
| 2000 | Achva Academic College of Education Educational Administration | Lecturer (tenure) |
| 2003 | Achva Academic College of Education Educational Administration | Senior Lecturer (tenure) |
| 2018 | Achva Academic College of Education | Associate Professor (tenure) |

4. Offices in Academic Administration

March 1990 – July 1997

Achva Academic College

1. Establishment of the Center for Science-Oriented, Artistic and Gifted Youth. This center served the whole Southern region of Israel. In 1996: 650 student's participants, between the ages 7 -18; staff of 30. The position included development of special educational programs for gifted children; opening a special matriculation study programs for high school students, approved by the Ministry of Education; recruitment of teaching staff; recruitment of students; directing administrative staff and establishment of direct and continuous contact with the appropriate authorities in the Ministry of Education, the local authorities and the schools.
2. First Academic Secretary of the college. Together with the Head of the college and its administrative staff, I established the academic principles of the educational college education, including composing the guidelines for academic work and teaching. In this post, I was a member of the college directorship and established direct and continuous contact with the Council for Higher Education (MALAG), the Planning and Budgetary Committee, the Ministry of Education, etc. I composed the college's first academic regulations.
3. Member of the directorship of the college.
4. Lecturer in the School of Education: "Development of Excellence in Education".
5. Membership in the International Organization for the Gifted.

September 1999 to date

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| 1. | 1999 – 2003 | Lecturer in the Department of School Administration (B.Ed.) in the fields of excellence in education; parental involvement. |
| 2. | 2003 to date | Senior lecturer in the Department of School Administration (B.Ed. and M.Ed. degrees) in the fields of: educational policy (including a research seminar); excellence in education; parental involvement; initiating and administrating projects; gifted children and special |

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| | | programs; innovative administration; administrative skills (including virtual techniques). Received Distinction for Excellence in Teaching in the Department of Education Systems Management for the last ten years. Instructor of M.Ed. theses (since 2016 when the college was granted permission from Council for Higher Education (MALAG)) |
| 3. | 2004 -2005 | Director of the Institute for Online Studies: The position included directing an administrative staff of 5 professionals in the field of computers and pedagogy; designing a set of virtual courses for the Academic College of Education; providing pedagogical and professional support for 35 lecturers; recruitment of faculty for the development of new courses; introduction of new developments into the technological infrastructure; etc. |
| 4. | 2005-2011 | Head of Principals' Training Program: The position included designing the study program; recruitment of teaching staff; liaising with directors in the Ministry of Education (Department of Continuing Education and the Department of Training in Education); and supervising a faculty of 20 lecturers, and 3 administrative staff. |
| 5. | 2007-2009 | Supervisor of School Leadership Program (one of the three pilot programs approved for the M.Ed. degree in Educational Leadership) (2007 – 2009). The position included initiating and designing the program and submitting it to the Council for Higher Education (MALAG); the recruitment and supervision of a staff of 20 lecturers; selection of student candidates; liaising with Ministry of Education officials (Department of Continuing Education and the Department of Teacher Training). |
| 6. | 2007– 2011 | Acting Director of M.Ed. Program in Educational Administration <u>College Committees</u> <ol style="list-style-type: none"> 1. Member of the Disciplinary Committee (from 2010) 2. Member of the Institutional Appointments Committee 3. Member of the Evaluations Committee 4. Member of the Quality in Teaching Committee |

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| 7. | 2012 - 2016 | <p>Head of Graduate School (2012). Managing and responsibility for representing the college graduate studies in Israel and abroad; recruitment of academic staff and other resources; initiating new M.A. and M.Ed. programs (including the development of the Thesis M.Ed. in Educational Administration) and setting standards for insuring high quality performance.</p> <p><u>College Committees</u></p> <ol style="list-style-type: none"> 1. Board member 2. Chair of the Board of the Graduate Studies. As the chair, I developed the following: screening process for M.Ed. candidates for the program of Educational Administration, the structure display of the thesis and conference of graduate students and measures for assessing and evaluating students' essays and seminar papers. Establishing and chairing an alumni club (graduates of the M.Ed. programs and the Principal Training Program). 3. Member of the M.Ed. Program Teaching Committee 4. Member of the High Academic Council 5. Member of the Research Committee 6. Member of the Ethics Committee 7. Member of the Disciplinary Committee 8. Member of the Evaluations Committee (until 2014 when the committee was dismissed) 9. Member of the Quality in Teaching Committee (until 2014 when the committee was dismissed) |
| 8. | 2016 to 2019 (February) | <p>Rector of Achva Academic College. Responsible for strategic development planning, developing educational and research objectives and plans of the College, and coordinating their implementation; responsible for raising academic standards, planning and implementing new academic developments, and overseeing all academic and academic support units of the College. During May</p> |

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| | <p>2016 – January 2017 I held both positions: Rector and Head of Graduate School.</p> <p>As rector, I initiated and led the college to win two major prizes offered by the Council of Higher Education:</p> <ol style="list-style-type: none">a. Educational simulation center – 250,000 NIS (2017)b. Building an innovative pedagogy complex and advanced technologies – 178,000 NIS (2017)¹ <p><u>College Committees</u></p> <ol style="list-style-type: none">1. Board member of Achva Academic College2. Member of board of directors3. Member of the High Academic Council4. Chair of the committee for advancing education in the Arab population5. Member of the Ethics Committee6. Member of research committee7. Chair of Absorption and tenure committee8. Board member of the Graduate Studies9. Board member of School of Education10. Board member of School of Science |
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5. Scholarly Positions and Activities outside the Institution

Municipality of Yavne (from 2014 - 2015)

Academic-pedagogic consultant for the process of developing “Schools of choice” in innovative educational processes. The aim is to advance the education system through empirical experimentation with new pedagogical, structural/organizational, curricular ideas and school goals.

‘Hemdat Hadarom’ College (from 2011 - 2014)

Senior lecturer in the Department of Educational Administration (M.Ed.) in the fields of education policy (compulsory course); parental involvement and developing staff excellence.

¹ I received a personal congratulation letter from Prof. Ido Perlman, Deputy Chairman of the Council for Higher Education.

Szold Institute (1999 – 2009)

1. Senior researcher. Initiated and designed research and educational projects; mentored researchers and research assistants under my responsibility; supervised their work.
2. Initiated and developed contacts with people active in the fields of education and social sciences, in order to design evaluation materials and research projects. This entailed making the initial contact, holding meetings with mayors and members of local councils and their staffs; designing the research; carrying out the research; drawing conclusions and advising the interested parties based on the results of the research.
3. Initiated research projects in the field of education management: a study of the principals' training course; efficacy perceptions of aspiring managers; school principals' role perception (field-tests of theoretical models that I developed); parental involvement; etc.
4. Designed and independently performed studies in the field of curriculum evaluation, including curricula for online studies.
5. Initiated and designed evaluation surveys and provided guidance to regional and municipal councils in improving their education systems.
6. Consultant in the field of parental involvement in schools: advised school staff at elementary and secondary levels on enhancing contact between the schools and parents, based on the results of a research on the subject.
7. Consultant on the organizational structure of schools: advised on changing or enhancing the organizational structure at both elementary and secondary levels.
8. Established and directed an experimental pilot course for the training of principals towards certification (1999 – 2002). The initiative and design of the course was under the auspices of the Szold Institute, with full authorization and support of the Ministry of Education. The process consisted in constructing a selection process for suitable candidates; designing and operating a course of studies; devising a budget and raising the funds; recruiting and managing a staff of 15 lecturers and mentors; creating an accompanying research study and documenting the course; liaising with the appropriate authorities at the Ministry of Education, including the administrative chief, directors of regional councils, budget directors, and so on. The course met with great success: based on the conclusions of the study all school principal training programs throughout the country have been redesigned.

Ministry of Education

Accredited as an expert in evaluation and in Educational Administration by the Ministry of Education.

1. Leading principals' in training programs for the Northern region in Israel
2. Academic consultant to Nativ School (Israel), Metulla (Israel) (since 2007).
2. Academic consultant to the Yitzhak Rabin Experimental Comprehensive School (Israel) (since 2007).
3. Academic and educational consultant to PISGA (Centers for the Professional Development of Educational Staff) of Modi'in (Israel), and Beit Shemesh (Israel) (since 2004).
4. Director of the Continuing Education Program for Principals of Experimental Schools in the Southern Region of Israel (since 2007).

MOFET (Center for Research, Curriculum and Program Development for Teacher Educators)

1. Coordinator of a development team (three staff and one research assistant) for stories of successful parental involvement (2005); the development team is editing results of research that is to be concluded this year, on success stories of contact between schools and parents. I formulated the idea for the project and designed its implementation. Research in this area has never before been carried out in Israel. Research findings was published as a book: Fisher, Y., (2010). *A different approach: Success stories of parental involvement in Schools*. Tel Aviv; MOFET Institute (in Hebrew).
2. Coordinator of an online development team of three lecturers from various colleges around the country (2002 – 2006). The team designed a website for developing excellence in education, based on a theoretical model that I developed.

Newspaper for Human Resources Management, Professional editor of the newspaper, since November, 2000.

August 1997 – August 1999

The Jewish Agency. Director of the Michigan/Israel office and community and *aliyah* (immigration to Israel) envoy in Detroit, Michigan, USA. Termination of post August, 1999. Details: community of 96,000 Jews; office personnel of 25 employees; annual budget of \$600,000 (excluding special projects). Activities and achievements: I developed and operated several educational and community programs, intended to represent Israel's social, cultural, economical, and educational aspects. During my time in Michigan, I organized three delegations (two youth delegations of 300 young Jewish-Americans and one adult delegation of 600 persons). In addition, I initiated and organized two "Israel" events with 6,000 participants. I arranged the community's first Memorial Day for Israel's Fallen Soldiers ceremonies, attended by 2,000 people. The post included direct and continuous contact with Jewish, Christian and Moslem community leaders, I also participated in the senior directorship of the Jewish Federation in Detroit.

March 1990 – July 1997

Achva Academic College

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continuous contact with the appropriate authorities in the Ministry of Education, the local authorities and the schools.

3. Member of the directorship of the college.
4. Lecturer in the School of Education: “Development of Excellence in Education”.
1. Membership in the International Organization for the Gifted.

September 1982 – June 1989

Gederot Community Center: Establishment and direction of the Regional School for Dance, including establishment of a professional dance workshop. The number of students: 250. Number of staff: 20. The position consisted of constructing a program of studies in the fields of classical, modern and jazz dance, and choreography; recruitment of professional instructors; recruitment of students; and direction of the administrative staff.

6. Participation in Scholarly Conferences

a. **Active Participation**

Participation in International Academic Conferences (abroad)

| | Date | Name of Conference | Place of Conference | Subject of Lecture/Discussion | Role |
|----|--------------|---|----------------------------|---|------------------------------------|
| 1. | 10-13.7.2005 | 10 th Facet Theory Association (FTA) | Rome, Italy | The Pyramid Model of School Management | lecturer |
| 2. | 17-19.11.08 | International Conference of Education, Research and Innovation (ICERI 2008) | Madrid, Spain | a. “Self-efficacy of principals-to-be: how do principal training programs affect their self-efficacy beliefs?”. b. “The road to excellence: success stories of schools”. | Lecturer Chair and Lecturer |
| 3. | 6-8.7.09 | EDULEARN09 the International Conference on Education and | Barcelona, Spain | The Israeli Educators Ethical Code | Lecturer |

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| | | New Learning Technologies | | | |
|-----|------------------------|---|--------------------------|---|------------------------------------|
| 4. | April 30 – May 4, 2010 | AERA Annual Meeting | Denver, Colorado | The Case for Coherence in Professional Development | Chair |
| 5. | 27-30.6.10 | 12 th Biennial ISSWOV Conference | Estoril-Lisbon, Portugal | Teachers' professional values explorations in code of ethics | Lecturer |
| 6. | 10-14.7.11 | 13 th International Facet Theory Conference | Huddersfield, UK | Parental Involvement | Lecturer |
| 7. | 24-27.7.12 | 13 th Biennial ISSWOV Conference | Goa, India | Facets Analysis in Educational Research, A multi-dimensional perception of parental involvement | |
| 8. | 18-21.8.13 | 14 th International Facet Theory Conference | Recife, Brazil | The wave syndrome A career span of principal's self-efficacy | Chair and Lecturer |
| 9. | 26-28.6.15 | 4 th International conference of Education IC-ED | St. Petersburg, Russia | a. Sectorial Perceptions of Parental Involvement: Similarities and Dissimilarities b. Identifying Overt and Covert Motives for Joining a PTA | Chair and Lecturer Lecturer |
| 10. | 16-19.8.15 | 15 th International Facet Theory Conference | New-York, NY | Identifying Overt and Covert Motives for Joining a PTA | Lecturer |
| 11. | 8-12.4.16 | AERA 2016 Annual Meeting | Washington DC, USA | Diverse perceptions in a democracy: Sectorial Perceptions of Parental | Chair and Lecturer |

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| | | | | Involvement in Israel | |
|-----|-------------|--|-------------------|---|------------------------|
| 12. | 18-20.12.16 | Academic Union Council | Oxford, UK | Rethinking Multicultural Education, The Israeli Case | Invited Lecture |
| 13. | 4-6.4.17 | 2017 International Symposium on Education and Psychology (ISEP 2017) | Tokyo, Japan | Teachers' Self-efficacy vs. Parental Involvement: Prediction and Implementation | Chair and Lecturer |
| 14. | 13-17.4.18 | 2018 AERA Annual Meeting | New-York, NY | Inclusion and self-efficacy: Perception in elementary public schools | Lecturer |
| 15. | 3-6.2.19 | 2019 WAEST | Bangkok, Thailand | The case of public schools: Self-efficacy and Inclusion | Lecturer |

Participation in International Academic Conferences (Israel)

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|----|------------|---|---------------------------|--|------------------------|
| 1. | June, 2002 | International Conference for Teacher Training | Achva Academic College | A Model of Training for Management | Chair |
| 2. | July, 2003 | Conference of Israel's Teachers Union, The Teachers Association for the Advancement of Teaching and Education | Tel-Aviv | "Parental involvement--realization or lip service?". | Invited Lecture |
| 3. | 1.6.04 | We are an online generation -- directions for teaching and learning | MOFET Institute, Tel-Aviv | Developing individual excellence) in English) | Lecturer |

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| 4. | 28-29.3.05 | Conference of Israeli Association for Information Technologies in Education | Tel-Aviv | How do you measure a digital gap? | Lecturer |
| 5. | 31.5.05 | The 6 th Conference of Web surfers - "The Digital Gap-- The Case of Israel" | MOFET Institute, Tel-Aviv | Developing excellence in education-- from full control to no control". | Lecturer |
| 6. | 6.6.06 | Facet Theory Conference | Bar-Ilan University | Sense of professional efficacy among aspiring principals: spatial mapping of managerial efficacy variables | Lecturer |
| 7. | 30 April-1 May, 2007 | Israel Education Committee-- Organization of High School Teachers | Tel-Aviv | Schools of excellence | Chair |
| 8. | 25-28.6.07 | 5 th International conference: Teacher Training at a Crossroads | MOFET Institute, Tel-Aviv | Perceptions of efficacy among aspiring principals | Invited Lecture |
| 9. | 17.6.08 | Facet Theory Conference | Van-Leer Institution, Jerusalem Israel | Perceptions of efficacy among aspiring principals | Lecturer |
| 10. | 21.9.09 | 2 st Educational Administration Conference: Trends in Education Management | Jerusalem University | The Road to Excellence | Lecturer |
| 11. | 21-24.6.09 | 12 th International Facet Theory Conference | Van-Leer Institution, Jerusalem | The Israeli Educators Ethical Code | Chair and Lecturer |

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| 12. | 23.5.10 | 3 rd Educational Administration Conference: Trends in Education Management | Bar-Ilan University | The ethical code of the teaching staff | lecturer |
| 13. | 15.3.11 | School, Family and Community: Together in achievements and challenges | 'Emeq Yezreel' College | The place of parents in the educational system | Key note speaker |
| 16. | 3.6.12 | 5 th Educational Administration Conference | Ben-Gurion University | The timeline of school principals' professional self-efficacy of | Lecturer |
| 17. | 26.5.13 | 5 th Educational Administration Conference | Gordon Academic College | a. Parental Involvement VS Self-Efficacy: A multi dimension model | Lecturer |
| 18. | 4-6.7.13 | 6 th International Conference: "Changing Reality through Education" | David Yellin Academic College of Education in Jerusalem with The MOFET Institute in Tel Aviv | a. The timeline of self-efficacy: Changes during the professional life cycle of school principals (in English) b. A multi-dimensional perception of parental involvement (in English). | Chair and Lecturer Lecturer |
| 19. | 26.6.14 | 6 th Educational Administration Conference | 'Hemdat Hadarom' Academic College | a. Sectorial Perceptions of Parental Involvement in Israel (with De. Noga Magen Nagar and Muhamad Abu-Nasra) | Lecturer Lecturer |

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| | | | | b. Pre-school teachers' self-efficacy and the perception of pre-school excellence | |
| 21. | 26-26.6.17 | 16 th International Facet Theory Conference | Netanya Academic College | Identifying Overt and Covert Motives for Joining a PTA: Learning more with Facet Theory | Lecturer |

b. Organization of Conferences or Sessions

| Date | Name of Conference | Place of Conference | Subject of Conference/ Role at Conference/ Comments | Role |
|------------------------|---|----------------------------|--|--|
| 30 April – 1 May, 2007 | Israel Conference on Education - Organization of Secondary Teachers | Tel-Aviv | | Organizer and Chair of "Excellent Schools" |
| 6-8.7.09 | EDULEARN09 | Barcelona | Education and New Learning Technologies | International Advisory Board |
| April 30 – May 4, 2010 | AERA 2010 Annual Meeting | Denver, Colorado | | panel reviewer for Division A: Administration, Organization, and Leadership, Section 1: Leadership |
| 25.3.10 | 3 rd Educational Administration Conference: Trends in | Bar-Ilan University | management trends | Leading panel, Ministry of Education and Avney Rosha (the |

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| | Education Management | | | Israeli Institute for Leadership in Schools) |
| 2.6.11 | 4 th Educational Administration Conference | Achva Academic College | Trends in Education Management, In cooperation with the Ministry of Education | Organizer and conference chair |
| 10-4.11 | 13 th International Facet Theory Conference | Huddersfield, UK | New horizons for Facet Theory: Interdisciplinary Collaboration: Searching for Structure in Content Spaces and Measurement | Secretary/treasurer |
| 22-24.5.12 | The Van-leer Conference of Education (ITEC) | Van-Leer Institution, Jerusalem | From Regulation to Trust: Education in the 21st Century | SIG leader |
| 4-6.7.13 | 6 th International conference for teachers' training programs | David Yellin Academic College of Education in Jerusalem | "Changing Reality through Education" | a. Member of the Steering Committee b. Head of Sector "Circles of Influence: Education, Society, Economics and Law" |
| 22.5.14 | The annual conference of multiculturalism | Achva Academic college | In brotherhood and friendship | Chair of session: Diversity and Equal Opportunities in the Employment Market "(with the participation of Minister Tzipi Livni and Minister Yair Lapid). |

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| 26.6.14 | 6 th Educational Administration Conference | Gordon Academic College | | Abstracts reviewer |
| 13.12.15 | 1 st conference of M.Ed. graduate students' research papers, Academic colleges of education | Mofet Institute, Tel-Aviv | | Member of the Steering Committee |
| 26.5.16 | 5 th Educational Administration Conference | Gordon Academic College | "Bottom up - Top Down" Educational Administration Research - what can really be applied? | Organizer of Round table, chair and Discussant |
| 1.1.17 | 1 st conference of M.Ed. graduate students' research papers and Thesis, Academic colleges of education | MOFET Institute, Tel-Aviv | | Chair of conference and abstract reviewer |
| 27.3.17 | "Whose creation is this?" Panic and Ethics in the | MOFET Institute, Tel-Aviv | Copyrights of Lecturers | Round table chair and Discussant |
| 3-5.8.18 | The World Education Research Association (WERA) | Cape Town, South Africa | Reimaging Worldwide Education Research | WERA Reviewer (2018) |
| 30.6.19 – 2.7.19 | 7 th International conference for teachers' training programs | Mofet Institute | | Member of the Steering Committee |

7. Invited Lectures\ Colloquium Talks

| Date | Place of Lecture | Name of Forum | Presentation/Comments |
|-------------|--------------------------------|---|--|
| July, 2003 | Tel-Aviv, Israel | Conference of Israel's Teachers Union, The Teachers Association for the Advancement of Teaching and Education | "Parental involvement--realization or lip service?" |
| 25-28.6.07 | Mofet Institute, Tel-Aviv | 5 th International conference: Teacher Training at a Crossroads | Perceptions of efficacy among aspiring principals |
| 15.3.11 | Emeq Yezre'el Academic College | School, Family and Community: Together in achievements and challenges | The place of parents in the educational system |
| 19.12.16 | Oxford, UK | Oxford Summit of Leaders and club of rectors | Rethinking Multicultural Education, The Israeli Case |

8. Research Grants

a. Grants Awarded

| Role in Research | Co-Researchers | Topic | Funded by/ Amount | Year |
|-------------------------|--|--|---|-------------|
| Leading researcher | Dr. Aviva Kliger and Dr. Ada Greenberg | Developing excellence in Education (publication 20,26) | The Mofet Institute, Israel 45,000 NIS | 2003 - 2006 |
| Leading researcher | - | Parental involvement (publication 4) | The Mofet Institute, Israel, 30,000 NIS | 2004-2009 |
| Leading researcher | Dr. Revital Heimann | Excellent schools (publication 3, 24) | 'Yad Hanadiv' Foundation, Israel, 200,000 NIS | 2007 -2008 |

9. Scholarships, Awards and Prizes

- 2011 Awarded a Certificate of Special Contribution Appreciation, from the President of Academic College of Education.
- 2010 Awarded a Certificate of Distinction for Excellence in Teaching during the past decade, from the Achva, Academic College of Education.
- 2008 – 2011 Personal entry in *Who's Who in the World* (editions 25-28).

10. Teaching

a. Courses Taught in Recent Years

| Year | Name of Course | Type of Course Lecture/Seminar /Workshop/High Learn Course/ Introduction Course (Mandatory) | Degree | Number of Students |
|-----------------|---|---|------------------------------------|-----------------------|
| 1999 - 2003 | Developing excellence in education | Lecture | B.Ed. M.Ed. | ~100 |
| 2005- 2010 | Management skills | Workshop (mandatory) | Principals' Training Program | ~130 |
| 2008-2013 | Advanced management methods | Online course (mandatory) | B.Ed. | ~130 |
| 2013-2014 | Mentoring in schools | Lecture + workshop | Professional development | 30 |
| 2003 to date | Education Policy in Israel (in 2015 the name of seminar was changed to "In the corridors of the Ministry of Education" | seminar | M.Ed. | ~200 |
| 2003 to date | The third "rib" – parental involvement | Lecture+ work shop | M.Ed. | ~300 |

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| 2003 to date | The path to personal excellence in education | Lecture+ work shop | M.Ed. | ~300 |
| 2007 to date | Organizational excellence by team development | Lecture + work shop | M.Ed. | ~200 |
| 2011 to date | Quantitative research workshop | work shop (mandatory) | M.Ed. (only for quantitative research students). | ~60 |

b. Supervision of Graduate Students

In 2016, The Council of Higher Education (MALAG) authorized the M.Ed. in Educational Administration with Thesis. During the years 2008 – 2016 our capable M.Ed. students wrote a final research dissertation equivalent to Thesis, even though it was not accepted as a M.Ed. thesis.

| Name of Student | Title of Thesis | Degree | Date of Completion / in Progress | Students' Achievements |
|------------------------|---|---------------|---|-------------------------------|
| Rina Hezroni | The issue of parental involvement in kibbutz schools compared with non-kibbutz schools | M.Ed. | 2009 | 80 |
| Yarona Perez | "I am a teacher!" Code of ethics for teaching staff | M.Ed. | 2010 | 72 |
| Yahav Caduri | The effect of the terms "educationally deprived "underperformers" on teachers from students | M.Ed. | 2010 | 81 |

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| Riki Moshe | "Tell me what's going on and will relax": Parents' satisfaction with computerized reporting systems | M.Ed. | 2011 | 85 |
| Rachel Illuk | The sense of school principals' professional self-efficacy at different points in time during their professional careers | M.Ed. | 2011 | 97 |
| Sharon Adato | The perceived parental and teacher authority by students | M.Ed. | 2012 | 88 |
| Yifat Kostelitz | A predictive model of the teacher's professional self-efficacy | M.Ed. | 2012 | 100 |
| Keren Seroussi | A sense of the pre-school teacher's self-efficacy and the perception of pre-school excellence | M.Ed. | 2013 | 90 |
| Eti Youngervirt (shared guidance with Prof. Isaac Friedman) | The sense of professional self-efficacy of the overall supervisor | M.Ed. | 2013 | 100 |
| Orly Shir | Parents' motives for joining PTA In elementary schools in Israel | M.Ed. | 2014 | 90 |
| Danit Edelman | The Case study of Gedera: Principals, teachers' and Parents' perceptions towards the process of uniqueness and school choice | M.Ed. | 2015 | 89 |
| Sima Ezra | Teachers' perception of parents' motives for joining PTA (Parents Teacher Association) | M.Ed. | 2016 | 75 |

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|-------------------------|--|--|-------------|--|
| Reut Konfi | Attitudes of Educational College Students (B.Ed. & M.Ed.) toward parental involvement in schools | | In progress | |
| Ilanit Mahatof (Thesis) | Ultra- orthodox Teachers' perceptions of Self-Efficacy vs. perceptions of Parental Involvement | | In progress | |

11. Miscellaneous

1. Guest Editor Frontiers Psychology - Theoretical and Philosophical Psychology: <https://www.frontiersin.org/>
2. Adviser of Parental Involvement for Psychological Service consultative of the Ministry of Education (since 2013).
3. Expert in the field of evaluation - The Ministry of Education and Avney Rosha, 2011.
4. Academic advisor on the subject of evaluation, The Jewish Agency's Partnership 2000--Project Gesher Chai, Beer-Sheva, 2011.
5. Steering Committee Avney Rosha and The Ministry of Education -- Setting standards for management tender applicants, 2010.
6. "Education Policy Forum" - forum of researchers of educational policies in institutes of higher education in Israel, since 2006.
7. Expanded forum on setting policies for training of principals - Avney Rosha, 2008.
8. Forum "Parental Involvement" MOFET Institute, 2008.
9. Member of the editorial board of the publishing house MOFET institute, 2018
10. Research Group Avney Rosha: Characteristics of school excellence.

Reviewer of Peer Articles from Israel and Abroad

1. ISF <http://www.isf.org.il/>
2. CIE <http://cie.asu.edu/ojs/index.php/cieatasu/index>
3. Palgrave Macmillan) (www.palgrave.com/home).
4. Teachers College Record (TCR).

5. International Journal of Human - Computer Studies
http://www.elsevier.com/wps/find/journaldescription.cws_home/622846/description#description.
6. Educational Research and Reviews www.academicjournals.org/err .
7. Studies in Education Administration and Organization, Haifa University Israel (Hebrew).
8. Dapim, Mofet Institute, Israel (Hebrew).
9. Teaching and Academia, Tel-Aviv University.
10. From Vision to Practice, Achva Academic College, Israel (Hebrew).
11. Studies and Research in Teachers Training programs, Gordon College, Israel (Hebrew).
12. Educational Circles, David Yellin College, Jerusalem Israel (Hebrew)
<http://www.dyellin.ac.il/about/publications/journaleducation>

12. Professional Experience

Publicly Held Positions

1. Educational advisor to the Minister Prof. Avishai Braverman, Minister of Minority Issues, 2007-2009.
2. Secretary and Treasurer of the Facet Theory Association (FTA), since 2009.
3. Member of *The Movement for Quality Government in Israel*, since 2010.
4. Voluntary lecturer in I.D.F (“Ofakim” voluntary program), since 2006.
5. Professional editor of the newspaper for Human Resources Management, since November, 2000
6. Completed the Directors Training Course, Bar-Ilan University, 2010.

PUBLICATIONS

A. Ph.D. Dissertation

Waxman, Y, (1998). *Identification, awareness and accessibility as predictors of parental involvement*. Doctoral thesis. Jerusalem: Hebrew University. (in Hebrew). 167 pages. Supervised by Prof. Haim Adler and Prof. Isaac Friedman.

B. Scientific Books (Refereed)

1. **Fisher, Y., & Heimann, R.** (2008). *The Road to Excellence – Success stories of schools*. Jerusalem: Henrietta Szold Institute, National Institute for Research in the Behavioral Sciences and Yad HaNadiv Foundation (in Hebrew).² (275 pages)
2. Fisher, Y. (2010). *A different approach: Success stories of parental involvement in Schools*. Tel Aviv; MOFET Institute (in Hebrew).³ (237 pages).

C. Edited Books (Refereed)

1. Fisher, Y., & Friedman A.I (Eds.) (2011). *New horizons for facet theory: Interdisciplinary collaboration searching for structure in content spaces and measurement*. Tel Aviv: FTA publication. (279 pages).

Edited Books - Accepted for Publication

2. Fisher, Y., & Hackett, P. (Eds.) (will be released 2018). *Advances in Facet Theory Research: Developments in Theory and Application and*

² Peer-reviewed by two reviewers

³ Peer-reviewed by two reviewers

Competing Approaches. Lausanne, Switzerland: Frontiers in Psychology.⁴

D. Other Scientific Publications

Published

1. Fisher, Y. (2001). *The selection of applicants for an experimental course in the training of principals, 2000/2001: a description of the process and structure of the selection workshop*. Jerusalem: Henrietta Szold Institute, National Institute for Research in the Behavioral Sciences. 2001 (in Hebrew).
2. Fisher, Y. (2002). *An experimental course in the training of school principals, 2000/2001, A final report*. Jerusalem: Henrietta Szold Institute, National Institute for Research in the Behavioral Sciences (in Hebrew).

E. Articles in Refereed Journals

Items that have been published or received for publication after approval of the last appointment or promotion are marked with an asterisk *

Published

1. **Fisher, Y.**, & Friedman, A.I. (2002). Identification and awareness: foundations for parental involvement in the school's functioning, *Studies in Education Administration and Organization*, 26, 6-33. (in Hebrew). (National level B).
2. ***Fisher, Y.**, & Friedman, A.I. (2003). A pyramid model for management of organizations: feedback based management, *Studies in Education Administration and Organization*, 27, 153-175. (in Hebrew). (National level B).
3. ***Friedman, A.I.**, & **Fisher, Y.** (2003). *Parents and schools: Mutuality and involvement*. Jerusalem: Henrietta Szold Institute, National Institute for Research in the Behavioral Sciences. (in Hebrew).

⁴ With an Impact Factor of 2.323, Frontiers in Psychology is the top most cited of all journals in the category of Multidisciplinary Psychology, with a total of 6,906 citations in 2016 to 2,973 articles published in 2014 and 2015.

4. *Fisher, Y., & Jacob, O. (2006). Measuring Internet usage: The Israeli case. *International Journal of Human-Computer Studies*, 64(10), 984-997. (Q1)
5. *Fisher, Y. (2007). Excellence in education: the theoretical model and its implementation, *Studies in Education Administration and Organization*, 29, 31-53. (in Hebrew). (National level B).
6. *Fisher, Y., Klinger, A., & Greenberg A. (2008). Developing excellence in Education, *Kivunim*, an online journal for teacher training, MOFET Institute. Retrieved 10 October, 2017 from: <http://kivunim-old.macam.ac.il/article.aspx?menu=2&innerPage=articleHome&id=21>. (in Hebrew). (National level B).
7. *Fisher, Y., & Friedman, A.I. (2008). The pyramid model of management: organization and schools. *Quality & Quantity*, 42, 645-664. (Q2)
8. *Fisher, Y., & Friedman, A.I. (2009). Parents and school: Reciprocity and involvement. *Dapim*, 47, 11-40. (in Hebrew). (National level B).
9. *Fisher, Y. (2009). Parental Involvement: Implementing a theory. *US-China Education Review*, 6(11), 33-45.
10. *Fisher, Y. (2010). Measuring success: Evaluating educational Programs, *US-China Education Review*, 7(6), 5-18.
11. *Fisher, Y. (2011). The sense of self-efficacy of aspiring principals: Exploration in a dynamic concept. *Social Psychology of Education*, 14(1), 93-107. (Q2)
12. *Fisher, Y. (2012). School Quality: Learning through the Success of Others. *Education*, 2(5), 160-173.
13. *Fisher, Y. (2013). The Sky Is the Limit: Being the Best We Can. *International Journal of Education*, 5(4), 157-178.
14. *Fisher, Y. (2013). Teachers' professional values: Explorations of a code of ethics. *Social Psychology of Education*, 16, 2, 297-315.(Q2)
15. *Fisher, Y. (2014). The timeline of self-efficacy: Changes during the professional life cycle of school principals, *Journal of Educational Administration*, 52(1), 52-83. (Q1)

16. ***Fisher, Y.**, Magen-Nagar, N., & Nassara, M. (2014). Sectorial Perceptions of parental involvement: Similarities and dissimilarities. *Advances in Social Sciences Research Journal*, 1(7), 66-85. Retrieved 11 October, 2017 from: <http://scholarpublishing.org/index.php/ASSRJ/article/view/668>
17. ***Fisher, Y.**, & Kostelitz, Y. (2015). Teachers' Self-efficacy vs. Parental Involvement: Prediction and Implementation. *Leadership and Policy in Schools*, 14(3), 297-300. (Q1)
18. *Fisher, Y. (2015). Conditioned Values: Molding Professional Values of Teachers, *Studies in Education Administration and Organization*, 34, 9-34. (in Hebrew). (National level B).
19. *Fisher, Y. (2016). Multi-dimensional Perception of Parental Involvement. *Universal Journal of Educational Research*, 4, 457 - 463. doi: 10.13189/ujer.2016.040220. (Invites article by editor. Letters attached)
20. *Fisher, Y. (2017). Predicting Teachers' Perception of Inclusion: What is the Role of Self- Efficacy? *EC Psychology and Psychiatry*, 2(5), 151-171. (Invites article by editor. Letters attached selected as best article of the issue by the Editorial Panel of EC Psychology and Psychiatry). (Impact Factor of 1.022 and IC Value of 4.78).
21. *Fisher, Y. (2018) Concealed and unconcealed motives for joining the parent-teacher association Mapping sentence and smallest space analysis. *Frontiers in Psychology*, 9(1705), 1-9. (Q1).
22. ***Fisher, Y.**, & Seroussi, K. (2018). Leading an excellent preschool: What is the role of self-efficacy. *Quality Assurance in Education*, 26 (4), 430-445. (Q2)
23. ***Fisher, Y.** (accepted). Self-Efficacy of School Principals. *Oxford Research Encyclopedia of Education*. (Q1)

F. Chapters in Scientific Books⁵

Published

1. **Fisher, Y., & Friedman, A.I.** (2005). The pyramid model of school management. In W. Bilsky & D. Elizur (Eds.), *Facet theory: Design, analysis, and applications (pp.181-189)*. FTA publication. Tel-Aviv, Israel.
2. Fisher, Y. (2008). The perception of pre-professional efficacy among aspiring principals management candidates: Charting the variables of management capability. In: E. Yaniv & D. Elitzur,. (Eds.) *Facet Theory: Studies and research in the social sciences*, (pp.135-157). Tel Aviv: Bar-Ilan University. (in Hebrew).
3. Fisher, Y. (2009). The Israeli educators code of ethics. In D. Elizur & E. Yaniv (Eds.), *Theory construction and multivariate analysis: Applications of Facet Approach* (pp. 223-230). Israel: Bar-Ilan University
4. Fisher, Y. (2011). Parental involvement. In Y. Fisher & I.A. Friedman (Eds.). *New horizons for facet theory: Interdisciplinary Collaboration Searching for Structure in Content Spaces and Measurement* (pp. 145-153). FTA publication. Tel-Aviv, Israel.
5. Fisher, Y. (2013). The wave syndrome: A career span of principal's self-efficacy. In A. Roazzi, B.C. Souza & W. Bilsky (Eds.), *Facet Theory: Searching for Structure in Complex Social, Cultural & Psychological Phenomena (pp.191-211)*. Recife, Pernambuco: Editora Universitária/UFPE - ISBN: 978-85-415-0282-5

⁵ All chapters in the books were peer reviewed by two reviewers

H. Other Publications

G. Other Scientific Publications

Research Reports

1. Fisher, Y. (2001). *Focusing on community needs: A proposal for improving the educational system in Modi'in*. Jerusalem: Henrietta Szold Institute, National Institute for Research in the Behavioral Sciences. (in Hebrew).
2. Fisher, Y., (2002). *A survey of needs and satisfaction*. Jerusalem: Henrietta Szold Institute, National Institute for Research in the Behavioral Sciences. (in Hebrew).
3. Fisher, Y. (2003). *Reducing the digital gap in Israel – The LEHAVA Project*. Jerusalem: Henrietta Szold Institute, National Institute for Research in the Behavioral Sciences, 2003 (in Hebrew).
4. Fisher, Y. (2004). *Reducing the digital gap – the Appleseeds Academy Organization*. Jerusalem: Henrietta Szold Institute, National Institute for Research in the Behavioral Sciences, 2004 (in Hebrew).
5. Fisher, Y. (2004). *An evaluation of the implementation of an internet learning environment, “Walking with a mirror” for the Jewish sector (for primary and middle schools)*. Jerusalem: Henrietta Szold Institute, National Institute for Research in the Behavioral Sciences. (in Hebrew).
6. **Fisher, Y., & Cohen, R.** (2004). *An evaluation of the internet course in bible studies for the national-religious sector*. Henrietta Szold Institute, National Institute for Research in the Behavioral Sciences, 2004 (in Hebrew).
7. **Fisher, Y., & Cohen, R.** (2004). *An evaluation of the internet physics course for secondary schools*. Jerusalem: Henrietta Szold Institute, National Institute for Research in the Behavioral Sciences, 2004 (in Hebrew).
1. Waxman, Y., (2000). *The third party: the home environment as a factor in the educational process at school*. Presented as a position paper to the Ministry of Education, Jerusalem: Henrietta Szold Institute, National Institute for Research in the Behavioral Sciences. (in Hebrew).

2. Fisher, Y. (2001). Processes for selection of aspiring principals. *Leaders Net*. (in Hebrew)
3. Fisher, Y. (2001). School principals as organizational leaders: Towards the certification of school principals in Israel. *Resources, Economic Communication Ltd.*, 240. (in Hebrew).
4. Fisher, Y. (2002). The mentor as facilitator of school activities. *Resources, Economic Communication Ltd.* 334. (in Hebrew).
5. Fisher, Y. (2002). The place of the mentor in organizations. *Resources, Economic Communication Ltd.* 331. (in Hebrew).

I. Other Works Connected with my Scholarly Field

1. the first Academic Regulations and Charter for Achva Academic College of Education (1997)
2. Master's program in educational administration (2002)
3. School Principals' Training Program (2003)
3. Master's program in school leadership joined with principals training program (2006)
4. Several Director General By-Law Codes related to the issue of appointing and training school principals (2007-2008)
5. Master's program in educational administration with Thesis (2014)
6. M.Teach program (2014)
7. Call for proposal for Educational Simulation Center – Ministry of Education (2015)
8. Call for proposal for Digital learning - MALAG (MOOC's) (2016)
9. Call for proposal MALAG “improvement and promoting the quality of teaching and learning in institutions of higher education”:
Building an innovative pedagogic complex and advanced technologies (2016)

10. The Five-Year Plan of Achva Academic College (MALAG) (2016)
11. MA in Educational Counseling (2017)

J. Summary of my Activities and Future Plans

Professional Scientific Biography

The course of my professional development, which progressed simultaneously with my academic development, followed two major thematic paths. The first, which focuses on the topic of educational administration, began during my Master's studies in the educational administration program at the Hebrew University of Jerusalem. At the same time, I initiated, established and operated a dance center for youth in the local Council of G'derot. This Center was unique in the 1980s in terms of the number of students attending (approximately 300 boys and girls residing in the area between G'dera and Ashdod) and the variety of subjects taught. Early in my career, I understood that parents play an important role in their children's ability to develop and demonstrate a commitment to personal excellence; hence, a few years later, I chose to write my Master's thesis on the subject of parental involvement, which to this day serves as the second thematic path of my professional and academic development.

A few years later, I established at Achva Educational College (currently, Achva Academic College) a Center for Gifted and Talented Children. This endeavor also focused on combining educational administration and engaging the students' parents in the processes that took place at school. The center was authorized by the Ministry of Education to provide enrichment classes for gifted children, who up to this point in time had been directed to attend enrichment programs at universities. In addition, with the approval of the Ministry of Education, the center for gifted children opened five matriculation programs in topics that were not offered at the local schools. The establishment of the Center for Gifted Children intensified my interest in educational administration and I decided to dedicate my doctoral work to the subject of parental involvement in education.

I found that my interest in the subject developed beyond the K-12 framework and extended to teacher training as well. I developed two courses intended for teacher training programs: *Parents' Place in the Education System* and *Developing Personal Excellence*. Both courses form part of the undergraduate program in educational administration at Achva Academic College.

My thesis and my Ph.D. dissertation led me to write several articles, which had a significant impact on the development of a new theory in the field of parental involvement in Israel. New terms, such as *awareness* and *identification* were introduced into the conceptual framework regarding parental involvement. Since the first article was published (see publication E: 1 and 3), researchers and scholars have used the theoretical model and the new terminology repeatedly. As Prof. Friedman advised me on the writing of the dissertations (also Prof. Chaim Adler was involved in preparing the dissertation), we

continued to publish several articles jointly on the theory I had developed and its various implementations (see publication E:8). Thus, my earlier studies provided the basis for further research conducted over more than a decade, in the field of parental involvement in education.

Over the years, I made a point of developing theoretical models that could be applied in formal educational frameworks; however, many were found applicable to informal frameworks as well.

After approximately six years of managing the Center for Gifted Children, I was asked to take on the position of the first Academic Secretary, since Achva's status was changed to that of an academic college. In this role, I had the privilege of formulating the first charter for Achva Academic College.

During my second year in this position, I was offered the opportunity to serve as the Jewish Agency's representative for community affairs and Aliya in Detroit, MI, USA. A major aspect of this position, like others I had held up to this point in time, involved -- in addition to the Zionist endeavor-- educational administration and parental engagement.

Upon my return to Israel at the end of the term, as was asked by the chief manager of the Ministry of Education, Shlomit Amichai, to develop, manage, and assess an experimental course for the training of school principals.

After studying the issue of professional training for school principals, I developed, implemented, and evaluated the experimental course and published two reports (publications D: 1 and 2). These two publications (D: 1 and 2) later served as the basis for the development of a nationwide principal-training program, which is currently in use in Israel. This program also served as the basis for the development of a policy regarding the training of principals, developed by *Avney Rosha* Institute, the Israeli leadership institute.

At this time, two major developments occurred in my professional development. The first is related to the approval granted by the Council for Higher Education in Israel allowing colleges to offer graduate programs. The president of Achva College at the time, Dr. Zohar Tal, asked me to join him in developing a Master's program in educational administration (I: 2). The program we developed was approved by the Council for Higher Education and Achva was among the first colleges in Israel to be approved for a graduate degree and the first college in Israel to offer a graduate degree in educational administration. More recently, the Council for Higher Education in Israel approved a proposal, meticulously prepared by Prof. Friedman and me, to offer this program also as a thesis-based degree program (I: 5). This constitutes a breakthrough also in the field of educational administration, as this is the first college in Israel offering a thesis-based Master's degree in educational administration.

My profound involvement in the training of school principals and in the Master's degree program in educational administration led me to expand my professional interests. In an effort to conceptualize ideas from the field of educational administration, I studied Prof. Louis Guttman's facet theory in great depth. Thus, again my interest in educational administration, which I view as a framework that allows me to combine theoretical conceptualizations and practical applications for educational frameworks, helped shape the path of my professional development.

While I was conducting and assessing the experimental course for training school principals, I also gained experience in assessing educational administrations operated by local authorities and I encountered several opportunities to advise them on how to improve their functioning (see research reports G: 1 and 2).

Based on the knowledge I gained from preparing – at the request of the Ministry of Education – the experimental course for training school principals, I was asked to head the program for training school principals at Achva Academic Educational College. For a period of six years I was the head of this program. During this time, there was discussion about diverting the responsibility for the training of school principals from the Ministry of Education to the *Avney Rosha* Institute. I was asked to take part in the national steering committee and I participated also in preparing several Director General By-Law Codes related to the issue of appointing and training school principals (I: 4).

The topic of school excellence has fascinated me and continues to be a focus of my research and teaching. The idea of finding a framework for organizational excellence that is not based on a particular managerial approach led to the construction of a theoretical model (which I initiated and developed with the support and assistance of Prof. Friedman). The theoretical model was scientifically tested, while statistical analyses were based on facet theory. Results demonstrated that the model is both accurate and viable in a school framework. The use of facet theory has served me throughout my years of research (publications E: 2 and 7)).

The theoretical model of the *Pyramid* led me to study the subject of school excellence in the form of success stories. This motivated me to write a book, based on research that I had initiated and led (publication B: 1). The methodology of writing research-based success stories of excellent schools also served as the impetus that led the *Avney Rosha* Institute to initiate an official procedure for documenting success stories of schools in Israel. The definition of *school excellence* as it appears in this book (publication B: 2) has become in recent years a point of departure for many schools in Israel for the development of a school-wide yearly work plan. The advantage that this book offers is the ability to transform the theoretical model presented in the book to an operational work plan suited to the needs of each particular school. The article that followed the publication of the book focused solely on the unique characteristics that contribute to school excellence (publication E: 12).

In the years following the book's publication, I have been invited numerous times to lecture on the subject of school excellence, especially in forums addressing school principals and their staffs. Many places present the book as a gift to staff members. In addition, I have been asked by several municipalities to provide professional consultation and to propose alternatives to their current municipality educational system.

My research on the subject of school excellence was based on the development of a theoretical model of personal excellence. I have been teaching the topic of excellence in education for many years. The theoretical model has become the subject of a course which I teach as part of the Master's Program in Educational Administration and Special Education. After teaching this subject for many years, I thought it merited publication in Hebrew and in English (publications E: 5, 6 and 13). The model draws a distinction

between the concepts *comparable excellence* and *incomparable excellence*, which are used also by the Israel Defense Forces. In addition to reconceptualizing the term *excellence*, the model allows the theory to be translated into practice.

The fact that the model has to do with ethics and values led me to explore the issue of teachers' values, an exploration that resulted in several research studies. Facet theory helped me conceptualize teachers' perceptions of the values that motivated their educational work. Up until this point, these values had been defined as unidimensional. My research enabled me to conceptualize the motivating values as bidimensional constructs (publications E: 14 and 18).

Along with the study of school excellence, I also continued to research success stories related to parental involvement and partnerships, which in turn led to the publication of a book (publication B: 2). Prior to the publication of this book, no success stories of parental cooperation had been documented in Israel. This book made a substantial contribution to the understanding of the concept of success in the context of parental involvement in schools.

Given the importance of publishing in Israel and enhancing the knowledge pool of the Israeli professional community in the field of educational administration, I chose to publish two of my books in Hebrew. I also submitted numerous articles for publication in Hebrew-language journals, such as *Studies in Educational Administration and Organization* [Iyunim be'Minhal ve'Irgun Hachinuch] and *Pages* [Dapim], as shown in the list of publications.

After completing the second book, I felt that a comprehensive definition of the notion of parental involvement was needed. I attempted to conceptualize this term using the facet theory approach, which enabled me to establish a bidimensional conceptualization (in contrast to factor analysis, which enables only a one-dimensional construction). This chapter was published in a book I edited with Prof. Friedman (publication F:4).

The above-mentioned chapter provided a unique conceptualization for the term parental involvement. Prior to the publication of this study, the research literature traditionally conceptualized the term according to two major perspectives: that of parents and/or teachers. The study that led to this publication enabled me to conceptualize parental involvement while examining the approaches of all participants: parents, teachers, students, and policymakers. In this sense, this study was a trailblazer. Based on these findings, I developed a unique research tool for examining perceptions of parental involvement (publication E:9). This research tool helped me conduct additional studies, which are described herein. This study, in combination with other studies I conducted on the topic of parental involvement, led to my involvement in the work of a professional committee of the Israeli National Academy of Sciences, on the subject of family relationships and their association with children's development in early childhood education frameworks (K – 3). Within this committee, I served as an advisor regarding research related to parental involvement.

Dealing with facet theory led me to edit a book in consultation with Prof. Friedman. This book was the pinnacle of my research endeavors related to facet theory, a field in which I have gained substantial expertise over the last decade. The activity that the editing

of this book entailed, namely, approaching authors, sending articles to peer readers, editing the articles, and overseeing their publication, enabled me to increase my knowledge of facet theory and to establish my position within the research community involved in the study of facet theory in Israel and abroad (publication C:1).

Combining practical applications along with research helped establish my position as a leader in the field of educational administration in Israel. Given my cumulative knowledge and the repeated successful implementation of my programs for improving relationships between schools and parents, I have been asked to partake in or serve as a consultant to virtually every Israeli forum related to this topic (as shown in the attached CV).

In the process of seeking areas that combine parental involvement and school excellence, I began to study the issue of self-efficacy among educational staff. As a first step, I was interested in studying self-efficacy among educational staff members who aspire to a role in educational administration and management (publication E:11).

Up until this point, there had been no research either in Israel or globally on the subject of changes in the perceived self-efficacy of novice school principals during their period of training. An examination of the subject with the use of facet theory enabled me to gain an in-depth understanding of the shift in principals' sense of self-efficacy, as it occurs throughout their training process. In this study, facet theory was combined with conventional statistics, making the material more accessible to the research community. This study was innovative in its use and comparison of SSA (Smallest Space Analysis) maps obtained at different points in time.

Studying the change in novice principals' perceptions of professional self-efficacy led me to investigate whether changes in professional self-efficacy occur at other points along principals' professional careers. The surprising findings led to a shift in perceptions, underscoring the importance of providing novice principals with proper training, a change that was officially adopted by the Institute of *Avney Rosha*. The findings also attracted a great deal of interest among staff members in the Ministry of Education. In addition, this was the first article featuring facet theory methodology that was accepted for publication by the "Journal of Educational Administration", which was an achievement in and of itself. Also in this article, I combined facet theory methodology with conventional statistics, to make the findings more accessible to the research community (publication E:15).

This study of perceptions of professional self-efficacy among educational staff members prompted me to search for a connection between self-efficacy and parental involvement, two subjects which I consider particularly interesting. At this stage in my professional experience conducting quantitative research, I adopted the method of statistical analyses with the use of structured equation models (SEM). This method is quite accepted nowadays and therefore my statistical analyses fit into the existing research trend (publications E:17, 20 and 21).

Although I invested my major professional efforts in Israel, I also made a point of establishing international contacts, especially with experts in the field of facet theory, and I am an active member of the Facet Theory Association (FTA). This year I embarked on an international research project in collaboration with Duquesne University of Pittsburg,

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PA, USA. This study is intended to examine the attitudes of undergraduate and graduate students in the field of education regarding the issue of parental involvement. In addition to conducting part of the research in Israel, the study will also be conducted in the United States, Canada, and England. In addition, I was pleased to accept an invitation to become a member of the WERA (World Education Research Association) Education Advocacy Network.

In May of 2016, I was appointed Rector of Achva Academic College (in addition to my position as the head of graduate programs). This position, which is the pinnacle of my administrative activities, draws on all my aggregate skills in the field of educational administration, on my ability to employ a systems approach, and on my ongoing desire to improve the administration of various educational frameworks, from early childhood education to advanced degrees in academia. I resigned as Rector in February 2019.