

# Leadership and Teacher Development Program

## Annual Performance Report

May 2012 to September 2013



*Quality  
Education*

*Better  
Future*

*Educational  
Leadership*

# **Leadership and Teacher Development Program**

## **Annual Performance Report**

**May 2012 to September 2013**

**Cooperative Agreement No. 294-A-12-00006**

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## List of Acronyms

Accreditation and Quality Assurance Commission	AQAC
America-Mideast Educational and Training Services	AMIDEAST

Assessment and Evaluation Department	AED
Automated Directives System	ADS
Chief of Party	COP
Directorate of Planning	DP
Directorate of Supervision and Qualifications	DSQ
District Leadership Team	DLT
Geospatial Management Information System	Geo-MIS
Leadership and Teacher Development	LTD
LTD/NIET Joint Working Group	JWG
Leadership Diploma Program	LDP
Middle East and North Africa	MENA
Ministry of Education and Higher Education	MoEHE
Model Schools Network	MSN
Monitoring and Evaluation	M&E
Monitoring and Evaluation Task Force	METF
National Institute for Educational Training	NIET
National Teacher Education Strategy	TES
Operational Plan	OP
Professional Certificate in English Language Teaching	PCELT
Quality Assurance Unit	QAU
School Improvement Team	SIT
Supervision Diploma Program	SDP
Teacher Educator Enhancement Program	TEEP
United States Agency for International Development	USAID
University of Massachusetts, Amherst	UMass

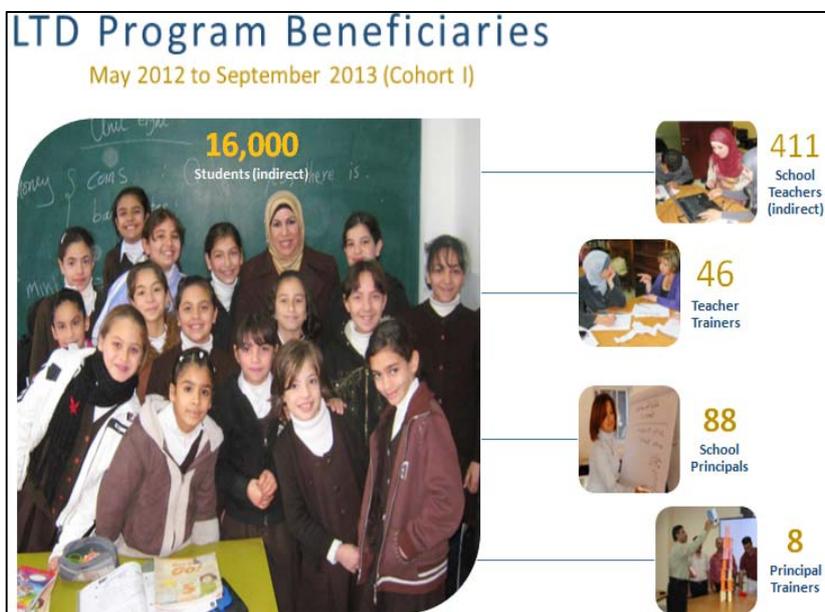
## Executive Summary

### Overview

This report presents progress of the USAID-funded and AMIDEAST-administered Leadership and Teacher Development Program (LTD) toward its strategic objective of improving the quality of school education in Palestine through an effective approach to leadership and teacher development. The Palestinian Authority has demonstrated a strong commitment to education since its creation in 1994. Investment in new schools has increased access and raised literacy rates to levels that are among the

highest in the Arab world. With improved school access, the Five-Year Education Development Strategic Plan (EDSP 2008-2012) of the Ministry of Education and Higher Education (MoEHE) has shifted its focus to improving the quality of basic education through enhancing teacher training and school/district management. In light of this shift, LTD initiated in May 2012 a comprehensive four-year strategy of top-down and bottom-up capacity building of departments/directorates in the MoEHE to introduce a sustainable system of school-based professional development to strengthen school-district cooperation aimed at transforming schools into learner-centered environments.

A central tenet of the LTD approach is to build close working relationships with key stakeholders and units in the MoEHE in order to align the Ministry's program goals and objectives. This same principle guides LTD's relationship with Al-Azhar University, Gaza, toward improving the pre-service teacher education in the Faculty of Education. The LTD approach is thus firmly grounded in a broad-based consultative process among all stakeholders to identify needs and plan strategic capacity building in



support of professional development of in-service and pre-service teachers, principals, and district management as well as for the provision of school improvement initiatives.

Ultimately, the main beneficiaries of LTD are Palestine's school children, the foundation of future economic growth and democratic citizenship (Figure 1). This is why LTD's approach to enhancing policies, structures

and systems is framed by a theory of change where student learning outcomes are expected to improve if teachers and principals enact the learner-centered instructional and leadership strategies learned in LTD trainings which, in turn, are guided by school-based School Improvement Teams (SITs) that, likewise, are assisted by LTD-created District Leadership Teams (DLTs) responsible for supporting the implementation and effective management of school improvement plans.

In sum, LTD's major objectives seek to:

1. Enhance policies, structures and systems within the MoEHE to support leadership and teacher development.
2. Improve the capacity of school principals, supervisors and teachers to work together to improve classroom instruction.
3. Establish a national cadre of teacher and leadership educators that meet MoEHE standards for instruction and supervision.
4. Improve pre-service teacher education in Gaza.

## Major Accomplishments to Date

From its startup in May to 2012 to the end of its first year of performance in September 2013, LTD made substantive progress toward achieving its overarching objective of improving the quality of school education in Palestine through an effective approach to leadership and teacher development. From spearheading policy change and capacity building, to the delivery of training courses in leadership and teacher educator enhancement, to creating a framework for improving pre-service teacher education in Gaza, LTD's activities in its first year have resulted in the following major accomplishments:

### ➤ **Towards enhancing policies, structures and systems within the MoEHE to support leadership and teacher development, LTD:**

- Supported the Ministry of Education to change its policy on the exclusive delivery of in-service teacher training by universities and instead build the capacity of the National Institute for Education and Training (NIET) to deliver this vital national service.
- Designed and implemented the first of a three-phase functional audit as a mechanism for conducting a system-wide policy gap analysis to identify gaps in the implementation and management of policies and resources up and down the entire system of basic education in the West Bank, from the school level to the district directorate to the central Ministry itself.
- Empowered 88 school principals in Cohort 1 of LTD's Leadership Diploma Program to exercise improved decision-making and instructional leadership through the creation of School Leadership Teams to lead school-based self-assessments and planning.
- Marked a major milestone in international donor cooperation between USAID, AMIDEAST, the JFPs and the Ministry of Education, through AMIDEAST's initiative, an agreement was reached in which USAID and JFP pooled their funds to allow the Ministry to pay for NIET to conduct training for teachers from LTD schools.
- 
- Focused policy discussion on strengthening the Ministry of Education's proposed Teacher Performance Assessment System Framework by emphasizing the inclusion of theories and strategies for supportive supervision in training curricula for principals and supervisors.
- Hosted the first of several study tours for top and middle management personnel from the MoEHE to support LTD's efforts to build the capacity of several departments at the Ministry to provide improved leadership and coordination for effective policymaking and implementation of the Ministry's programs of school-based reform.
- Supported the Ministry's policy goal of enhancing the quality of 21st century learning skills in schools through ICT and e-learning by providing laptops to 88 LTD principals in the first cohort of the Leadership Diploma Program, plus providing NIET staff with 30 laptops, 10 desktops, and training in the use of Moodle and other educational platforms.
- Created School Improvement Teams (SIT) at all 88 schools of cohort 1 in the Leadership Diploma Program and supported the principals in leading their SITs in a comprehensive needs assessment to collect input from school staff, teachers, parents, and students for the development of a School Improvement Plan.

- Coordinated with the MoEHE to finalize the policy and technical groundwork for the establishment of District Leadership Teams (DLTs) in the four districts of Cohort 1 that will play a key role in reviewing and supporting the technical implementation of the School Improvement Plans in their respective districts.
  - Created three curriculum development committees at NIET and DSQ and provided technical support in the design and development of content, materials and training strategies being used in the delivery of training modules for the Leadership Diploma Program, the Teacher Education Program, and for DSQ's supervisor training program now under development.
  - Spearheaded the formation of the Monitoring and Evaluation Task Force (METF) and the NIET/LTD M&E Joint Working Group (JWG) as sustainable structures for coordinating the monitoring and evaluation systems of LTD and its key ministry partners.
  - Supported the creation of Palestine's first-ever national test for English achievement for 7th grade by the Ministry's Assessment and Evaluation Department (AED), and worked jointly with AED in the design of a three-year, quasi-experimental evaluation study to investigate the impact of LTD-trained teachers on student achievement.
- **Towards improving the capacity of school principals to work with teachers and supervisors to improve classroom instruction, LTD:**
- Delivered, with NIET, five upgraded training modules for 88 school principals in the Leadership Diploma Program (LDP), the topics of which focused on effective schools, team building, theory and application of school self-assessment, use of technology, building stronger school-community relations, and improved integration of management, supervision, and financial decision-making, culminating in the formation of the vitally important School Improvement Team at each school.
  - Worked side-by-side with a team of six senior supervisors from DSQ to conduct a needs assessment and begin developing the first modules of a new training curriculum designed to meet the professional development needs of both new and experienced supervisors based on contemporary theories and international best practices in supportive supervision.
- **Towards establishing a national cadre of teacher and leadership educators that meet MoEHE standards for instruction and supervision, LTD:**
- Implemented the UMass-developed and delivered Teacher Educator Enhancement Program (TEEP) as a comprehensive and sustainable model of inquiry-based professional development for 24 teacher educators (trainers) at NIET and 20 faculty consultants contracted by NIET to deliver its Teacher Qualification Training program.
  - Supported the establishment of learning circles of "critical friends" at NIET as part of the TEEP program and to serve as a model for a sustainable system of communities of practice within NIET's organizational structure.
  - Designed and implemented, with UMass technical support, workshops to supplement TEEP trainings by helping NIET's teacher educators learn about and apply the principles of content-specific pedagogy, known in educational theory as *pedagogical content knowledge* (PCK), and by assisting NIET's curriculum designers to integrate PCK into the training modules for its Teacher Qualification Training program.
- **Towards Improving pre-service teacher education at Al-Azhar University in Gaza, LTD:**

- Held a number of exploratory meetings with the Dean of the Faculty of Education of Al-Azhar University in Gaza between May 2012 and August 2013 culminating in a Memorandum of Understanding with the president of the university (see Appendix D).
- Conducted a series of orientation meetings at Al-Azhar University in August and September 2013 to establish a framework for the implementation, management , and monitoring of LTD's three activities at Al Azhar: technical assistance for a new strategic plan for the Faculty of Education; implementation of the Teacher Educator Enhancement Program (TEEP) for instructors teaching pre-service teacher education courses; and, piloting AMIDEAST's Professional Certificate in English Language Teaching (PCELT) for up to 100 undergraduate students in the Faculty's English language teaching program.

## Progress toward the Project Goal

What progress during its first year of implementation did LTD make toward its strategic objective of improving the quality of school education in Palestine through an effective approach to leadership and teacher development? To address this central question, the narrative of the report is organized thematically around LTD's four major objectives (i.e. Intermediate Results in LTD's Performance Management Plan):

- Enhancing policies, structures and systems within the MoEHE to support leadership and teacher development.
- Improving the capacity of school principals, supervisors and teachers to work together to improve classroom instruction.
- Establishing a national cadre of teacher and leadership educators that meet MoEHE standards for instruction and supervision.
- Improving pre-service teacher education in Gaza.

In the four sections that follow, each will discuss how the results of the numerous activities conducted by the different departments of LTD contributed to progress toward the program's strategic objective. LTD's departments and activities fall into two main divisions, program implementation and program management. The following two charts (Figures 2 and 3) give a schematic overview of the departments and their major activities which the reader may find helpful

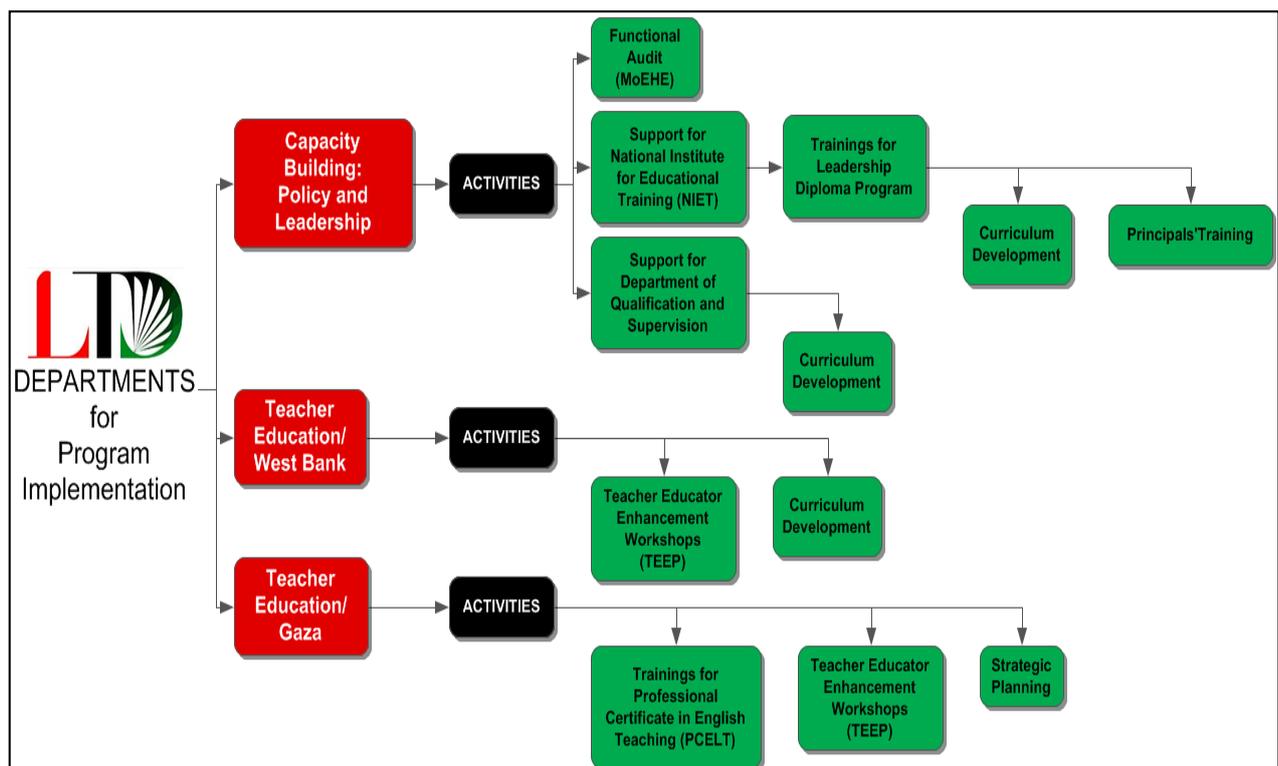


Figure 2. LTD's Program implementation departments and major activities while reading the document.

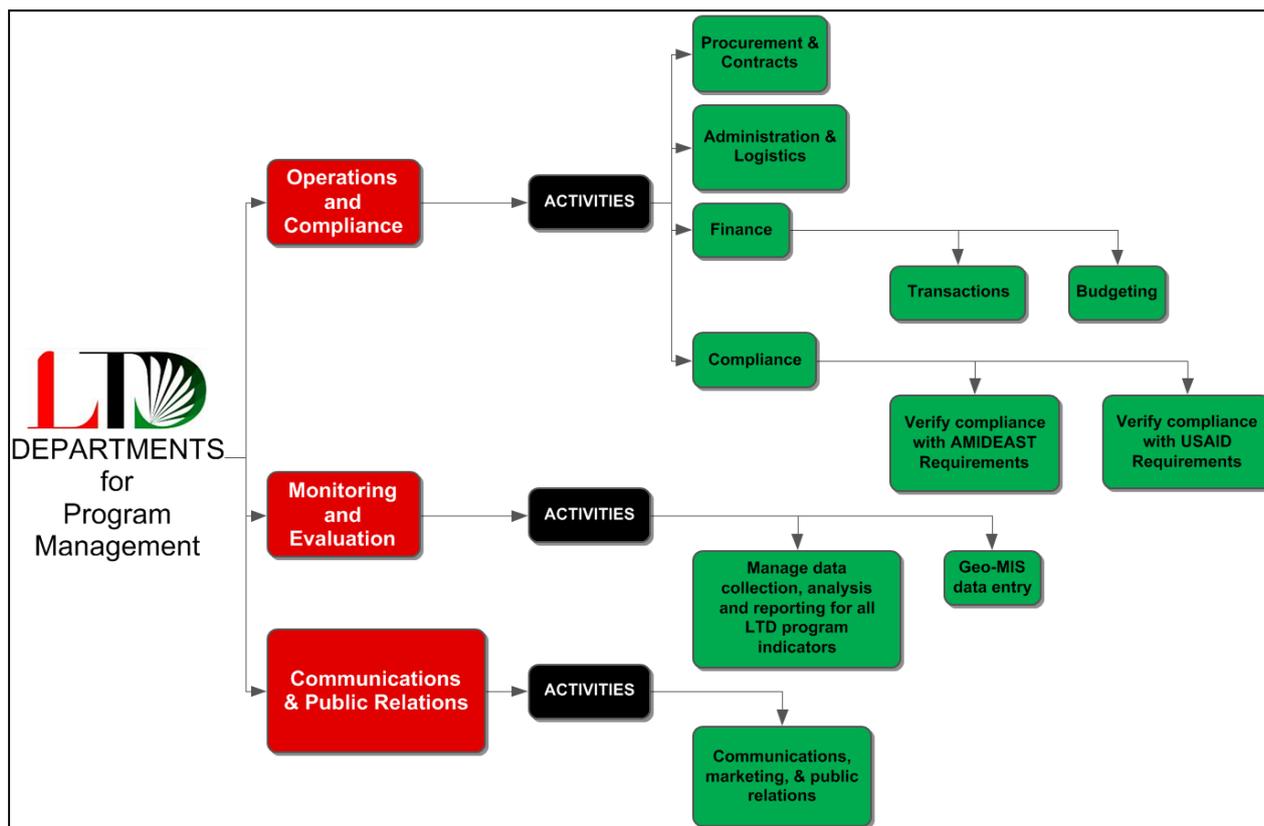


Figure 3. LTD's Program management departments and major activities

**LTD Steering Committee:** As will be evident throughout this report, the activities of all of LTD's departments are coordinated in close partnership primarily with five departments and directorates in the Ministry of Education, namely, the National Institute for Educational Training (NIET), the Department of Supervision and Qualification (DSQ), Field Follow Up (DFF), the Department of Education Planning (DEP), and the Assessment and Evaluation Department (AED). In August 2012, AMIDEAST and the Ministry of Education formed the LTD Steering Committee comprised of senior representatives from LTD, USAID, the Deputy Assistant Minister for Planning and Development and the aforementioned departments and directorates from the Ministry. The Steering Committee serves as an interdepartmental decision making body to provide counsel and guidance regarding the strategic direction of the LTD Program and, importantly, to identify policy issues requiring study and resolution and to recommend policies to the Ministry's Policy Committee, a body led by the Minister to provide macro-level oversight of programs and policies of national significance. Although the Steering Committee meets only on an ad hoc basis, the Chair of the Steering Committee, the Deputy Assistant Minister for Planning and Development, plays an important role as AMIDEAST's main interlocutor in the Ministry. For this reason, LTD's Chief of Party regularly liaises directly with the Deputy Assistant Minister on all LTD programming matters that have policy and/or procedural implications in relation to Ministry operations.

## Enhancing policies, structures and systems within the MoEHE to support leadership and teacher development

The enhancement of policies and structures in the MoEHE system is a central component of LTD, one that aims for a sustainable, systemic approach for transforming schools into learner-centered communities in the Palestinian context. In other words, LTD's systemic approach to enhancing policies and structures is framed by a theory of change where student learning outcomes improve if teachers and principals enact the learner-centered instructional and leadership strategies learned in LTD trainings which, importantly, includes the formation of local School Improvement Teams (SITs) that, likewise, are assisted by LTD-created District Leadership Teams (DLTs) responsible for supporting the implementation and effective management of school improvement plans. The following two sections summarize LTD's major accomplishments during Year One toward enhancing policies and structures.

### Policy and Structures

An educational policy refers to rules or regulations that enable or constrain decision-making and the allocation of resources necessary for achieving desirable educational outcomes. A structure, on the other hand, refers to a group of individuals organized under the authority of the MoEHE with specific roles and responsibilities to accomplish particular goals through the routine performance of tasks in support of Ministry policies and programs.

## **POLICIES**

***The Delivery of in-Service Teacher Training:*** LTD's most far-reaching impact on education policy in Year One has been in the delivery approach to teacher professional development. As a result of technical advice from AMIDEAST, the Ministry reversed its position on the exclusive delivery of in-service teacher training by universities and instead agreed to build the capacity of the National Institute for Education and Training (NIET). AMIDEAST refocused its capacity building away from faculty enhancement to the development of a national cohort of teacher educators who, with participation of faculty consultants contracted individually by NIET, would deliver LTD's in-service training of teachers. Building the capacity of NIET to fulfill this important mission represents a major policy change and an important achievement by AMIDEAST, one that goes a long way toward a more sustainable school-based model of continuous professional development for all Palestinian teachers.

***"The results of the first report of the Functional Audit provided valuable information which, along with the Audit's forthcoming district-level report, are helping us review regulations and policies in order to improve cooperation between schools and district offices, especially in the areas of teacher and leadership development."***

-- Mr. Sa'ada Hammodah, Director  
General of Planning

**Policy Gap Analysis for School-Based Reform:** LTD designed and implemented the first of a three-phase functional audit as a mechanism for conducting a system-wide policy gap analysis. Its purpose is to critically assess the intradepartmental operations and interdepartmental relations of MoEHE units and identify gaps in their implementation and management of policies and resources up and down the entire system of basic education in the West Bank, from the school level to the district directorate to the central Ministry itself. A joint AMIDEAST and Ministry task team comprised of LTD's five main partners from the MoEHE--the National Institute for Educational Training (NIET), Department of Supervision and Qualification, Field Follow Up , Department of Planning, and Assessment and Evaluation Department--are leading the data collection, analysis and reporting. Phase 1 at the school level was completed from May to July 2013 and Phase 2 at the district level began in September 2013. Phase 3 (central ministry) is planned for early 2014.

Even though only Phase 1 has been completed to date, the findings from the school-level assessment involving principals, teachers, counselors, and parents have already triggered intense policy discussions among director generals of various Ministry departments and the Deputy Minister, helping them to prioritize and strengthen specific school reform policies being drafted for the Ministry's forthcoming Five-Year Strategic Plan. A key reform under consideration is the institutionalization of the LTD model of District Leadership Teams (DLTs) and the importance of formalizing their function in allocating technical support and resources to school-based School Improvement Teams (SITs)--these two structures are described in detail below. In short, LTD's Functional Audit is making strides in promoting the Ministry's policy reforms aimed at decentralization and the empowerment of local school and district partnerships. The report of Phase 1 is included in the Appendix A of this report.

**Enhanced Autonomy for Local School Leadership:** The primary goal of LTD's Leadership Diploma Program is to improve the quality of school leadership, with an emphasis on instructional leadership, by developing a culture of continuing professional development amongst the principals in alignment with Ministry policies for effective school leadership. Results of focus groups conducted jointly in May 2013 by AMIDEAST and NIET with a random sample of principals in Cohort 1 indicate that LTD's leadership trainings are providing innovative strategies and tools for collecting, analyzing, and interpreting data to guide effective decision making.



Principals from Ramallah school district participating in an LTD learning circle.

Already many of the principals have made evidence-based policy decisions resulting in more effective management of teacher and staff development at their schools. Examples of new policy decisions include improved protocols for student absenteeism that now include better coordination between school counselors and students' families; better coordination among teachers regarding homework assignments so that students are less overburdened with assignments than before; and, greater participation of community members in the school improvement planning process.

**Teacher Performance Assessment System:** The Ministry of Education's new five-year plan includes a draft Teacher Performance Assessment System Framework being developed through various existing initiatives, such as the MoE Teacher Education Strategy, the World Bank-funded TEIP (the

development of the RTTI), and the efforts in CDTF to create a teacher career development strategy with associated guidelines, performance indicators, rubrics, and policies. Over a good part of LTD's first year, much discussion took place between AMIDEAST, UMass, and the MoEHE about the virtues of standards or competencies as the overall approach to assessing teacher performance. As a result, UMass developed a Teacher Performance Assessment Matrix (TPAM), which is a "cross-walk" that aligns existing standards, competencies, and sub-competencies and presents these as a visual representation and harmonization of the work done by the MoEHE and began developing a "toolkit" of formative assessment instruments to complement summative instruments by focusing on continuous improvement of the teaching profession.

These efforts, however, ran into a snag from the Ministry's Directorate of Supervision and Qualifications (DSQ) because accepting the AMIDEAST plan would, implicitly, require DSQ to concede some of its control over instruments it uses for the evaluation of teacher performance and promotion. In the face of this obstacle, LTD changed tack and is now supporting DSQ's own internal efforts—mandated by the Ministry—to modify its supervision policy from one based exclusively on summative assessments to one that also provides supportive supervision to enhance a teacher's professional growth. LTD is focusing its technical assistance on DSQ staff who are developing content for a training curriculum that will introduce theories and methods of supportive supervision aligned with the Ministry's performance standards for quality teaching.

**Planning of Study Tour for Policy Officials:** LTD intends to engage personnel from both the top and middle management of the MoEHE in study tours to the USA to support the ongoing efforts of LTD to build the capacity of several departments at the Ministry to provide leadership, coordinate efforts, and implement policies to realize the goals set in the Ministry's Strategic Plan.

During much of the year, numerous discussions took place between AMIDEAST, UMass and key stakeholders in the MoEHE regarding the purpose, goals, and activities of the study tours. UMass drafted a framing document that underwent revisions based on these discussions and it was decided that the first study tour, planned for October 2013, would target top-level policy officials, including the Assistant Deputy Minister, the Director General of NIET, the Director General of Supervision, and the Acting Director of the Commission for the Development of the Teaching Profession (CTDP). Depending on the outcome of this first study tour, a second one may be organized as a follow-on and provide senior technical staff from NIET with similar experiences. In sum, the LTD study tour component is expected to provide unique capacity building opportunities for top officials and technical staff of the MoEHE to provide aligned leadership at multiple levels for direct implementation of the Ministry's strategic plan and LTD activities.

**ICT and School Connectivity:** LTD is supporting the Ministry's policy goal of enhancing the quality of 21st century teaching and learning in schools through ICT and e-learning. Soon after the startup of LTD, AMIDEAST began the process of contracting to install wireless Local Area Networks (LAN) so that every classroom and administrative area in LTD schools has access to the Internet through strategically installed access points. In this regard, AMIDEAST is relying on the provision of internet service through a negotiated arrangement between the Ministry and PALTEL, in which PALTEL will provide Internet ADSL services to LTD schools. LTD's M&E Unit surveyed and interviewed a purposive sample of principals and teachers of MSN schools in four districts about the condition and usage of netbooks they received from AMIDEAST's Model School Network project. This was done in

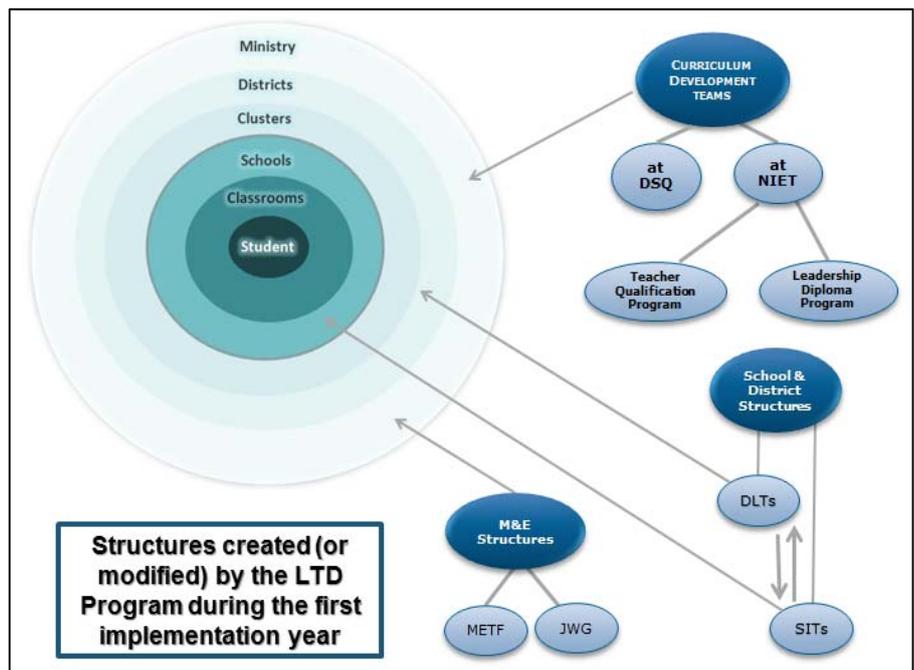
order to help LTD make an informed decision regarding the procurement of either netbooks or laptops computers to be supplied to LTD teachers and principals. Findings from this research were discussed by LTD's senior program managers and the Chief of Party and it was agreed that laptops would provide superior functionality and cost effectiveness compared to netbooks

LTD's Operations and Compliance Department provided laptops for 88 LTD principals participating in the first cohort of the Leadership Diploma Program. Approximately 500 teachers are expected to receive theirs in winter 2014. LTD also supplied 30 laptops and 10 desktops for the benefit of NIET as well as LCD projectors and projection screens for three training centers.



LTD Principals from Cohort 1 schools in South Hebron with newly procured laptops.

AMIDEAST also enhanced the delivery of LTD trainings and learning circles through the blended use of asynchronous activities using the latest version of Moodle installed on NIET's servers. Some principals and teachers are now using Moodle for submitting assignments, building e-portfolios, and participating in online discussions, including the use of popular social networking platforms such as Facebook. LTD also created a Wiki to serve as a shared workspace that curriculum development teams at NIET used during the initial phases of designing the first three modules of LTD's Teacher Education Training.



**STRUCTURES**

The formation and effective operation of planning and management structures

(Figure 4) is critical to the success and sustainability of the Ministry's policy reforms being implemented through LTD's **Figure 4. School, district, and ministry structures created or modified by LTD.**

model of school-based

professional development of school leadership and teaching. During its first year, LTD coordinated with its Ministry partners to create three types of structures:

1. School and district leadership teams (SITs and DLTs)
2. Curriculum development teams
3. Monitoring and evaluation units

**School Improvement Teams:** LTD’s capacity building during the first year centered on the School Leadership Diploma Program (LDP) and resulted in the formal establishment of a vital structure for promoting decentralized, school-based reform over the long term—the School Improvement Team (SIT). Comprised of a principal, who serves as the chairperson, two to three teachers, and one or two parents, SITs were established at all 88 schools in the four districts of Cohort 1. Lead by the principal, who received training on conducting the school self-assessment, each team took responsibility for conducting a comprehensive needs assessment using a school-community survey to collect input from the principal, teachers, parents, and students. The teams analyzed the findings in order to identify gaps in the school’s vision and mission and are now in the process of developing a school improvement plan framed by the MoEHE's standards for effective schools.

**District Leadership Teams:** In September 2013, LTD coordinated with the MoEHE to finalize the groundwork for the establishment of District Leadership Teams (DLTs) in the four districts of Cohort 1. The DLTs are designed to work in tandem with SITs to enhance the participation of middle management and institutionally support school improvement initiatives. Membership of each DLT is approximately 6-8 individuals and will include the district director; technical and/or administrative deputies; and, relevant heads of sections. The main responsibilities of the DLTs include reviewing and



DLT planning meeting with district representatives from Jenin and Qabatiyah

supporting the technical implementation of the School Improvement Plans. Together, District Leadership Teams and School Improvement Teams form the strategic axis of a collective, semi-autonomous leadership structure to mobilize technical support and marshal resources toward improving the capacity of school principals to work collaboratively with teachers and supervisors, as well as with parents and community stakeholders from the local private sector, to

improve classroom instruction and student learning outcomes.

**Curriculum Development Committees at NIET and DSQ:** LTD provided technical support for curriculum development among two MoEHE partners, the National Institute for Educational Training (NIET) and the Directorate of Supervision and Qualifications (DSQ).

- **NIET:** As LTD's chief partner in leadership and teacher training, AMIDEAST assisted NIET in establishing curriculum committees to develop curriculum maps (see Appendices B and C), content, and training modules for the Leadership Diploma Program and the Teacher Education Program for under-qualified teachers.
- **The Leadership Diploma Curriculum Committee** is comprised of several senior NIET trainers who, with technical support from LTD staff, implemented a systematic curriculum development process resulting in the complete overhaul of materials previously adopted and modified by NIET from AMIDEAST’s Model School Network

Program. A description of the development and implementation of the first five modules is presented in a subsequent section of this report.

- The Teacher Education Curriculum Committees** comprise five teams, each focusing on a specific subject area covered by LTD--Arabic, English, math, science, and technology education. Each committee is comprised several NIET senior trainers and one university faculty member with subject-area specialization. As a prerequisite to the start of committee work, LTD first held a series of meetings with NIET's staff to introduce international best practices in curriculum design informed by Wiggins and McTighe's "*backward design*" approach to curriculum development (Figure 5), which is a learner-centered,

Three Stages of Backward Design	
1. Identify Desired Results	What is it that "Qualified" teachers should know, understand and be able to do?
2. Determine Acceptable Evidence	How will in-service teachers demonstrate their understanding and skills?
3. Plan Learning Experiences	What sequence of instruction will engage in-service teachers in authentic, active learning?

Figure 5. The "backward design" approach frames NIET's approach to curriculum design.

standards-based method anchored in 21st century learning skills.<sup>1</sup> With additional technical assistance from LTD, protocols and rubrics were developed to guide the production and assessment of all training materials and to ensure alignment with the Ministry's nationally approved standards for teacher performance.

- DSQ:** LTD achieved an important milestone in the final quarter of its first year when the Directorate of Supervision and Qualifications welcomed AMIDEAST's overtures to form a joint task force to conduct a comprehensive needs assessment of supervisor qualifications. LTD provided technical assistance in developing tools and collecting data through focus groups with a representative sample of subject-area supervisors from across the West Bank. This collaboration opened the door for AMIDEAST to continue working with a number of senior supervisors on the task force with experience in instructional design. LTD's Capacity Building Department is now assisting DSQ in developing supervisor training materials for a two-track course tailored to new and experienced supervisors. Training modules covering a common core of topics for all supervisors will be developed to include strategies of teaching, professional development, planning, mission and vision, and contemporary issues. Separate modules for new supervisors will address supervision styles, assessment strategies, and methods of teaching, while experienced supervisors will receive extra attention on issues of curriculum enrichment, school development and educational leadership.

LTD has also supported this effort by procuring new editions of widely used textbooks on instructional supervision and leadership found in the United States. By September 2013, the first three modules were drafted and focused on topics ranging from teaching strategies to contemporary issues in supervision to new approaches to teachers' professional development.

<sup>1</sup> Wiggins, G.P., and McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

In sum, a major accomplishment of LTD's capacity building of curriculum teams at both NIET and DSQ has been the development of an emergent and sustainable model for materials development less dependent on external, donor-supplied experts and policies, but instead is tailored to the actual contexts and needs that Palestinian educators themselves understand and identify.

**Monitoring and Evaluation Units:** During the reporting period, AMIDEAST coordinated with the MoEHE to create two structures intended to support monitoring and evaluation for LTD activities--the Monitoring and Evaluation Task Force (METF) and the NIET/LTD M&E Joint Working Group (JWG).

- **The METF:** Established in October 2012, the METF is comprised of representatives from five Ministry partnered with LTD: NIET; DSQ; the Directorate of Field Follow-Up (DFF); the Assessment and Evaluation Department (AED); and the Directorate of Planning (DP). Because the Department of Planning is AMIDEAST's direct administrative counterpart, its representative serves as the main coordinator for the METF and facilitates the exchange of information with other Ministry departments. Since its inception the METF has met some twenty times and has proved integral to the design and editing of LTD evaluation instruments and offered advice on the collection of data involving NIET and other departments and directorates. The METF made substantive contributions toward the development and revision of indicators for LTD's performance management plan (PMP) and was influential in advising AMIDEAST on the development of the Functional Audit.
- **The JWG:** Whereas the METF provides interdepartmental coordination with AMIDEAST, the Joint Working Group (JWG) was created expressly to coordinate the management of M&E activities conducted jointly by NIET and LTD. The JWG met five times since its formation in August 2013 and has, among other accomplishments, strengthened the cooperation and collaboration among the M&E managers of the two organizations, resulting in the alignment and harmonization of approaches and methods for the collection, analysis, and reporting of monitoring and evaluation data focused on the Leadership Training Program, the Teacher Training Program, and the Teacher Educator Enhancement Program. Though it was formed only in the final quarter of Year One, already the JWG has proved its worth by finalizing the master LTD M&E activity planning spreadsheet containing all M&E activities for each of LTD's Intermediate Results and their respective indicators; sharing, analyzing and discussing the implications of data collected from satisfaction surveys completed by participants in LTD's Leadership Diploma Program and TEEP; and, drafting new M&E tools and protocols to be piloted in the second year of LTD.

## **Improving the capacity of school principals to work with teachers and supervisors to improve classroom instruction**

The roles of a school principal and district level administration in the Palestinian education system form an important axis for the collective leadership needed to support continuous improvement in teaching and student learning. For this reason, AMIDEAST's approach during its first year focused intensively on improving school leadership and its relationship to other institutional structures. LTD defines effective school leadership according to the Ministry's national standards for effective schools

and focuses on knowledge and practices that principals use in planning, public relations, resource allocation, teaching and learning, school environment, assessment, and technology.

**School-Based Leadership Networks:** Developed by LTD's precursor, the Model School Network Program, and implemented jointly by NIET and LTD, the Leadership Diploma Program (LDP) is a Ministry-accredited professional diploma program for public school principals. The LDP training focuses on helping principals create and sustain a shared vision of leadership and positive school culture and build their capacity to collect, analyze, and interpret data to guide evidence-based decision making and staff

development for improved teaching and student learning. A key purpose of the training is to expand the principals' network of community support for school improvement by creating linkages with the local community and the district office through the school improvement planning process. The staff of LTD's Capacity Building Department worked side by side with NIET staff to improve both the



LDP face-to-face training

content and delivery of the Leadership Diploma Program to the eighty-eight principals of Cohort 1. These improvements included a major upgrade of the modules and jointly conducted training-of-trainer workshops to strengthen NIET's capacity to effectively deliver trainings and facilitate learning circles. Five modules were finalized and delivered in face-to-face sessions, focusing on effective schools, team building, theory and application of school self-assessment, use of technology, building stronger school-community relations, and improved integration of management, supervision, and financial decision-making. These trainings allowed the principals to complete three action research assignments that resulted in local policy reforms to better deal with student absenteeism, learning-friendly homework assignments, and the formation of the vitally important School Improvement Team at each school.

A team of eight senior NIET trainers with masters' degrees in education were nominated by the Director-General of NIET to deliver the trainings. Director-General Dr. Shahnaz Al Far and Dr. Said Assaf, LTD's Chief of Party, also served as trainers. Modules two and three were strategically delivered in April and May 2013 in order to allow the SITs sufficient time to collect and analyze data from school-community surveys that will guide the school improvement planning process at the start of the school year in fall 2013. The LDP curriculum



LDP learning circle

of LTD's Capacity Building Department worked side by side with NIET staff to improve both the content and delivery of the Leadership Diploma Program to the eighty-eight principals of Cohort 1. These improvements included a major upgrade of the modules and jointly conducted training-of-trainer workshops to strengthen NIET's capacity to effectively deliver trainings and facilitate learning circles.

Five modules were finalized and delivered in face-to-face sessions, focusing on effective schools, team building, theory and application of school self-assessment, use of technology, building

***"What distinguishes this program is that it is purely based on the school reality. We come to the training and then we go back to our schools to apply and practice new methodologies. We cooperate with our teachers to analyze the reality of our schools. We do this through surveys to collect and analyze data and then to come up with new ways to improve outcomes. I can say this training is very practical."***

--Faisal, LTD Principal

committee worked intensively to prepare and deliver training modules four and five in August and September 2013. These prepared the principals to lead a strategic planning process with their SITs and to formulate the vision and mission of their respective schools with the goal of drafting a completed School Improvement Plan to be shared with peers in their learning circles in October.

**Promoting and Implementing a New Vision of Teacher Support:** Supportive supervision—that is, supervision of teachers’ performance that supports improving the performance of both teachers and students—is a major policy goal for the Ministry. To its credit, the Department of Supervision and Qualification (DSQ) has started working on several initiatives to improve not only the knowledge and skills of its large cadre of more than 500 supervisors, but also to explore new models of supervision.

As discussed previously in this report, obstacles within the Ministry prevented AMIDEAST from moving forward with its original plan of developing a Supervision Diploma Program to be modeled on the Leadership Diploma and delivered by NIET. As a result, AMIDEAST, with technical input from UMass, held a series of meetings with Ministry stakeholders that resulted in a compromise decision whereby the DSQ itself would implement the training of the supervisors, but also welcome LTD’s expertise and technical support in developing the content of training materials.

During the final quarter of Year One, LTD’s Capacity Building Department worked intensively with a team of six senior supervisors to conduct a needs assessment and outline elements of a training curriculum designed to meet the professional development needs of both new and experienced supervisors. The same six supervisors, along with four others, will serve as the lead trainers for supervisors in their respective districts.

By the end of Year One, the joint efforts of LTD and DSQ drafted a general framework and three training modules that lay the foundation for core topics and requirements that define what a qualified supervisor should know and be able to do, including:

- Knowledge of new theories of instructional supervision
- Understanding of learner-centered teaching practices and assessments
- Conducting action research in the field
- Building a portfolio to document improvements in professional practice
- Strategies for effective mentoring, coaching, training, and team work

In sum, LTD support for reforms in instructional supervision during its first year are playing a critical role in improving teacher evaluation through the development of policies, structures and practices that strengthen the hand of principals to work with district supervisors to implement a school-based, developmental model of continuous improvement of teaching practices aimed at enhancing learning outcomes for students.

## **Establishing a national cadre of teacher and leadership educators that meet MoEHE standards for instruction and supervision**

Toward the end of LTD's first year, AMIDEAST welcomed the bold policy decision by the MoEHE to shift the primary responsibility for in-service teacher training and qualification from the universities to NIET. Having already forged a good professional relationship through MSN, AMIDEAST and NIET made a smooth transition to a closer partnership with LTD. Steady progress is being made in building NIET's capacity to establish a national cadre of teacher and leadership educators whose knowledge and skills meet international standards. As a result of this special partnership,

Subject		Male/Female	NIET	Faculty	Total	
Teacher Educator Enhancement Program (TEEP)	Math	M	3	1	4	8
		F	2	2	4	
	Science	M	2	4	6	13
		F	4	3	7	
	English	M	1	2	3	9
		F	5	1	6	
	Arabic	M	3	3	6	11
		F	3	2	5	
	Technology	M	2	1	3	5
		F	1	1	2	
Leadership		M	3	0	3	8
		F	5	0	5	
Total (TEEP)	M	11	11	22	46	
	F	15	9	24		
Total (Leadership)	M	3	0	3	8	
	F	5	0	5		
Total	M	14	11	25	54	
	F	20	9	29		

Figure 5. TEEP teacher educators and LTD-trained principal educators.

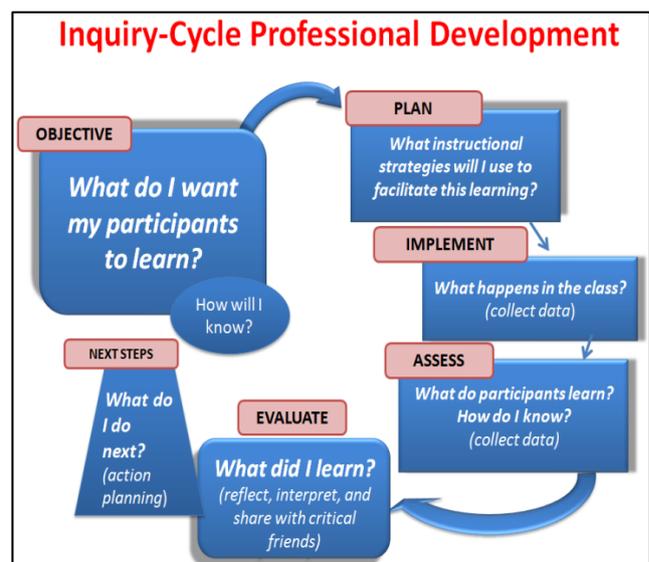
AMIDEAST retooled what was originally designed by UMass as the "Faculty Enhancement Program" into a more comprehensive, systemic intervention called the Teacher Educator Enhancement Program (TEEP). With continued technical support of UMass, AMIDEAST's implementation of TEEP for 26 members of NIET's staff and 20 university faculty consultants (Figure 6) is laying the groundwork for a sustainable certification program for educational trainers and trainers of trainers to design and deliver high quality in-service training to principals and teachers.

**Teacher Educator Enhancement:** Neither AMIDEAST nor NIET ever underestimated the challenge of developing qualified trainers in sufficient numbers to deliver high quality, school-based professional development to thousands of teachers who teach math, science, Arabic, technology education and English in grades 5-10. Consequently, the University of Massachusetts Amherst (UMass) designed and delivered a cross-disciplinary Teacher Educator Enhancement Program (TEEP) for NIET training staff and faculty consultants. Four TEEP workshops were delivered to over three dozen participants and two special workshops on Pedagogical Content Knowledge (PCK) for teacher educators in math, science, and technology education (discussed below in more detail). The TEEP is guided by three core principles of high quality professional development:



UMass TEEP workshop, Ramallah, August 2013

- Reflective practice and self-directed action help foster a future-oriented process of meaningful professional growth



- Collaboration among adult learners should foster a supportive professional learning community
- A culture of critical friends based on strengths--emphasizing assets over deficits--promotes an affirmative, supportive community of practice.

The modality of TEEP implementation is unique. Instead of the typical standalone series of "trainer of trainer" workshops, TEEP activities are integrated with the teacher educators' delivery of monthly trainings and bi-monthly learning circles to the in-

Figure 7. The inquiry-cycle of action research for professional development.

service teachers. TEEP participants, in other words, are also doing action research, reflecting on problems of practice in learning circles with "critical friends" and documenting their progress in portfolios of professional practice (PoPP). In this way, both the teacher and the teacher educator are engaged in a year-long "cycle of inquiry" aimed at continuous and collaborative professional development (Figure 7).

UMass designed and developed training materials based on the cycle of inquiry and produced two training guidebooks for use by both in-service teachers and TEEP participants:

- **The Action Research Package** focuses on action research and covers the idea of a theory of action; the action research inquiry cycle; action research tools; a checklist to be used while conducting action research; an explication of learning circles; and a learning circle protocol. It also explains the principles of learning circles and offers helpful tips on how to prepare and facilitate a learning circle.
- **The Portfolio of Professional Practice** covers the rationale on how and why to create a portfolio; a protocol/checklist for the use and maintenance of a portfolio; concrete examples; and suggested templates for storing relevant data and artifacts of professional growth.

"I believe the LTD Teacher Educator Enhancement Program offers a learner-centered model of professional development that the Ministry will find useful in helping teachers easily adapt their instruction to any future changes in the national curriculum."

--Dr. Randa Al Najdi, TEEP participant, and Lecturer in Math at Al Quds Open University

### Pedagogical Content Knowledge: Deepening What Teacher Educators Should Know and Be Able to Do

Understanding the myriad factors that enable or constrain student learning outcomes is critical to what principals and teachers, and those who support their professional growth, should know and be able to do. This is why the TEEP program included special emphasis on helping both teachers and teacher educators learn about and apply the principals of content-specific pedagogy, known in educational theory as *pedagogical content knowledge* (PCK). LTD embedded PCK into both the TEEP

trainings for teacher educators and the NIET curriculum they are delivering to LTD teachers in Cohort 1.

PCK workshops were delivered on two separate occasions during spring 2013 by UMass faculty specializing in math, science and



TEEP/PCK workshop for science and technology education. Ramallah, March, 2013.

education, and two for English by a professor of TESOL from Oregon State University. A single Arabic PCK workshop was delivered by a local Palestinian professor of Arabic language and literature in spring 2013.

Although grounded in the specificity of the Palestinian school curriculum for Arabic, English, math, science, and technology education, the PCK workshops followed a common framework suggested by LTD, including how to:

- Incorporate students' prior knowledge more effectively into learning activities and assessments
- Anticipate and diagnose misconceptions students face in learning content
- Plan pedagogically appropriate strategies for addressing misconceptions
- Develop cognitively-appropriate strategies to help students reflect on their learning both individually and collaboratively
- Select authentic, active learning assessments that enable students to transfer their understanding and skills to real-world contexts.

Furthermore, the PCK trainers were mindful to encourage the TEEP participants to connect their learning about PCK to their ongoing action research and portfolio development and to explore innovative ways of applying their understanding in the monthly face-to-face trainings and bi-monthly learning circles they deliver to the 411 in-service teachers of LTD Cohort 1 schools (Figure 8).

District	Gender/ total	Science	Arabic	Math	Technology	English	All subjects
Ramallah and Al- Bireh	M	3	10	3	6	2	24
	F	25	20	22	8	19	94
	Total	28	30	25	14	21	118
South Hebron	M	10	3	7	8	6	34
	F	12	25	12	12	13	74
	Total	22	28	19	20	19	108
Jenin	M	10	9	10	12	7	48
	F	18	13	10	9	9	59
	Total	28	22	20	21	16	107
Qabatya	M	9	3	3	7	5	27
	F	15	17	5	9	5	51
	Total	24	20	8	16	10	78
All Districts	M	32	25	23	33	20	133
	F	70	75	49	38	46	278
	Total	102	100	72	71	66	411

Figure 8. Demographics of in-service teachers from LTD Cohort 1 schools being trained by TEEP-trained teacher educators.

## Improving pre-service teacher education at Al-Azhar University in Gaza

The thrust of LTD’s West Bank activities focus on in-service professional development of school principals and teachers. In Gaza, where USAID vetting compliance proved extremely complicated and time consuming much of LTD's first year, AMIDEAST successfully leveraged its reputation as a provider of high quality educational services in Gaza, including a recent USAID-funded scholarship program with Al-Azhar University, to conclude an agreement with Al-Azhar for comprehensive capacity building. Exploratory meetings during summer 2013 with the Dean of the Faculty of Education identified a range of needs and culminated in the signing a Memorandum of Understanding with the president of the university (see Appendix D).

The agreement outlines a comprehensive program of capacity building for the Faculty of Education in three areas:

- Technical assistance for a new strategic plan for the Faculty of Education
- Implementation of the Teacher Educator Enhancement Program (TEEP) for instructors teaching pre-service teacher education courses
- Piloting AMIDEAST’s successful Professional Certificate in English Language Teaching (PCELT) for up to 100 undergraduate students in the Faculty’s English language teaching program

**A New Vision and Mission:** Technical assistance for the new strategic plan began in late August 2013. The Dean of the Faculty of Education assembled a group of senior faculty and administrators to serve as the steering committee for strategic planning. Dr. Joseph B. Berger from the UMass team conducted an orientation meeting focusing on the process and milestones comprising strategic planning.

The UMass team developed a workbook to guide the strategic planning and copies were provided to the steering committee. Professor Berger emphasized the critical importance of seeing strategic planning as a process, not a product, the aim of which is to align the vision, mission, and goals of the curricula, courses, and learning outcomes of the Faculty of Education with those of the university as a whole (Figure 9). Following this orientation, the project manager for LTD/Gaza assisted the Dean in facilitating weekly meetings during September. The meetings focused on writing the Faculty’s mission and vision statements and identifying goals for the Faculty of Education.

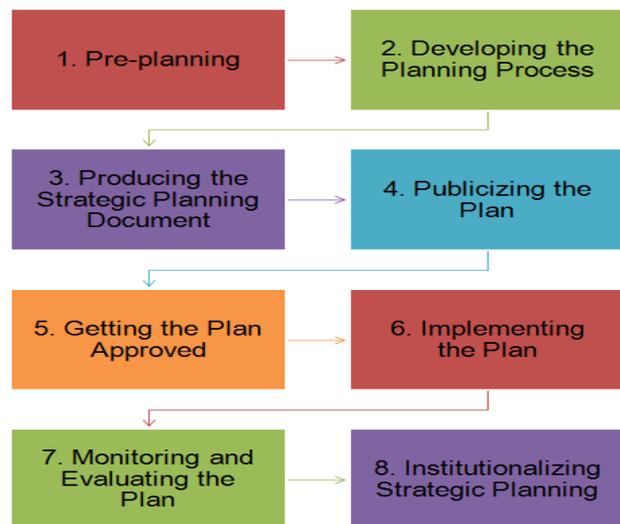


Figure 9. LTD/Gaza Strategic Planning Process

Throughout the remainder of the 2013-2014 academic year, the steering committee, with guidance from LTD and Professor Berger, will design and implement a process of self-assessment resulting in a draft strategic plan comprised of four key elements: a mission statement; a vision for the future premised on organizational values and priorities; specific goals and objectives; and, a resource management strategy aligned with the plan.

**Reflective Practice for Improving Pre-Service Teacher Education:** Framed by the same principles and processes of the *cycle of inquiry* guiding the TEEP program in the West Bank, TEEP at Al-Azhar University was adapted to fit the context of pre-service teacher education. Twenty-five TEEP members from the four departments of the Faculty of Education were approved by the Dean and vetted in compliance with USAID regulations. The year-long TEEP process is an integrated series of structured activities entailing critical reflection on problems of practice; planning and implementing action research to try out new pedagogical approaches; gathering data about the research and sharing results with critical friends in learning circles; and, building a portfolio of professional practice to document changes in their teaching practices and their students' learning.



TEEP orientation meeting for prospective faculty participants, Al-Azhar University, Gaza, August 2013.

In late August, the UMass team of Dr. Gretchen Rossman, Dr. Sharon Rallis, and Dr. Joseph B. Berger led a two-day orientation meeting for the TEEP participants. The meetings were purposely facilitated using a “learner-centered” approach in order to model the kinds of practices that faculty members might use in their own courses. These included a variety of brainstorming and small-group activities; the use of the Socratic method to expand discussions; and, deliberately refusing to answer questions posed by participants, but instead turning

them back to the group to draw on their own knowledge, experiences, and multiple perspectives. Two follow-up meetings focusing on action research and portfolio assessment were led by LTD's Director of Education in September 2013.

Workshops focusing on instructional design and pedagogical content knowledge are now being planned jointly by UMass, AMIDEAST, and Al-Azhar for January and March 2014. Additionally, AMIDEAST expects to begin discussions in January 2014 with the Dean of the Faculty of Education on holding up to three academic colloquia to bring together students, faculty, and administrators to meet, share, and learn about their participation in AMIDEAST's LTD program for Gaza.

### Enhancing the Preparation of English Language

**Teachers:** The Professional Certificate in English Language Teaching (PCEL) is a USA-accredited and internationally recognized TESOL certificate program developed by AMIDEAST and World Learning/SIT Graduate Institute (Figure 10). The 120-hour PCEL program provides a cutting-edge curriculum that blends international best practices with topics of particular relevance for teachers in Arabic speaking countries. In mid-January 2014, LTD in Gaza will launch its first in a series of training events over a two-year period that is expected to result in up to 100 4<sup>th</sup> year undergraduates (approximately eight cohorts of 12 students each) earning a PCEL certificate and 2 to 3 faculty "trainers-to-be-trained" (TBTs) who will be licensed as PCEL trainers to train ongoing cohorts of 4<sup>th</sup> year students for PCEL certification.

#### PCEL at a glance

<b>Why</b>	To gain confidence and a professional edge as a teacher
<b>What</b>	120-hour TESOL certificate program on a wide range of topics, with 6 practice teaching lessons per teacher
<b>Who</b>	For aspiring or current teachers, novice or experienced, with the required English level
<b>How</b>	Classes of 12 participants, taught by expert PCEL-licensed trainers in an interactive environment
<b>Where</b>	AMIDEAST offices across the MENA region
<b>When</b>	Intensive (4-5-week), semi-intensive (10-week), or extended courses

Figure 10. PCEL for Gaza.

In May 2013 when AMIDEAST presented an overview of PCEL at Al-Azhar University, the Dean of the Faculty of Education and a number of senior faculty members expressed keen interest, explained by what they saw as a lack of high quality English language teacher preparation or certification programs at universities in Gaza, including the otherwise well-regarded pre-service programs of UNRWA. In a follow-up meeting in late June with a group of senior English teaching faculty, there was unanimous agreement that PCEL could offer needed capacity-building to enhance the language skills and pedagogical content knowledge of many instructors at Al-Azhar. Furthermore, many felt that PCEL's advanced approach to practice teaching—emphasizing peer-observation, reflective practice, and authentic assessments—might be a source of needed improvements in the university's pre-service practicum for student teachers not just for English but across subject specializations in the Faculty of Education.

Preparations for the start of PCEL have been closely coordinated with Ms. Helena Simas, the Regional Director of English Language Programs for AMIDEAST. Ms. Simas provided the LTD/Gaza office with full information and documentation to be used for outreach, applications, and procedures and processes for selecting student participants as well as for screening faculty members interested in applying as PCEL trainers-being-trained (TBTs). Ms. Simas also liaised with World Learning/School of International Training to identify 3-4 prospective SIT trainers to lead the first PCEL intensive courses in 2014.

## Project Management

AMIDEAST utilizes a range of management and analytical tools to ensure a model of project management to optimize the effective and efficient operation of all activities of the USAID-funded LTD program. Three components critical to LTD's management model include monitoring and evaluation (M&E), operations & compliance (including procurement processes and management), and, communications and public relations. These mechanisms work together in support of data-based decision-making, coherent operations, and routine assessments of the implementation and progress of LTD's scope of work and the outcomes it seeks to achieve, namely, the sustainable improvement in the quality of school education through an effective system of school-based leadership and teacher development.

## Monitoring and Evaluation

**Results-Based Program Management:** LTD operates a results-based M&E system designed to guide and inform all its program components. This system includes the effective and timely collection, analysis and reporting of all input, output and outcome indicators relevant to each component and, furthermore, coordinates joint M&E activities with LTD's partners in the MoEHE and, in the context of Gaza, with Al-Azhar University. This comprehensive system works to ensure that all stakeholders share and exchange information vital to monitoring progress toward achieving targets. A major accomplishment of the LTD's M&E Unit was the development of project's Performance Management Plan (PMP), which was submitted to USAID in September 2012. During the period between September 2012 and September 2013, the PMP and its timeline were revised and resubmitted based on comments and feedback received from USAID. The M&E Unit also filled out and submitted Performance Indicator Reference Sheets (PIRS) for each of LTD's indicators and, as in the case of the PMP, these were also revised and updated per feedback from USAID .

Following are the other major accomplishments of LTD's M&E Unit:

- Reinforcing LTD's Monitoring and Evaluation System through Ministry partnerships
- Expanding AED's capacity in program evaluation and test design
- Promoting mixed-methods and participatory evaluation research

### Reinforcing LTD's Monitoring and Evaluation System:

From the start of LTD, the M&E Department closely cooperated with the MoEHE's relevant directorates and departments to draft and update the different versions of the PMP. As described earlier in this report, LTD established a Monitoring & Evaluation Task Force (METF) comprised of LTD M&E staff and representatives of the five MoEHE



METF members at AMIDEAST discussing LTD's indicators, Ramallah, 2012.

departments LTD works most closely, especially with NIET as its staff delivers the trainings for LTD's leadership training for principals and certification program for under-qualified teachers.

The M&E Unit also spearheaded the formation of the Joint Working Group (JWG) comprised of M&E specialists from NIET and LTD and LTD's sister project, the School Improvement Program (SIP). The JWG has proved especially effective in enhancing the coordination and timely development of protocols and tools for collecting data relevant to LTD's indicators. In the context of Gaza, the Quality Assurance Unit (QAU) of Al-Azhar University will be LTD's main partner, and in 2014 LTD's M&E Unit, with technical support from UMass, will assist the QAU in playing an effective role in monitoring and evaluating LTD activities at Al-Azhar.

**Expanding AED's Capacity in Program Evaluation and Test Design:** AMIDEAST's M&E partnership with the Ministry's Assessment and Evaluation Department (AED) resulted in a jointly designed, quasi-experimental evaluation study to investigate the impact of LTD-trained teachers on student achievement. The purpose is to provide but one of several indicators for measuring the impact of LTD's training model of teacher development on student achievement. Other indicators will include classroom observations and evidence of growth as measured through portfolios of professional practice.

This close LTD and AED cooperation produced one of the major accomplishments of LTD in its first year—the creation of Palestine's first-ever national test for English achievement for 7th grade. The evaluation study calls for batteries of standardized tests of achievement to be administered multiple times to students at LTD schools and other students at non-LTD comparison schools over the life of the project. Tests for Arabic, mathematics, and science were available but not for 7th grade English. With AMIDEAST support, AED hired a team of Palestinian test-item developers who designed an entirely new test based on the Palestinian English language curriculum. The test was successfully piloted in September 2013 and will be used for the first round of achievement testing in all four subjects in October.

**MoEHE's Assessment and Evaluation Department and AMIDEAST partner for a groundbreaking student achievement assessment project**

The USAID-funded, AMIDEAST and MoEHE implemented, Leadership and Teacher Development (LTD) Program has successfully conducted the first round of an ambitious student achievement assessment project designed to measure the impact on student learning of LTD's innovative approaches to in-service teacher professional development. Coordinated by the Ministry's Assessment and Evaluation Department (AED), this joint initiative is providing important capacity building for AED and achieved an historic milestone by producing Palestine's first-ever national test for English achievement for 7th grade.

Dr. Mohammad Matar, Director of AED, praised the level of professional cooperation between AMIDEAST and AED: "AMIDEAST is working to improve the quality of education in Palestinian schools and we at AED are collecting data to evaluate the impact of the teacher training process on students' test results." Dr. Matar added that this experience is giving AED a vital opportunity to demonstrate the power of student achievement data to inform the Ministry's decision-makers about the impact of different projects and programs and help guide policymaking to improve best practices.

**Promoting Mixed-Methods and Participatory Evaluation Research: Longitudinal Case Study:** During the period between the start of the program and June 2013, LTD's M&E Unit finalized a case study research design and proposal outlining a detailed research protocol and scope of work of potential researchers from the MoEHE trained in advanced methods of qualitative fieldwork. The project was endorsed by USAID and the protocol was developed in close cooperation with UMass faculty and the M&E Task Force, as well as other stakeholders from the Ministry of Education. The longitudinal case

study was designed specifically to explore and explain the "why" and the "how" of changes in schools as a result of LTD's multiple and comprehensive professional development interventions with principals and teachers.

The proposal, however, was not supported by the top policy officials of the Ministry on the LTD Steering Committee, who expressed reservations about the value of case study methodology for measuring LTD's impact on transforming the school into a unit of change and linking this to student learning. Despite this setback, the LTD-NIET Joint Working Group (JWG) seized on some of the qualitative data-collection methods such as in-depth interviews and participant-observation to be adapted for use in evaluating the impact of LTD leadership and teacher educator training on the performance of principals and teachers.

## **Operations and Compliance**

The Operations and Compliance Department (OCD) is the key unit responsible for ensuring that LTD meets or exceeds its targets on all matters relating to budget and compliance. The complexity of LTD's multilevel interventions with MoEHE partners from local schools to district offices and to departments and directorates in the central Ministry has required precise monitoring and advance planning on all compliance and budget issues. The scope of work of the OCD includes providing strategic support in contracts, procurement, and finance, not to mention the critically important matter of documenting strict adherence to USAID's compliance regulations and procedures, including strict monitoring of Mission Order 21 as stipulated in the Cooperative Agreement.

With a total procurement element for LTD estimated at USD 4.5 million, the role of OCD has been vital to the effective achievement of all project deliverables. During Year One, OCD managed specific matters involving vetting, equipping training centers, procurement of laptops, and ongoing tracking and reporting of budget and contractual matters. In all, OCD processed and submitted some 1500 vetting requests for individuals and organizations. The OCD led a needs assessment of MoEHE training centers in South Hebron and Jenin and the two centers were fully equipped and refurbished to improve the training environment.

To support LTD's goal of integrating the use of IT inside all training facilities and participating schools, the OCD procured 100 laptops for participating LTD schools in Cohort 1, of which some 88 were delivered to schools and the transfer of ownership was signed by each school principal. Thirty laptops and 10 desktops for NIET were procured to boost the capacity of NIET's trainers to integrate technology into LTD trainings. Additional procurement is currently underway for some 500 laptops to be used by teachers and 200 LCD projectors (2 per school) and for the installation of Wireless Access Networking in cohort 1 schools.

## **Communications & Public Relations**

The Communications Office of LTD leads the overall communications, marketing, and public relations strategies of the program. During Year One, LTD's Communications Office worked in close cooperation with the MoEHE's district-based public relations staff in promoting and raising the profile of the Leadership and Teacher Development (LTD) program to all beneficiaries, partners and the Palestinian community at large. The Communications Office supported the overall quality and

coherence of the LTD’s external relations through a number of important initiatives, including coverage of LTD’s official launch; the creation of a dedicated Facebook page; contributing to the LTD pages on the AMIDEAST website; the creation of the LTD logo; the production of media and press releases, including a newsletter and brochures; and, the start of pre-production of a short documentary about LTD.

**Covering LTD’s First Big Success Story—AMIDEAST Prompts International Donor Cooperation:** A key achievement of the Communications Office focused on coverage of the LTD’s official launch, which also marked the precedent of an agreement between USAID and the European Joint Financing Partners (JFPs) to pool their funds and allow the Ministry to pay for NIET to conduct trainings for LTD. The Palestinian Ministry of Education and Higher Education (MoEHE) and AMIDEAST launched the Leadership and Teacher Development (LTD) Program on March 27, 2013, at an official ceremony at the National Institution for Educational Training (NIET). High profile attendees included the Palestinian Minister of Education Lames Al Alami, United States Consul General Michael Ratney, USAID Mission Director Michael Harvey, Head of the German Representative Office Barbara Wolf, Assistant Deputy Minister of Education Basri Saleh, General Director of NIET Shahinaz Al Far, and then LTD Chief of Party Chris Shinn and other representatives of LTD, the MoEHE, USAID, and the European Joint Financing Partners (JFPs). Through AMIDEAST’s initiative, the launch marked a major milestone in international donor cooperation between USAID, AMIDEAST, the JFPs and the Ministry of Education.

**LTD Access on Social Media:** The Communications Office created a dedicated Facebook page and contributed to the LTD pages on the AMIDEAST website. AMIDEAST also created a website for the LTD program on the AMIDEAST domain, [www.amideast.org/ltd](http://www.amideast.org/ltd). The website is featured in both English and Arabic and has been shared with all beneficiaries and stakeholders and is continuously updated on a monthly basis. The Facebook page is “liked” by over 500 followers, all of whom are beneficiaries of LTD. The page (Figure 11), located at [www.facebook.com/ltdprogram](http://www.facebook.com/ltdprogram), is regularly used for transmitting information and photos about trainings, workshops, key events, invitations, communicating with individuals and groups members, and for sharing press releases and news clips, special announcements, and educational tips and videos.



Figure 11. LTD’s Facebook page is attracting a growing numbers of followers.

**LTD in the Palestinian Press and Broadcast Media:** LTD worked hard to cultivate and maintain outstanding relations with the local broadcast media, including TV stations such as Palestine TV, Maan TV and Watan TV, all of which responded with excellent coverage of most of LTD major events. LTD also distributed press releases for events, workshops and trainings to local newspapers such as Al Quds, Al Hayat, and Al Ayyam, and to online press agencies such as Maan, Wafa, PNN, Alwatan Voice, Raya FM and others.

**Marketing LTD’s Mission and Accomplishments:** Three brochures and one newsletter were published during Year One. These publications helped to raise the public image of LTD and celebrate

the productive relations between LTD and its diverse beneficiaries, including its key partners in the MoEHE and other stakeholders. LTD brochures in Arabic and English offered readers succinct descriptions of the LTD's mission and vision and how its vital interventions in school leadership and teacher educator enhancement are helping realize the MoEHE's own vision of school-based reforms. The newsletter highlighted success stories and achievements of principals, teachers and teacher educators and updated beneficiaries and stakeholders about major events and accomplishments, including the program launch, procurement to upgrade trainings centers, and progress of the Monitoring and Evaluation Task Force. Other efforts to raise the profile of the project included the development of promotional materials such as LTD notebooks, folders, rollups, and calendars. To complement LTD's profile in print media, the Communications Office is cooperating with the public relations office of the MoEHE to jointly produce a short documentary on the School Leadership Program. Pre-production work and shooting of footage started in August 2013 and included visits to schools and training centers located in South Hebron, Ramallah, Jenin and Qabatiyah. The final version of the documentary will showcase scenes of trainings, leadership activities in schools, and interviews with principals.

## Challenges, Lessons Learned, and Looking Ahead

From its startup in May 2012 and the development of a robust management system for the implementation of its comprehensive, multidimensional work plan, LTD succeeded in accomplishing all of its major targets for Year One and is well-positioned to make continued and timely progress towards achieving its overarching goal of contributing to the improvement of school education through effective reforms in school leadership and teacher development. At the same time, however, LTD's first year was not without major challenges, challenges that required innovative solutions from which important lessons were learned and, ultimately, strengthened the program.

The outcomes of some of these challenges required amendments to the original USAID Cooperative Agreement for LTD. These modifications were formally submitted for approval to USAID in May 2013 and included the following:

- Departure of Chief of Party for LTD
- Transfer of responsibility for the funding and delivery of trainings for teachers and supervisors from AMIDEAST to the MoEHE with JFP funding
  - NIET to train the in-service teachers from LTD's 300 schools
  - DSQ to deliver trainings to its own cadre of supervisors
- LTD's scope of work in Gaza reduced to one university only
  - The introduction of PCELT at Al-Azhar University in Gaza as a new deliverable
  - Removal of student scholarships and faculty fellowships as LTD/Gaza deliverables
- AED administration of Student Achievement Assessments for LTD program evaluation

### Major Challenges

**Departure of Chief of Party for LTD:** The 4th quarter of Year One witnessed a major change in the administration of the program with the resignation of Dr. Chris Shinn as the COP and his departure in June 2013 to take up the position of country director of AMIDEAST's Tunisia office. AMIDEAST found an eminently qualified replacement in Dr. Said Assaf, LTD's Director of Capacity Building and former Deputy Chief of Party of AMIDEAST's MSN program. As LTD's new Chief of Party, Dr. Said brings to the position over 40 years of experience in education and educational development in Palestine and the Arab region, including positions as Assistant Professor and Chair of the Mathematics Department at Birzeit University; co-founder in 1994 of Palestine's first Ministry of Education, where he served as the first Director General for Professional Development and Supervision and later as Assistant Deputy Minister for Academic and Development Affairs; and as Director of the Education Quality Component of the USAID-funded Education Reform Project in Egypt.

**Transfer of responsibility for the funding and delivery of trainings for teachers and supervisors from AMIDEAST to the MoEHE:** During the first half of Year One, the selection of schools for the first cohort and the establishment of a reliable database of schools, school names and teacher names reflecting actual teacher credentials and disciplines was challenging and time-consuming and required extensive follow-up and re-verification. But a more significant challenge involved adherence to USAID vetting guidelines, which has always been a sensitive issue with the Ministry of Education, particularly the acquiescence of the Minister to the vetting of thousands of Ministry teachers and principals.

This issue reached a crisis point in January 2013 when the vetting of some staff became known by select individuals in the Ministry who vehemently objected to the process. This development effectively jeopardized all training dimensions of the LTD Program – and in essence the larger goals and viability of the entire project. Through AMIDEAST's initiative and USAID support an agreement was reached in which USAID and the five European partners comprising the Joint Financing Partners (JFPs) would pool their funds to allow the Ministry to pay for NIET to conduct training for teachers from LTD schools. More specifically, this plan entailed the Ministry formally covering the costs of all ministry staff to deliver training related to the professional development of in-service teachers and supervisors. The end result was a new, successful partnership between USAID, AMIDEAST, the JFPs and the Ministry of Education.

The resolution of this potential crisis has had two major outcomes in terms of AMIDEAST's cooperative agreement with USAID:

- LTD's original deliverables of providing teacher and supervisor training are no longer applicable since these are now the responsibility of NIET and DSQ. The training of principals, however, was unaffected since vetting of principals in all 300 LTD schools had been completed by January 2013, and thus USAID funding for AMIDEAST's training component of the Leadership Diploma Program still applies. This is important because it strengthens AMIDEAST's hand in leveraging its control of funding to secure LTD's role in promoting school-based reform through the Leadership Diploma Program.
- The cancelation of teacher and supervision training radically increased LTD's procurement element to include the following major items:
  - IT equipment for MoEHE & LTD schools
  - Renovation and supplies linked to 300 School Improvement Planning
  - Network infrastructure for 300 schools
  - Internet Service (Connectivity)
  - Renovation and equipping of training facilities

**LTD's scope of work in Gaza reduced to one university only:** During the first quarter of Year One (May 2012-September 2012), the scope of deliverables for LTD in Gaza was not entirely clear and required a longer period of time to develop. This was the result of the peculiar educational environment in Gaza which, combined with USAID constraints on working with public sector schools, precluded the sort of in-service model underway in the West Bank. Gaza's private universities, on the other hand, offered a special opportunity to introduce the LTD approach in a pre-service context. While LTD's original work plan entailed interventions at several universities, vetting results precluded this and forced LTD to scale down its scope of work to but one, Al-Azhar University. Several top-level meetings between May and June 2013 with Al Azhar University to assess its needs and ensure stakeholder buy-in and commitment led eventually to the signing of a memorandum of understanding and the startup of LTD/Gaza in August 2013.

The memorandum reflected changes from LTD's original Work Plan. PCELT was added a new and more sustainable deliverable, while student scholarships and faculty fellowships were removed as these were seen as creating donor-driven dependency instead of substantive capacity building for

improvements in pre-service programming. Though delayed by one year, the smooth mobilization and implementation of Gaza's LTD operations—coinciding with the close-out of MSN's Gaza program in June 2013—was facilitated by the seamless transition of MSN's former Program Manager and two office assistants into their new responsibilities managing LTD's Gaza office.

## Other Challenges

**Labor Strikes:** Repeated teacher strikes in January and February 2013 shut down the MoEHE for extended periods and delayed a variety of planning and organizational activities to the point that the timely launch of training was threatened. When normal operations resumed, NIET's staff were able to coordinate their schedules and make up for lost days without sacrificing productivity or continuity. The high level of cooperation between AMIDEAST and NIET permitted LTD to launch the Leadership Diploma Program by the end of February, followed a month later by the start of NIET's delivery of trainings for teachers.

**Transference of School Principals:** The transfer of principals for any reason will raise the need to vet and possibly reignite this sensitive political issue. To prevent this from occurring, AMIDEAST has made numerous high-level appeals since to all directorates since January 2013 to refrain from transferring principals to non-participating schools. Despite these best efforts, some districts did witness a transfer of a few principals to non LTD schools, resulting in a drop in the number of participants in the Leadership Diploma Program from 101 to 88 at the beginning of the 2013/2014 school year. This problem will remain one of the challenges the program will likely face on an annual basis, but LTD will continue making concerted efforts to minimize the number of transfers in future cohorts. Moving forward, the politics of vetting will remain a sensitive, contentious and limiting factor in any engagement with the Ministry of Education. Nonetheless, AMIDEAST will ensure the vetting of principals in compliance with is cooperative agreement with USAID so that LTD programming support for LTD schools will continue.

**Challenges to the Timely Collection of LTD Baseline Data:** Since the initial phase of LTD's implementation, the M&E Unit encountered several challenges when designing and revising tools needed for baseline data collection. A good deal of time and effort by the M&E Unit in collaboration with the Monitoring and Evaluation Task Force (METF) were dedicated to designing the baseline tools for the Teacher Education Program that was part of LTD's original Cooperative Agreement with USAID. However, due to the change in financing the Teacher Education Program giving the MoEHE full responsibility for training teachers and supervisors, the Teacher Education Program was now outside the scope of LTD's monitoring and evaluation plan. Although this necessitated the removal from the PMP of indicators related to the Teacher Education Program and no baseline data were collected in this area, LTD will be using proxy indicators such as the AED student achievement testing and classroom observations as measures of the impact of TEEP trainers on the instructional practices of in-service teachers. Additionally, since AMIDEAST is also no longer responsible for delivery of a Supervision Diploma Program, LTD's M&E Unit collected baseline data only for project components in coordination with NIET, and particularly related to the Leadership Training Program in coordination with NIET.

**Creating Communities of Practice:** Neither AMIDEAST nor UMass ever underestimated the challenges in helping develop the "habits of mind" of reflective practice among TEEP teacher educators at NIET and university faculty consultants. Reflective practice in learning circles is the foundation of forming communities of practice. During Year One this has had mixed success. Learning circles are intended to provide the environment – the space and time – for teacher educators to come together for reflection, share problems of practice, strategize together about possible actions, implement those actions, and share the outcomes back with colleagues in the learning circle. When done well, they provide an environment that overcomes the isolation of educators as "solo practitioners" in their trainings or classrooms.

Based on discussions with NIET at the conclusion of the fourth and final UMass TEEP workshop in August 2013, AMIDEAST and NIET agreed on an internal effort at NIET to help troubleshoot the challenges of Teacher Educators forming their own Learning Circles. Discussions with the Director General of NIET followed and led to agreement on strategies for supporting NIET's staff in forming "critical friend" pairs who would then meet monthly with other pairs to form a learning circle. A special workshop on giving and receiving constructive feedback as a critical friend helped greatly.

**Working with the LTD Steering Committee:** As discussed earlier in this report, the formation of the LTD Steering Committee in August 2012 was meant to serve as high-level decision-making body providing counsel and guidance on the strategic direction of the LTD Program and, importantly, to identify policy issues requiring study and consideration by the Ministry's Policy Committee. Regrettably, a meeting in October 2012 intended to discuss LTD's planned Supervision Diploma Program brought to the surface a history of internal tensions between DSQ and NIET on the question of who would deliver the training of supervisors. Despite this, the Steering Committee remains an important mediator between the Ministry, AMIDEAST and USAID. As this report has documented elsewhere, changes in the funding formula for the training of teachers and supervisors has allowed AMIDEAST to preserve its effective working relationship with both DSQ and NIET and to provide each with high quality technical support in a way that respects their integrity within the Ministry bureaucracy.

		Support requested by schools	
<b>Skills and behavior</b>	1	Principal submits training needs by the end of each year	<p><b>Regulate professional development:</b></p> <ul style="list-style-type: none"> <li>Adopt instructions that require school administration (school development team) to prepare a professional development plan for staff, which specifies the activities, budget and time matrix. The plan should comprise two components, one being inside the school or cluster and the other including training at District or Ministerial levels. The district shall respond to the plan with a time framework since the beginning of [school] year to enable the principal set up the school time-table and budget, as needed. The school will also be informed of the facilities and administrative and financial aid provided by the Ministry or District Office.</li> </ul>
	2	Provide schools with supplementary material	<p><b>Supply curriculum enriching material:</b></p> <ul style="list-style-type: none"> <li>The school curriculum prescribes a number of activities that faculty members cannot implement (like visiting a factory or an establishment, which is an activity that may not be applicable for all schools). Moreover, several subjects need improvement, which means schools shall need material with alternatives or models of enriching material in different themes. This can be achieved by involving theme committees at cluster or district levels to prepare hard or electronic copy developmental material or teaching methods, which faculty members can use, develop or simulate and disseminate such material to the schools.</li> </ul>
	3	Devise a system and instructions to regulate the implementation mechanism and boost empirical research, especially (action)	<p><b>Support pedagogic research in schools:</b></p> <ul style="list-style-type: none"> <li>The schools need to adopt reliable information to make informed decisions and upgrade their performance. Reflection and review of practices constitutes an important entry point in this direction while action research provides rich opportunities for reflection and planning based on in-depth information and review of school issues. Schools need a system or instructions to regulate the process of promotion of empirical research and especially (action research). This can be done if the district specifies a set of school subjects or themes so that schools can make their choices and prepare a similar or more topics for action research in accord between the district and school to finance the research. The district shall facilitate conducting the research and publish research or disseminate them in conferences or on Internet sites; it shall train school teams on action research in which case conducting and employing such research will become part of the school's self-assessment process.</li> </ul>

**Professional development**

		<p>topic or grade level (such, preparatory, intermediate and high, secondary schools)</p> <ul style="list-style-type: none"> <li>• The school needs instructions that enable it dedicate time as part of its programs for exchange of experiences among teachers (like for instance cutting short a school day once a month to dedicate time for exchange of experiences among teachers of the same subject in the school or in coordination with a neighboring school in the nearby communities)</li> <li>• It is necessary that a competent representative from the district office (like the quality coordinator) attends such cluster meetings and that minutes be prepared, documented and disseminated to schools' principals for follow up of the outcome of the meeting. Extend the clusters' meetings to reach principals, supervisors and others</li> <li>• Communication among schools in the same cluster may be difficult; it is hence necessary that schools update their clusters' distribution regularly taking into account the checkpoints and distance and other conditions necessary under the prevailing circumstances.</li> </ul>
5	<b>Universities take Palestinian curricula into account in training teachers</b>	<p><b>Develop pre-service teachers' programs</b></p> <ul style="list-style-type: none"> <li>• Lack of scientific knowledge of the content of topics contained in the curriculum and their teaching method limits the capacities of new teachers to provide quality teaching. When new teachers are appointed, knowledge of the contents of the curriculum is given the highest value and universities are required to provide courses that are directly related to the Palestinian curriculum.</li> </ul>
6.	<b>Develop supervisory practices</b>	<p><b>Appoint primary teachers in schools</b></p> <ul style="list-style-type: none"> <li>• Presence of the primary teacher in major themes in the school to act as an education leader in order to enhance professional development and provides teachers with experience and follow-up to lead the team and to help in coordinating the exchange of experiences in the school. He/she can also help preparing additional material without duplicating teachers' efforts. This requires acceleration of implementation of the strategy of preparation and rehabilitation of teachers so as the primary teacher would play the major support role and will be complemented by the supervisory role of the principal and educational supervisor.</li> </ul>
7.	<b>Justice in implementation of plans and strategic</b>	<p><b>Facilitate communication between the district departments and the school</b></p> <ul style="list-style-type: none"> <li>• The different departments in the district should, in the beginning and during the school year, issue publications in their area of specialization</li> </ul>

the use of alternatives to the facilities that are not available in schools such as teaching science without a school lab or operating a library with humble means; it may also include modules for teaching and learning different themes.

**Raise awareness about MoEHE plans:**

- Devise active outreach methods to communicate with the schools and raise their awareness and participate in awareness campaigns to disseminate and generalize the Ministry's plans, strategies, initiatives and programs. The topics covered would be issues that affect the work of staff in schools like placement of teachers and their classification according to the teachers' rehabilitation strategy for early awareness opens room for discussion and prepares teachers to better accept the idea or law.

**Justice in projects distribution**

- Projects come to schools by MoEHE or district office decisions usually with a selection of who will participate and the time and venue of the project. This forces schools at times to enter into projects that do not constitute a priority for them or be a second choice if given the opportunity to choose. It is necessary that MoEHE enumerates a list of its projects in the beginning of the school year and disseminate it to schools in which they will be applied with the terms of application. Subsequently, principals may submit proposals or participation application and shall be granted the right to justify their rejection or acceptance of the projects proposed to them by the Ministry or district office.

8. School work environment (incentives and protection)

**Develop an incentive system:**

- Teachers in schools suffer from lack of incentives and from a sense of low community esteem; it is henceforth necessary to develop a financial and moral incentive system to promote teachers' professional development and encourage them to take initiative and innovate.

**Protection of schools and their staff:**

- Staff in schools suffer harassment, provocation and assaults by students, parents or the local community that deprives them of a feeling of sufficient protection from MoEHE. It is therefore necessary to enact rigorous and deterrent instructions against students and their parents (family members) if they attack school property or teachers in order to protect them against violence.
- Coordinate with security organs and other relevant institutions to provide sufficient protection for the school population and solve problems within the educational establishment.

knowledge, staff require professional development resources like reference material and subscription in educational magazines or publication of a special educational newsletter by the Ministry.

	10.	<b>Reducing the number of classes assigned to teachers and the level of their writing burden</b>	<p><b>Increase school's share in development centers:</b></p> <ul style="list-style-type: none"><li>Schools wish to implement many activities; however they lack the time necessary to fulfill their wish; MoEHE has allocated a number of classes for some activities including libraries, computer classes or labs. Nonetheless, these classes remain in the hands of the specialized teacher (librarian for instance) but other teachers do not enjoy the same flexible access to providing beneficial activities to the school and students. The District Office or MoEHE issued the necessary instructions to empower school principals to use a number of freed classes in addition to the developmental centers proportionally to the number of faculty in the school provided that the principal allocates and reshuffles such classes among teachers around the school year and in accordance with the level of their participation in the school development supporting activities. The designation of faculty members as such should also be linked to activities such as (professional development, one-to-one teaching for some students, development of teaching aids and so on).</li></ul> <p><b>Reduction of written works:</b></p> <ul style="list-style-type: none"><li>Teachers are required to produce a lot of written work in the school and in many cases they do not realize the importance of this task or how the information delivered as such is used since they do not receive any feedback on who receives such data or information that demand them to enter several types of data without any cross-coordination among all these documents. MoEHE or the district office releases instructions clarifying the written jobs, their justification and means of exploitation as well as available alternatives; it also reduces the writing burden for schools' teachers and regulate such burden within clear, standardize and well-explained instructions using automated forms in school works.</li><li>Consider community service as part of the professional tasks of schools' faculty and administration.</li></ul>
	11	<b>Increase the level of decentralization to broaden schools' mandate</b>	<p><b>Enhance financial powers:</b></p> <ul style="list-style-type: none"><li>All schools are required to allocate budgets to all items at the same proportion across all schools regardless of the size of school, its location or infrastructure (old or leased buildings ...). The district office grants schools financial and administrative mandate to implement the budget with flexible staff effort and to initiate projects.</li></ul>

the school year, the plan implementation becomes a compulsory task for the school (for instance, the ability to raise the ceiling of school donations with consideration to raising the social situation of students and parents)

**Issue instructions that permit schools to amend their working hours (shifts) that are tailored to the school's conditions**

- Schools have to undergo specific conjunctures (conditions) relating to their working hours. For instance, during exam period like standardized or final exams, students in lower basic education are required to remain in the school although in many cases this counter-productive for them and confusing to teachers. MoEHE should authorize the principal to act in such cases to make it more convenient for the school and inform the district office of any changes so that the safety of students is guaranteed and preserved and coordination is made beforehand with parents.

**Give instructions that grant schools mandate relating to their human and material resources:**

- Grant school principals broader authorities in the administration of human resources including consulting their opinion on many issues relating to the school including transfer of teachers or appointment of new teachers, etc.
- Grant principals broader authority to manage material resources like (disposing of resources)
- Grant larger power to school principles to make decisions in contingency situations.
- Grant broader authority relating to students' activities, their timing and their implementation.

**12**  
**Revisit assessments**

**Adopt the performance improvement school as part of the school assessment**

- Teachers' performance assessment is done based on the general results of different types of tests (standardized, national or international) and not on the real development in students' performance and behavior. The teachers' assessment regime should be modified to take into consideration the improvement in students' results and behavior.

			and transparent, MoEHE should issue clear instructions with specific and declared bases that are disseminated to all to ensure that principals are fair in distributing programs, committees, activities, assignments and nominations to take part in courses, etc. and circulate them to teachers.
	<b>14</b>	<b>Streamline references in addressing schools</b>	<p><b>Coordinate district requests from schools</b></p> <ul style="list-style-type: none"> <li>• Schools receive scores of requests that keep piling over short periods of times; such requests are sometimes condense and duplicated; they are in the form of letters, invitations or calls without explanation of reasons, prior consultancy or granting the school a room for apology. District and MoEHE should coordinate such requests issued to by the District or MoEHE to schools taking into account not to jeopardize school working time and while giving the right to school to respond and apologize for not attending when they have other priorities.</li> <li>• Nominate a single contact address to facilitated communication between the district office and school in a manner that guarantees full coordination and synergy between different sections.</li> </ul>
	<b>15</b>	<b>Increase school staffing levels</b>	<p><b>Increase school staffing levels:</b></p> <ul style="list-style-type: none"> <li>• In order to give principals more time to exercise their leading role as head of education in the school, a vice-principal needs to be designated with tailored job description and instructions to explain the mechanism schools can apply to get teachers' assistants to help core faculty members.</li> </ul>

**School planning in accordance with developmental goals and standards**

		<p>without regard of their possibilities and external and internal circumstances and needs.</p> <p><b>Set up a development team as part of the school organization</b></p> <ul style="list-style-type: none"> <li>School development is a task that requires a comprehensive team involving teachers, administrative staff and the community; it is therefore necessary to issue instructions that integrate the formation of developmental team into the school structure and which specify the general mandate and responsibility of such teams leaving details to the school to tailor according to its needs.</li> </ul> <p><b>Standardizing planning forms:</b></p> <ul style="list-style-type: none"> <li>Schools are required to fill in different planning forms with various formats and contents and level of in-depth details. It is necessary to standardize the planning forms in a single format while allowing for a certain room of flexibility to account for the particularity of schools and encourage them to innovate. The forms should be sent to schools via electronic forms and should be filled in electronically.</li> </ul>
17	<p><b>Teachers' independence and freedom inside the classrooms (planning/ switching units order/)</b></p>	<p><b>Grant teachers broader authority in the curriculum management:</b></p> <ul style="list-style-type: none"> <li>Teachers vary in their way of completing the school curricula; their methods should be respected and given the opportunity because it is not necessary that all teachers teach the same curriculum in the same order; they can begin with certain units and delay other units depending on the level of attainment of their students or on school circumstances. It is necessary to grant teachers the freedom to establish their own annual plan to implement the curriculum. The plan should then be compelling and they must be held accountable for its implementation. Instructions need to be issued to grant teachers with the freedom of changing the order (delaying or advancing) the units in textbooks to fit within the context and in accordance with a documented annual/ semester plan that principals or supervisors can refer to in order to monitor teachers' implementation of the curriculum.</li> </ul>
18.	<p><b>Local community participation</b></p>	<p><b>Community participation</b></p> <p><b>Instructions and activities prepared by MoEHE or district office to help schools in:</b></p> <ul style="list-style-type: none"> <li>Involving parents in the assessment of their children</li> <li>Raise faculty and community awareness on the rights and obligations of teachers vis-à-vis students</li> <li>Identify and explain the nature of relationship between the faculty</li> </ul>

			<p>Adopt clear policies to regulation relations with the community so as to enable the community benefit from the school facilities without jeopardizing the school work or damaging the facilities. MoEHE needs to adopt legal act to demarcate the legal obligations of facilities users and circulate such act to all schools</p> <ul style="list-style-type: none"> <li>• Grant principals the freedom to make decisions related to what they want to provide to the community</li> <li>• Allocate direct budget items that enable the school to cover expenses of communication with the community and its organizations.</li> <li>• Sometimes schools have the opportunity to benefit from experienced people in the community to help in school development like: organizing tutorial classes to help address weakness in basic subjects (Arabic and math) or in cases of non appointment of substitute teachers when female teachers go on maternity leave in the last months of the school year. It is necessary to allow principals involve volunteers from the community or donations to fulfill this role without being restricted to specific instructions like having a reference note.</li> </ul>
	19	<b>Different assessment methods</b>	<p><b>Flexibility in the assessment of students' performance</b></p> <ul style="list-style-type: none"> <li>• Exams instruction and assessment of success and failure are currently so detailed that they do not allow for any type of flexibility. Students have to sit 6 exams per quarter in every subject while instructions do not allow that students sit for more than one exam per day. This arrangement increases the quiz days to at least half of the official school days undermining thus students' ability to follow up on other subjects since they focus on the test the following day. It is necessary to issue instructions to diversify evaluation methods and use systems other than tests. A minimum limit of tests may be identified while the schools should be granted freedom to decide on the form of the exam or alternative homework.</li> <li>• Provide schools with forms and special instructions for the assessment of students with special needs</li> <li>• Review the scoring of every topic to increase the share for participation and daily work.</li> </ul>
	20	<b>Furnish and equip the school</b>	<p><b>Furnish and equip the school</b></p> <ul style="list-style-type: none"> <li>• Equip the school facilities with all necessary items to employ them in the educational process and implement the activities in the curriculum</li> <li>• Integrate a library hour per class as part of the weekly timetable.</li> </ul>

			Train teachers who teach in crowded to special methods especially relating to handling individual differences and solving questions.
	<b>22</b>	<b>Develop PTA standards to select effective members</b>	<b>PTAs:</b> <ul style="list-style-type: none"> <li>• Develop norms of the standard community council and disseminate them with identification of its relation to the PTA, school, Education District Office and activate their relation to each other.</li> </ul>
	<b>23</b>	<b>Operate poor students' fund</b>	<b>Operate poor students' fund</b> <ul style="list-style-type: none"> <li>• Adopt clear bases to create and operate a poor students' fund.</li> </ul>

<b>School institution (organizational structure)</b>		schools and district office in addition to its use in education	
	25	Train principals to administration and leadership of schools	<b>Selection of principals</b> <ul style="list-style-type: none"> <li>Amend the criteria of selection of principals and develop programs of continuing professional enhancement for school principals and leadership.</li> </ul>
	26	Activate and develop students' councils (classroom families)	<b>Classroom families</b> <ul style="list-style-type: none"> <li>Review the instructions pertaining to the formation of classroom families while granting authority to the principal to select teachers on their board.</li> </ul>
	27	Activate support and therapeutic teaching	<b>Support education</b> <ul style="list-style-type: none"> <li>Issue instructions relating to support and therapeutic education and dedicate budgets in addition to granting executive powers to school principals.</li> </ul>
	28	Apply self-rule in all schools	<b>Self-rule</b> <ul style="list-style-type: none"> <li>Instructions that enable teachers apply for self-rule if they fulfill a number of criteria specified by MoEHE that take into account principals' experience.</li> </ul>
	29	Rotate principal and teacher	<b>Rotation of principles</b> <ul style="list-style-type: none"> <li>Rotate principals after a few years in order to allow that the same principal does not remain in the school for period less than 5 years but no more than 10 years.</li> </ul>
	30	Furnish elementary schools	<b>Furnish elementary schools</b> <ul style="list-style-type: none"> <li>Furnish all schools in elementary level.</li> </ul>

## Appendix B: LTD Leadership Diploma Program Framework

Modules	Topics
1	<p>The Effective School:</p> <ul style="list-style-type: none"> <li>• Introduction to the program</li> <li>• Characteristics-the school as parents desire.</li> <li>• Areas of School Improvement</li> <li>• School Standards</li> <li>• MoEHE school standards.</li> </ul>
2	<p>School Self-Assessment- How to conduct it.</p> <ul style="list-style-type: none"> <li>• the concept of self-assessment and its goals.</li> <li>• the steps</li> <li>• self-assessment tools.</li> <li>• Interview protocol</li> <li>• data collection and classification</li> </ul>
3	<p>Team Building</p> <ul style="list-style-type: none"> <li>• teams, how to build a team</li> <li>• what is their purpose</li> <li>• practices of individuals within teams</li> <li>• Characteristics of effective teams.</li> <li>• tasks of the school improvement team</li> <li>• the role of the principal, the team, division of responsibilities.</li> </ul>
4	<p>Strategic Planning- vision and mission based planning</p> <ul style="list-style-type: none"> <li>• school mission and vision</li> <li>• environmental analysis</li> <li>• prioritization</li> <li>• school plan</li> <li>• MoE strategic plan</li> <li>• operational plan</li> <li>• writing the plan in cooperation with the community</li> </ul>
5	<p>Developing the Strategic Plan</p> <ul style="list-style-type: none"> <li>• elements</li> <li>• standards for a good plan</li> <li>• form</li> <li>• budget</li> <li>• marketing</li> </ul>
6	<p>School plans</p> <ul style="list-style-type: none"> <li>• models of school plans</li> <li>• networking with other schools</li> <li>• next steps.</li> </ul>

7	<p>Internal and External Relations</p> <ul style="list-style-type: none"> <li>• communication</li> <li>• classroom interaction</li> <li>• management of meetings</li> <li>• external relations/communication</li> <li>• relations with local community organizations</li> <li>• PTAs - ways to make them more effective</li> </ul>
8	<p>Leading High Quality Teaching/Learning Process</p> <ul style="list-style-type: none"> <li>• Quality of student teaching/learning</li> <li>• educational leadership</li> <li>• Extracurricular activities</li> <li>• professional growth</li> <li>• educational guidance</li> <li>• special education</li> </ul>
9	<p>Child Friendly schools</p> <ul style="list-style-type: none"> <li>• Healthy environment</li> <li>• violence free environment</li> <li>• child-centered teaching</li> <li>• employee commitment to the school</li> <li>• motivating environment</li> </ul>
10	<p>Assessment based school improvement</p> <ul style="list-style-type: none"> <li>• assessment of teachers, principals, and students</li> <li>• dealing with assessment results</li> <li>• results and indicators</li> <li>• analyzing student learning outcomes.</li> <li>• framework for performance follow-up</li> </ul>
11	<p>Resource Management- use of IT in teaching and learning</p> <ul style="list-style-type: none"> <li>• information technology and communication</li> <li>• electronic teaching</li> <li>• computerization</li> <li>• using IT in networking</li> </ul>
12	<p>Resource management - human resources, financial management and resource allocation.</p> <ul style="list-style-type: none"> <li>• time management</li> <li>• learning sources</li> <li>• financial management</li> <li>• management of school resources-libraries, computer labs.</li> <li>• management of administrative issues and decision making</li> <li>• delegation</li> <li>• ethics of teaching profession</li> </ul>

# Appendix C: Curriculum Map for Teacher Education Program

	Module 1	Module 2	Module 3
<b>TOPIC</b>	مدخل لبرنامج التطور المهني المستمر Introduction to LTD: Continuous Professional Development through cycles of inquiry and communities of practice	التعليم المتمركز حول المتعلم: النظرية- التطبيق- التخطيط(1) - Learner-Centered Teaching and Learning - Planning and Preparing Units and Lessons	التعليم المتمركز حول المتعلم: النظرية- التطبيق- التخطيط(2) - Learner-Centered Teaching and Learning - Planning and Preparing Units and Lessons: Introduction to Literacy across the Curriculum
<b>BIG IDEAS</b>	<ol style="list-style-type: none"> <li>1. National competencies and standards for teacher performance are the basis for guiding professional development.</li> <li>2. Self-reflection is a necessary condition for meaningful professional development.</li> <li>3. Action research and learning circles create a cycle of inquiry for ongoing professional development.</li> <li>4. A Portfolio of Professional Practice collects evidence about and reflection on changes in professional beliefs and practice over time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learner-centered classrooms are a planned process.</li> <li>2. Self-Reflection on teaching and learning is essential for planning learner-centered curriculum, instruction and assessment.</li> <li>3. Learner-centered planning aligns intended outcomes with the needs and abilities of students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Big ideas and essential questions are at the core of learner-centered planning and assessment.</li> <li>2. Integrated design connects the curriculum to real-world, multidisciplinary contexts of the knowledge economy.</li> <li>3. All teachers have a stake in promoting Arabic literacy across the curriculum.</li> </ol>
<b>ESSENTIAL QUESTIONS</b>	<ol style="list-style-type: none"> <li>1. How does society benefit from professional development?</li> <li>2. What defines (determines?) professional competence in the teaching profession?</li> <li>3. How can teachers empower themselves to collect and show real evidence of changes in their professional practice?</li> <li>4. What is the value of sharing self-reflection with peers in a community of practice (learning circle)?</li> </ol>	<ol style="list-style-type: none"> <li>1. When planning is effective?</li> <li>2. What is the role of self-reflection in creating a learner-centered school environment?</li> <li>3. How can the learner play a substantive role in planning curriculum and instruction?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the difference between understanding and knowing? Why should teachers care when planning assessments?</li> <li>2. Is literacy the responsibility of language teachers only?</li> <li>3. How can unit planning connect Arabic literacy to the real-world needs of students?</li> </ol>
	<p><b>Concepts:</b> Self-reflection; Professional development; Standards/competencies; Action Research inquiry cycle; learning circles; Portfolio of professional practice; teaching philosophy</p> <p><b>Skills:</b> Self-reflect (on professional background; teaching philosophy; and, immediate learning goals); Listen actively (as a learning circle participant); plan action research; build a portfolio of professional practice</p>	<p><b>Concepts:</b> Learner-centered; unit plan; lesson plan; standards; competencies; learning outcomes; self-reflection; assessment</p> <p><b>Skills:</b> Plan (unit/lesson); self-reflect (on teaching/learning); analyze (standards, competencies, and learning outcomes)</p>	<p><b>Concepts:</b> Big ideas; essential questions; integrated curriculum; literacy; knowledge economy</p> <p><b>Skills:</b> Unwrap big ideas from curriculum content; write essential questions; integrate literacy into assessment tasks</p>

	Module 4	Module 5	Module 6
<b>TOPIC</b>	اللغة في المعارف الأخرى: النظرية والممارسة <ul style="list-style-type: none"> <li>Literacy across the curriculum: Theory and practice</li> </ul>	التطور المعرفي بين النظرية والممارسة <ul style="list-style-type: none"> <li>Learning and cognitive development: between theory and practice</li> <li>Differentiated instruction</li> </ul>	التقويم الحقيقي، وتصميم المصادر المناسبة لها <ul style="list-style-type: none"> <li>Authentic assessment (focus on Web Quest)</li> <li>Design and development of affordable instructional resources</li> </ul>
<b>BIG IDEAS</b>	<ol style="list-style-type: none"> <li>The knowledge economy demands interdisciplinary thinking, imagination, and collaboration.</li> <li>Literacy in the 21<sup>st</sup> century is more than knowing how to read and write.</li> <li>Cross-curricular integration of language arts connects language to ideas in real-world contexts.</li> </ol>	<ol style="list-style-type: none"> <li>Children learn differently at different stages of their lives.</li> <li>Children possess a range of cognitive strengths and learning styles.</li> <li>Children's backgrounds (social, economic, cultural) influence their learning</li> </ol>	<ol style="list-style-type: none"> <li>Authentic assessment connects classroom learning to real-world demands and constraints.</li> <li>The selection of appropriate educational resources is guided by learner-centered assessment.</li> <li>Developing affordable educational materials can boost ingenuity and critical thinking.</li> </ol>
<b>ESSENTIAL QUESTIONS</b>	<ol style="list-style-type: none"> <li>What does it mean to be "literate" in the 21<sup>st</sup> century? Is it enough just knowing how to read and write?</li> <li>How can Arabic remain relevant in the global knowledge economy?</li> <li>Is Arabic instruction the sole responsibility of Arabic teachers? Where does Arabic literacy fit into learning other subjects?</li> </ol>	<ol style="list-style-type: none"> <li>Does one style of teaching fit all?</li> <li>Why should children think about their thinking (metacognition)?</li> <li>Do children stop learning when they leave the classroom? How can learning inside the classroom benefit from what happens outside its walls?</li> </ol>	<ol style="list-style-type: none"> <li>What makes authentic assessment "authentic"?</li> <li>How can technology support authentic assessment for 21<sup>st</sup> century learning skills?</li> <li>How do students benefit by being "producers" of resources, not just "consumers"?</li> </ol>
	<p><b>Concepts:</b> Literacy; knowledge economy; 21<sup>st</sup> century learning skills; digital literacy; integrated curriculum</p> <p><b>Skills:</b> Inventory (content of a different subject from one you teach); integrate (literacy content into non-language arts classes); co-plan (interdisciplinary unit);</p>	<p><b>Concepts:</b> Cognition; meta-cognition; differentiated instruction; learning styles; learning strategies; multiple intelligences</p> <p><b>Skills:</b> Identify cognitive strengths and weaknesses; group students (to support/challenge cognitive strengths); incorporate students' backgrounds (in lesson planning);</p>	<p><b>Concepts:</b> Authentic assessment; performance assessment; 21<sup>st</sup> century learning skills.</p> <p><b>Skills:</b> Design (a WebQuest); model creative/critical thinking; develop affordable materials; integrate student participation in creating resources.</p>

	Module 7	Module 8	Module 9
TOPIC	<p>معرفة المحتوى التربوي (PCK)</p> <ul style="list-style-type: none"> <li>- Pedagogical Content Knowledge (theory and practice)</li> </ul>	<p>معرفة المحتوى التربوي (2) (PCK)</p> <ul style="list-style-type: none"> <li>- Pedagogical Content Knowledge (part 2)</li> </ul>	<p>الممارسات التربوية: متابعة وتقويم الأنشطة التربوية والمصادر العادية والتكنولوجية</p> <ul style="list-style-type: none"> <li>- Monitoring and assessment of the teaching and learning process</li> <li>- Educational Resources and technology</li> </ul>
BIG IDEAS	<ol style="list-style-type: none"> <li>1. Effective assessment depends on understanding how students learn, or fail to learn, specific subject matter.</li> <li>2. Learning differences among students requires flexibility in instructional strategies.</li> </ol>	<ol style="list-style-type: none"> <li>1. A good teacher knows how to teach her subject; a great teacher keeps learning about the subject she teaches.</li> <li>2. New learning is built on two pillars: prior knowledge (what we know) and misconceptions (mistakes about what we think we know)</li> <li>3. Knowledge grows in communities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment of learning is a planned process of continuous monitoring and feedback.</li> <li>2. Quality assessment involves multiple opportunities and tools for learners to demonstrate understanding.</li> <li>3. Quality assessment is a collaborative process involving self-, peer- and teacher-assessment.</li> </ol>
ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> <li>1. How does knowing students as “learners” make teachers better at teaching subject content?</li> <li>2. How do students “learn” from mistakes?</li> <li>3. Does having expert knowledge of a subject/discipline make you an expert teacher?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can a teacher ever know enough about the subject she teaches?</li> <li>2. Is content knowledge in the textbook all teachers really need to know?</li> <li>3. What makes a school community a learning community for teachers to deepen their content knowledge?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is quality feedback? When is feedback transformative?</li> <li>2. How can the assessment process inform change in teaching practices?</li> <li>3. Are new media and technology toys or tools? How can technology best serve purposeful assessment?</li> </ol>
	<p><b>Concepts:</b> Pedagogical knowledge; content knowledge;</p> <p><b>Skills:</b> Predict learners’ misconceptions of content; plan diagnostic assessments; plan flexible instruction that facilitate different levels of learning</p>	<p><b>Concepts:</b> Knowledge management; professional community of learners</p> <p><b>Skills:</b> Evaluate gaps in textbook content; design a program of self-study; participate with colleagues in professional inquiry;</p>	<p><b>Concepts:</b> Monitoring; assessment; evaluation; formative/summative; feedback</p> <p><b>Skills:</b> Self-assess; peer-assess; give constructive feedback; integrate assessment tasks and tools (with intended outcomes)</p>

	Module 10		Module 11		Module 12	
<b>TOPIC</b>	التربية من أجل الأمن الإنساني – Education for human security – Teacher-based guidance and counseling for child friendly schools		الشراكة والتشبيك بين المدرسة والمجتمع – Building school-community partnerships		المعلم كقائد تربوي: المواكبة، والمتابعة، والتجسير، وقيادة مجتمعات التعلم – The teacher as educational leader: coach, mentor, and facilitator in a professional community of practice	
<b>BIG IDEAS</b>	<ol style="list-style-type: none"> <li>Peacefulness (the absence of violence in all its forms) is the right of all children and adults in school.</li> <li>Justice and equity are the foundations of an inclusive, learner-centered school community.</li> <li>Children are naturally curious and want to learn and will do so in a safe and caring school environment.</li> </ol>		<ol style="list-style-type: none"> <li>"It takes a whole village to raise a child" (proverb)</li> <li>Collaborative school-community partnerships grow 21<sup>st</sup> century learning skills.</li> <li>Sharing information with the family about the student and the instructional program is a two-way street.</li> </ol>		<ol style="list-style-type: none"> <li>An expert teacher is like a successful athletic coach: purposeful, respectful, and motivational.</li> <li>"The best way to find yourself is to lose yourself in the service of others" (Mahatma Gandhi).</li> <li>A good mentor is a good friend; good friends make good communities of practice.</li> </ol>	
<b>ESSENTIAL QUESTIONS</b>	<ol style="list-style-type: none"> <li>Who is responsible for building a culture of peace in the school community?</li> <li>How does a school educate the "good" citizen?</li> <li>What is the relationship between critical thinking and conflict resolution?</li> </ol>		<ol style="list-style-type: none"> <li>Is it true that "no man is an island"? What does this mean for school-community partnerships?</li> <li>Is the home also a "school"? How can teachers support students and families to learn together at home?</li> <li>What does quality two-way communication look like between parents and the school?</li> </ol>		<ol style="list-style-type: none"> <li>How is an expert teacher like a successful athletic coach?</li> <li>Does serving the needs of fellow teachers improve your own instructional practice? How?</li> <li>If a professional community of practice is like a friendship, how can coaching and mentoring make the friendship grow?</li> </ol>	
	<b>Concepts:</b> Child-friendly; peace; violence; conflict; justice/equity; citizenship;	<b>Skills:</b> Model good citizenship; reward respectful interactions among students; model effective conflict management and resolution	<b>Concepts:</b> School-community partnership; parental involvement; two-way communication	<b>Skills:</b> Communicate respectfully; empathize with students/families; respect others' opinions; connect teaching/learning to community resources.	<b>Concepts:</b> Instructional leadership; coaching; mentoring; expert teacher;	<b>Skills:</b> Model best practices; design a plan to coach/mentor a colleague; observe a peer; give constructive feedback;

# Appendix D: MoU between AMIDEAST and Al-Azhar University

**Memorandum of Understanding (MOU)  
between  
AMIDEAST and  
Al-Azhar University, Gaza  
regarding  
Al-Azhar Strategic Planning, Teacher Educator Enhancement Program (TEEP), and  
Professional Certificate of English Teachers Program (PCELТ)**

The administration of Al-Azhar University of Gaza (“the University”) confirms its intent to work with AMIDEAST, which is implementing the Leadership and Teacher Development Program (LTD), funded by the United States Agency for International Development (USAID), to support Al-Azhar in three areas: strategic planning; teacher educators professional development; and a professional certificate for English language teaching for both students and faculty.

## **Strategic Planning**

The University and AMIDEAST intend to work together to enhance the capacity of the University's existing mechanisms and procedures for strategic planning. With technical assistance from AMIDEAST over a two-year period, Al-Azhar University expects to develop a 5-10 year strategic plan that defines and aligns the vision and mission of the Faculty of Education with its priorities for improving the quality of its pre-service courses.

## **Teacher Educator Enhancement Program (TEEP)**

AMIDEAST intends to assist the Al-Azhar Faculty of Education to improve the capacity of its faculty to use learner-centered approaches and strategies and model these in ways that prepare their pre-service students to transfer learner-centered methods to their own teaching. Designed as a one-year inquiry-based model of professional development, TEEP seeks to help Al-Azhar faculty become reflective practitioners and build stronger communities of practice. The TEEP program will serve up to 30 faculty members from the Faculty of Education and subject area specialists from the Faculties of Math, Science, and Arts.

## **Professional Certificate in English Language Teaching (PCELТ)**

The Professional Certificate in English Language Teaching (PCELТ) is a program for introducing innovative methods and international best practices into the University's pre-service courses for teachers of English in the Faculty of Education. AMIDEAST expects that PCELТ's training will be provided along two tracks. The first track would involve fourth-year undergraduates who, in cohorts of 12, would complete the 120-hour PCELТ course. A second track would offer PCELТ to interested faculty members who are seeking professional development to enhance their own methods of teaching English as well as an opportunity to become a certified PCELТ trainer.

The above three assistance components are expected to be implemented provided the following conditions are satisfied.

- 1) Al-Azhar will form a strategic planning steering committee led by the Dean of the Faculty of Education and comprising the heads of all faculty departments . The committee will include the Heads of the Departments of Psychology, Educational Foundations, Curriculum, and Islamic Studies, as well as several senior administrators and faculty members.
- 2) The University will submit a list of steering committee members with a cover letter signed by the University President, and a copy of each committee member’s identification document (ID) and other information as may be requested by AMIDEAST.
- 3) By the end of the first year, Al-Azhar is committed to develop a strategic plan and will share it with AMIDEAST.
- 4) Al-Azhar agrees to submit to AMIDEAST for prior review and approval any public documents or statements referencing AMIDEAST’s work with the University.
- 5) The Dean of the Faculty of Education will select up to 30 faculty members from the Faculty of Education and subject area specialists from the Faculties of Math, Science, and Arts to participate in TEEP.
- 6) The University will submit a list of individuals nominated for TEEP with a cover letter signed by the Dean of Faculty of Education, and a copy of the each individual’s ID.
- 7) The University will submit supporting documents for all individuals (faculty and students) participating in LTD, including a copy of each individual’s ID and other information as may be requested by AMIDEAST.
- 8) AMIDEAST will submit names for USAID vetting; only those individuals approved by USAID will be permitted to participate in the program.
- 9) Al-Azhar University will facilitate the work of staff, consultants, partners, and auditors, in accordance with AMIDEAST and USAID requirements.
- 10) Al-Azhar University will provide all required support to facilitate the technical work of AMIDEAST and its partners including the University of Massachusetts at Amherst (UMass) and SIT/ World Learning.
- 11) As a condition to receiving funding, in-kind assistance or services from the LTD Program, the University will comply with the Mandatory Clauses and execute any necessary certifications appended to this MOU including the Anti-Terrorism Clause, as set forth in Annex I.
- 12) Honoraria for participants who successfully complete the TEEP may take the form of cash or in-kind assistance to help them implement the program and complete all required projects. Assistance to the University will include technical services and in-kind assistance only.

No modification or waiver of any of the terms and conditions of this MOU shall be effective unless it is in writing and signed by both parties.

AMIDEAST and Al-Azhar University both understand that the USAID retains certain rights regarding activities carried out under LTD. Some of these rights are further discussed in Annex I. All activities under this project are subject to the availability of funds.

Agreed:

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**Dr. Abdulkhaleq Al-Farra**  
**President, Al-Azhar University**

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**Date**

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**University Stamp**

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**Said Assaf, Ph.D**  
**Chief of Party, AMIDEAST**

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**Date**

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**AMIDEAST Stamp**

# Annex I to the MOU between AMIDEAST and Al-Azhar University

## Special Mandatory Requirements

**NOTE:** The following definitions are provided for the clauses set forth below.

<u>NAMED AS</u>	<u>READ AS</u>
a. Grantee, Recipient, Subrecipient	“Al-Azhar”
b. Cooperative Agreement, Grant, Agreement, Statement of Work	“MOU”
c. Any reference to the Government, USAID, Federal Awarding Agency, Mission Director, Agreements Officer, etc.	“AMIDEAST Sub-agreements Officer; USAID”

### 1. Conflict of Interest

Subrecipient agrees to disclose promptly to the Recipient any conflict of interest (such as business, financial or other relationship) that might affect or appear to interfere with objective performance of the Work described in the Statement of Work. The Recipient understands that if any such conflict of interest presently exists, Subrecipient will have reported it to the Recipient before signing this Agreement.

### 2. Subcontracting with Government or Quasi Government Entities

No subcontracting with any government or quasi-government entity shall be conducted under this Agreement unless a specific waiver is approved for this purpose.

### 3. Capital Assistance (611e Requirements)

Prior to committing any USAID funds for capital assistance projects proposed under this Agreement, including mechanical items and other equipment that will be purchased for use by local partners, the Recipient will provide USAID with sufficient information to determine that Palestinian counterpart institutions and communities have the capacity to maintain and utilize the assistance effectively. Upon review and analysis of information provided, USAID West Bank and Gaza will advise the Recipient when and if all AID regulations for proceeding with capital assistance have been met.

### 4. Prohibition Against Support for Terrorism

- (a) The Recipient is reminded that U.S. Executive Orders and U.S. law prohibit transactions with, and the provision of resources and support to, individuals and organizations associated with terrorism. It is the legal responsibility of the Recipient to ensure compliance with these Executive Orders and laws.

- (b) One of the applicable orders is Executive Order 13224, dated September 24, 2001. The website of the Office of Foreign Assets Control (OFAC) of the Department of Treasury contains the text of that order and a list of the individuals and entities designated thereunder. It also contains lists of individuals and entities designated under other anti-terrorism statutes, regulations and Executive Orders. See <http://www.treasury.gov/offices/enforcement/ofac/sdn/>.
- (c) USAID reserves the right to review, and either approve or reject, the following subawards if proposed under this contract/agreement: (i) any contract or subcontract in excess of \$25,000 with a non-U.S. organization or individual; and (ii) any grant or subgrant to a non-U.S. organization or individual, regardless of the dollar value. Furthermore, the written consent of USAID is required before certain other forms of assistance may be provided to a non-U.S. organization or individual. These include in-kind assistance such as renovation of an NGO's facilities, repair or replacement of a company's equipment, and certain training activities. The details of these requirements are described in notices issued by USAID/West Bank & Gaza from time to time. No approval (or failure to disapprove) by USAID shall relieve the Contractor/Recipient of its legal obligation to comply with applicable Executive Orders and laws.
- (d) USAID reserves the right to rescind approval for a subaward in the event that USAID subsequently becomes aware of information indicating that the subaward is contrary to U.S. law or policy prohibiting support for terrorism. In such cases, USAID's Agreement Officer will provide written instructions to the Contractor/Recipient to terminate the subaward.
- (e) USAID reserves the right to terminate this contract/agreement if USAID determines that the Contractor/Recipient is involved in or advocates terrorist activity or has failed to comply with any of the requirements of this provision.
- (f) This provision, including this paragraph (f), shall be included in all contracts, subcontracts, grants and subgrants issued under this agreement. The Contractor/Recipient shall promptly provide to USAID's Contracting/Agreement Officer a copy of the pages from each subaward that contains this provision.

[In addition to the clauses set forth above, the following clause shall appear in each award made directly by USAID and each subaward made by a USAID prime contractor or recipient.]

- (g) The Recipient agrees to promptly notify USAID's Agreement Officer Technical Representative (AOR) in the event of any change in the identity of its "key individuals" or in the identity of "key individuals" of any recipient of a subaward described in paragraph (c). For purposes of this requirement, "key individuals" means (i) principal officers of the organization's governing body (e.g., chairman, vice chairman, treasurer and secretary of the board of directors or board of trustees); (ii) the principal officer and deputy principal officer of the organization (e.g., executive

director, deputy director, president, vice president); (iii) the program manager or chief of party for the USAID-financed program; and (iv) any other person with significant responsibilities for administration of USAID-financed activities or resources. Note that this definition differs from the definition of “key personnel” under contracts and cooperative agreements.

- (h) Before awarding any grant or similar instrument providing cash assistance under this agreement, the Recipient shall (1) obtain from the proposed subawardee the certification required under USAID’s Acquisition and Assistance Policy Determination 04-14 (AAPD 04-14), “Certification Regarding Terrorist Financing Implementation E.O. 13224 (Revision 2),” and (2) provide a copy of the certification to USAID’s Agreement/Contracting Officer.

#### 5. Prohibition Against Cash Assistance to the Palestinian Authority

U.S. legislation provides that none of the funding under this award may be “obligated or expended with respect to providing funds to the Palestinian Authority”. In accordance with that prohibition, the Recipient shall not provide any cash to the Palestinian Authority; to any ministry, agency or instrumentality of the Palestinian Authority; to any municipality or other local government unit; or to any full-time or part-time employee or official of any of the foregoing entities. This restriction applies to payments of any kind, including salaries, stipends, fees, honoraria, per diem, and so forth.

This restriction does not prohibit the provision of in-kind assistance, such as technical assistance, training, equipment, supplies, or the construction of public works to the extent it is not otherwise prohibited by U.S. law or the terms of this Contract.

This provision shall be included in all contracts, subcontracts, grants and subgrants or any other instruments or awards issued under this Agreement. Upon request, the Recipient shall promptly provide USAID’s Agreement Officer a copy of the pages from each subaward that contains this provision.

#### 6. Prohibition On Assistance to the Palestinian Broadcasting Corporation

- (a) U.S. legislation provides that none of USAID’s funding “may be used to provide equipment, technical support, consulting services, or any other form of assistance to the Palestinian Broadcasting Corporation.” In accordance with this prohibition, the Grantee shall not provide any assistance to the Palestinian Broadcasting Corporation.

- (b) This provision, including this paragraph (b), shall be included in all contracts, subcontracts, grants and subgrants issued under this grant.

#### 7. Restriction on Facility Names

- (a) No assistance shall be provided under this agreement for any school, community center or other facility that is named after any person or group of persons that has

advocated, sponsored or committed acts of terrorism. This includes any facility that has “shuhada” or “shaheed” (“martyr” or “martyrs”) in its name, unless an exception is approved by the USAID Mission Director. In any case where assistance is proposed for a facility that is named after, or is planned to be named after, a person or group of persons, the Recipient shall provide to USAID’s Agreement Officer Representative (AOR) written information about the person(s) or group and shall not proceed with the assistance unless or until the AOR has provided written approval therefor. This restriction applies to all forms of cash or in-kind assistance, including construction services, equipment, supplies, technical assistance, and training.

- (b) In case of any failure to comply with this restriction, USAID may disallow any or all costs incurred by the Recipient with respect to the facility and, if necessary, issue a bill for collection for the amount owed. This is in addition to any other remedies that may be available to USAID for such noncompliance.
  
- (c) This provision, including this paragraph (c), shall be included in all contracts, subcontracts, grants and subgrants issued under this agreement. The Recipient shall promptly provide to USAID’s Agreement Officer a copy of the pages from each subaward that contains this provision

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**Dr. Abdulkhaleq Al-Farra**  
**President, Al-Azhar University**

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**Date**

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**University Stamp**