



# Leadership and Teacher Development Program

Cooperative Agreement No. 294-A-12-00006

## Performance Management Plan

for the period

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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

## INTRODUCTION

Since its creation in 1994, the Palestinian Authority has demonstrated a commitment to education. Investment in new schools has increased access and literacy rates are among the highest in the Arab world<sup>1</sup>. With improved access, the Ministry of Education and Higher Education (MoEHE) has shifted its focus to the quality of basic education, including improved teacher training and improved school/district management. Framed by the MoEHE's Five-Year Education Strategic Plan as well as USAID's 2011 Global Education Strategy, USAID's Leadership and Teacher Development (LTD) Program is designed to improve the quality of basic education by enhancing the professional development of teachers and administrators/supervisors and by building the capacity of departments/directorates in the MoEHE partnered with AMIDEAST. In close consultation with its key partners in the MoEHE, LTD has developed a robust evidence-based performance management plan (PMP) to: 1) provide continuous monitoring and feedback for guiding improvements at all levels and stages of LTD's interventions; 2) generate data for USAID's Geo-MIS and TraiNet systems; 3) ensure the program meets its overall goals; and, 4) evaluate the impact of LTD's interventions aimed at enhancing the professional development of principals and teachers in both in-service and pre-service contexts.

### Program Objectives

The MOEHE and AMIDEAST, with technical support of the University of Massachusetts, Amherst (UMass), are working together to implement an integrated system of interventions to establish a sustainable structure of policies and processes for the continuous enhancement of Palestinian teacher education and capacity building of educational leadership. A central tenet of the LTD approach is to build close working relationships with key stakeholders and units in the MoEHE (and at Al-Azhar University, Gaza) in order to align program goals and objectives. 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. Following are LTD's major objectives:

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<sup>1</sup> UNICEF: <http://www.unicef.org/oPt/education.html>

- 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; and,
- 4) Improve pre-service teacher education in Gaza.

### **LTD's Theory of Change**

LTD agrees with the growing body of research that points to school-based professional development as an effective and sustainable approach for transforming schools into learner-centered environments.<sup>2</sup> The sustainability of such reform, however, relies on the alignment of policies, structures and resources—both at the three levels school, district and central ministry—to support teachers' capacity to deliver learner-centered instruction. This essential understanding frames LTD's theory of change, where student learning improves and student achievement increases if: a) teachers use learner-centered strategies they learned through participation in LTD; b) principals use the strategies they learned through LTD, including the management of School Improvement Teams, to provide purposeful instructional support and meaningful formative and summative assessments of teachers' classroom performance and ongoing professional development; and, c) District Leadership Teams and administrators and policymakers in the MoEHE (and administrators at Al-Azhar University) enact the LTD principles and strategies they learned in their training experiences and study tours or, in the case of Al-Azhar, during their development of a faculty-wide strategic plan. In sum, the LTD theory of change produces the following overarching research question that helps explain the logic of LTD's results framework and also suggests the context for designing suitable methods for impact evaluation.

*What do we see teachers, principals, School Improvement Teams, District Leadership Teams, and administrators in the MoEHE or at Al-Azhar University do that is aligned with the LTD*

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<sup>2</sup> McLaughlin, M., & Talbert, J. E. (2006). *Building School-based Teacher Learning Communities: Professional Strategies to Improve Student Achievement*. New York: Teachers College Press.

*principles and strategies learned in trainings and other interventions such as the Functional Audit, Study Tours, and Strategic Planning?*

### **Organization of the LTD Performance Management System**

The organization of LTD's performance management system is intended to support the development of a results-based M&E system that informs professional development and management at the MoEHE and at the Faculty of Education of Al-Azhar University, Gaza. The LTD performance management system is coordinated by LTD's M&E Department. The department managers for each of LTD's program components—Capacity Building, Teacher Education, Communications & Reporting, and Operations & Compliance—participate in collecting data relevant to the components they manage, and department managers in turn liaison and coordinate with their primary counterparts at the MoEHE or Al-Azhar University, as well as with UMass, to contribute to data analysis and reporting. Throughout the life of program, LTD's partners and stakeholders will receive periodic feedback from LTD's M&E Department regarding progress toward targets.

LTD's performance management system operates on the idea of participatory monitoring and evaluation whereby program beneficiaries are empowered to contribute to the design of instruments and the collection and analysis of data. To strengthen this approach, LTD collaborates closely with M&E counterparts. LTD has established a Monitoring & Evaluation Task Force (METF) comprised of LTD M&E staff and representatives from five MoEHE departments, including:

- National Institute for Education and Training (NIET)
- Directorate of Supervision and Qualifications (DSQ)
- Directorate of Field Follow-Up (DFF)
- Assessment and Evaluation Department (AED)
- Directorate of Planning (DP)

Terms of Reference defining the roles and responsibilities of members on the METF were approved by the MoEHE. The chief tasks of the METF are to contribute technical expertise in the development or revision of instruments; provide support for and feedback after the piloting of instruments; and, contribute to preliminary analyses and interpretation of data. If at any time

other departments from the MoEHE with direct involvement in LTD programming are added to the membership of the METF, they will be thoroughly briefed about the scope and sequence of activities outlined in the PMP.

Because of its close working relationship with NIET—the primary deliverer of trainings for LTD’s leadership and teacher education professional development—LTD and NIET have established a joint working group (JWG) that joins their respective M&E managers into a team to coordinate all monitoring and evaluation planning and operations. Likewise, LTD’s Gaza office coordinates directly with the Quality Assurance Unit of Al-Azhar University. The QAU plays a critical role in monitoring the progress of the work of the Strategic Planning Steering Committee, a responsibility that will be especially crucial during the implementation phase of the Strategic Plan during the second year of the project.

## **CORE MONITORING AND EVALUATION ACTIVITIES**

Guided by the major performance indicators of the program’s Results Framework, LTD will collect data for baseline, monitoring, and evaluation purposes during the life of the program.<sup>3</sup> Because LTD has many of the same programmatic components of AMIDEAST’s Model Schools Network Program (MSN), LTD has adopted elements of MSN’s successful monitoring and evaluation framework for its own M&E approach. Like MSN, the LTD framework is built upon an integrated two-pronged approach comprised first of a system of formative and summative assessments and second by evaluation research to measure, to whatever extent feasible, the impact of interventions on achieving the program’s intended outcomes. Together this approach provides a robust system of comprehensive data collection and triangulation of research findings.

Additionally, AMIDEAST, in partnership with its relevant partners in the MoEHE and at Al-Azhar University, will frame its M&E approach based on Donald Kirkpatrick’s four-level scale for assessing professional development trainings:<sup>4</sup>

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<sup>3</sup> A spreadsheet detailing all M&E activities planned for the entire duration of the LTD program will be provided to USAID as a separate document.

<sup>4</sup> Kirkpatrick’s four-level evaluation model is described at <http://www.mindtools.com/pages/article/kirkpatrick.htm>.

Level 1--Reaction: measurement of trainee's satisfaction with the training program

Level 2--Learning: measurement of learning that took place—that is, the knowledge, understandings, techniques, approaches, and methods were learned by trainees

Level 3--Behavior: the application of acquired knowledge, competencies and skills in an authentic setting or context

Level 4--Results: measures outcomes and longer-term effects of the professional development program on the schooling environment and student learning

### **Monitoring**

Anchored by the program's performance indicators, LTD's monitoring of inputs and outputs across the four Intermediate Results will include the following activities: conducting baseline and recurring surveys of principals, teachers, students, and, in some cases, parents; collecting data through periodic quantitative and qualitative assessments from participants in teacher and principal workshops; recording attendance; collecting artifacts associated with inputs and outputs; and assessing teachers' and principals' progress as documented in their portfolios of professional practice.

***Professional development surveys:*** Several major monitoring and evaluation activities will center on the collection of survey data. Evaluation of all professional development activities (PD) for example will be based in part on participant surveys conducted at the beginning (where relevant), middle and end of each program. Participants in LTD professional development program will also be asked to complete self-assessments, which may also take the form of surveys. These surveys, when combined with formative assessments based on observations, action research and portfolios, will form the basis of PD evaluation.

***Attendance:*** Much of the LTD Program focuses on professional development and thus involves human beneficiaries. Monitoring attendance is a basic method of tracking individual beneficiaries' participation in the professional development program and verifying their completion of program assignments and other requirements to pass the training course. It is

essential for quantitative monitoring of all professional development activities with program participants. LTD will track not only the attendance (presence or absence) of each beneficiary by session, but also the reasons for non-attendance. In this way, over the life of the program, LTD will collect empirical evidence to identify challenges to beneficiary attendance and participation that will assist the MoEHE in planning policies and/or strategies to improve attendance in future professional development opportunities. In addition, at a micro level, tracking attendance can assist NIET in taking proactive steps to help participants at-risk of not completing the requirements of the program and in replacing those who drop-outs.

**Artifacts:** LTD will keep a library of all manuals, guidelines, curricula and any other documents intended for widespread adoption that are produced by the program. The library will serve as a repository for all publications distributed to various MoEHE entities and will simplify monitoring and evaluation verification. LTD will keep copies of acknowledgements of receipt from the MoEHE and other publication recipients at the front of each publication; the original acknowledgements of receipt will also be stored in a master binder in the same library.

**Portfolios of Professional Practice (PoPP):** a key source of data collection for both routine monitoring and formative and summative evaluation are the PoPPs being developed by teachers and principals (in their role as “trainees”) as well as those being kept by the trainers of these two groups who are participants in TEEP and the Leadership Diploma Program.

### **Impact Evaluation**

In addition to LTD's attention to results-based monitoring, LTD seeks to conduct a rigorous impact evaluation to determine, however possible, the effects of its interventions on outcomes. Put simply, LTD will seek to answer the question, What change did LTD directly or indirectly contribute to that made a difference? Framed by LTD's Theory of Change and the program's intended outcomes across the program's Intermediate Results, LTD will coordinate with its various M&E partners at the MoEHE and Al-Azhar University to use a mixed-methods design in order to test whether changes in specific outcomes can be attributed to the program. . To meet its staffing needs for fieldworkers and data collection, AMIDEAST will use its resources to provide researchers recruited from its partners with advanced training in theories and methods of qualitative research as well as strategic capacity building in order to enhance and sustain the professional development and quality of M&E operations beyond the life of LTD.

## Evaluation Research Questions

The following set of key research questions are derived from LTD's Theory of Change (described above). Organized around LTD's four Intermediate Results, these questions provide the conceptual framework that guides the development of research protocols and instruments for the collection, analysis and interpretation of data and findings, the sum of which will establish a logically coherent, systematic, and robust impact evaluation of LTD's interventions and outcomes.

**Intermediate Result 1:** *Policies and structures within the Ministry of Education and Higher Education (NIET, DSQ, AED, DP, DFF, and CDTP), district offices, and schools that support leadership and teacher development improved.* The following key research questions will be examined using a combination of surveys, focus groups, in-depth interviews, and artifact analysis (e.g., policy records, reports, projects).

- 1) *MoE Question:* What evidence do we have that key departments in the Ministry of Education involved in the LTD program participated in a functional audit and clarified their respective missions, priorities, current policy parameters, and near- and long-term goals<sup>5</sup>; participated in study tours and learned about and implemented strategies for the rationalization, alignment and improvement of policies and practices relating to both formative and summative teacher performance assessment; and—specific to AED and the JWG—participated in trainings and have improved capacity to select and use more robust and theories and methods for measuring student achievement or, in the case of JWG, for measuring effective performance of trainers?
- 2) *District Leadership Team Question:* What evidence do we have that the District Leadership Teams have provided careful and supportive reviews of school improvement plans, overseen the technical implementation of these plans, and supported improved classroom instruction and community partnerships?
- 3) *School Improvement Team Question:* What evidence do we have that the SITs have implemented LTD strategies for school change toward a learner-centered environment by planning and conducting a school self-assessment framed by the Effective School

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<sup>5</sup> National Institute for Education and Training (NIET), Department of Supervision and Qualification (DSQ), Assessment and Evaluation Department (AED), Department of Planning (DP), and the Department of Field Follow-up (DFF)

Standards developed by NIET; by implementing action plans to improve teaching and learning practices; by fostering a child-friendly school environment; by strengthening school-community relationships and cooperation; by increasing school resources and their improved utilization; by broadening the scope of distributed leadership; and by supporting ongoing professional development within the school?

**Intermediate Result 2:** *Capacity of school principals to work with teachers and supervisors to improve classroom instruction enhanced.* The following key research questions will be explored using a combination of surveys, focus groups, in-depth interviews, and direct observations of teacher-student interactions in school classrooms. Additionally, AMIDEAST has contracted with AED to develop and conduct student achievement testing in four core academic subjects over three years and use the results as a proxy to evaluate the impact LTD teachers' training on students learning outcomes (see details below).

- 1) *Teachers Question:* What evidence do we have that teachers use learner-centered strategies in lesson planning and instruction and in developing alternative and authentic assessments of students' understanding and ability to transfer their new learning and skills to different and meaningful contexts?
- 2) *Principals Question:* What evidence do we have that principals support teachers through effective instructional leadership and promote healthy and safe learner-centered environments by leading the school improvement planning process based the seven Effective School Standards developed by NIET?
- 3) *School Improvement Team Question:* What evidence do we have that the SITs have implemented LTD strategies for school change toward a learner-centered environment by planning and conducting a school self-assessment framed by the Effective School Standards developed by NIET; by implementing action plans to improve teaching and learning practices; by fostering a child-friendly school environment; by strengthening school-community relationships and cooperation; by increasing school resources and their improved utilization; by broadening the scope of distributed leadership; and by supporting ongoing professional development within the school?

**Intermediate Result 3:** *National cadre of teacher and principal educators (trainers) that meet Ministry of Education and Higher Education standards enhanced.* The following key research questions will be investigated using a combination of surveys, focus groups, in-depth interviews,

and direct observations of trainer-trainee interaction (at NIET training centers) and of teacher-student interactions in school classrooms.

- 1) *Teacher/Principal Educator Question:* What evidence do we have that the LTD's teacher and principal educators (trainers) are demonstrating competency in selecting appropriate learning outcomes and clarifying these to trainees; employing a variety of diagnostic, formative and summative assessments to support trainees' learning progress; providing frequent opportunities for trainees to engage in critical self-reflection about problems of practice and to connect the training content to their actual professional contexts; and integrating educational technology to enhance trainees' learning?
- 2) *Curriculum Alignment Question:* What textual evidence do we have from the training curricula that the underlying principles and delivery across various components of the LTD professional development process are aligned and coherent across all participant groups?

**Intermediate Result 4:** *Pre-service teacher education in Gaza improved.* The following key research questions will be explored using a combination of surveys, focus groups, in-depth interviews, and direct observations of a) teacher-student interactions in university classrooms, and, b) practice teaching by student-teachers (in the PCELT intensive courses and during their teaching practicum requirement for graduation).

- 1) *Faculty of Education Question:* What evidence do we have that the four departments comprising Al-Azhar University's Faculty of Education participated in the development of a 5- to 10-year strategic plan to define and align the vision, mission, and goals of the curricula, courses, and learning outcomes of academic and teacher education programs across the Faculty of Education; and participated in the implementation and monitoring of short-term goals and objectives to be completed during the second year of TEEP-Gaza? (**Note:** LTD/Gaza will coordinate data collection and analysis with Al-Azhar's Quality Control Unit.)
- 2) *Faculty Question:* What evidence do we have that university faculty use learner-centered strategies in lesson planning and instruction and in developing alternative and authentic assessments of pre-service students' understanding and ability to transfer their new learning and skills to different and meaningful contexts?

- 3) *Pre-Service Teacher Question:* What evidence do we have that pre-service teachers, in the context of practice teaching during PCELT or practicum fieldwork experiences, use learner-centered strategies in lesson planning and instruction and in developing alternative and authentic assessments of students' understanding and ability to transfer their new learning and skills to different and meaningful contexts?

### **Student Achievement Assessment**

Increasingly, international evaluation methodologies focusing on improving teacher performance have attempted to benchmark success by examining changes in student achievement. In actuality, the process of linking causality of teacher professional development to specific student test results is recognized as extremely difficult to substantiate in the limited timeframe of most capacity-building programs. Given this caveat and based on lessons learned from MSN, AMIDEAST believes it is worth making a strategic investment of time and resources to undertake a systematic comparison over three years of student achievement results.

LTD will work with the Assessment and Evaluation Department (AED) of the MoEHE to implement achievement tests in four of the five content areas that make up the teacher professional development program: math, science, Arabic and English (technology is excluded because the curriculum is under revision and it is not a core subject). Baseline testing will take place in the fall of 2014 for the second cohort of schools and with the third cohort at different intervals. Endline testing for Cohort II schools will take place in May 2015. Importantly, LTD has not explicitly included the results of the student assessment as an impact indicator for the program because of the difficulty of measuring change in student achievement over such a short period (ranging from one to three years for different cohorts) and because of the difficulty of linking causality directly to LTD's interventions. USAID recognizes this challenge and LTD is pleased that USAID is considering the possibility of providing resources to support an ex-post measurement of impact on student achievement after the completion of the program. This longer-term impact measurement will be carried out with the cooperation of the MoEHE.

## **MONITORING AND EVALUATION METHODOLOGY**

Throughout the life of the program, the linkage between inputs, outputs and outcomes will be closely monitored and evaluated through the creation and application of logging and recording tools, and through regular documentation of program activities. This will be carried out on an ongoing basis. Data collected will provide descriptions of the implemented activities and key demographic variables such as numbers, geographic location, and background information of beneficiaries (age, gender, training level, role in community, etc.). While LTD, in collaboration with its various M&E partners described above, will take responsibility for overall design and analysis, AMIDEAST will rely primarily on qualified personnel recruited from its partners to coordinate fieldwork operations to collect data, for example at schools and in classrooms.

### **Indicators**

The LTD Program Performance Monitoring methodology seeks to identify the most relevant indicators to demonstrate program inputs, outputs and outcomes while also making the most economical, efficient, and sustainable use of program resources and time. This is especially important because parts of the monitoring and evaluation system will be inherited by the MoEHE and will be implemented across a number of departments once the LTD Program has ended.

Indicators listed in this document include both output and outcome indicators. Many of these will be based on data that relevant departments of the MoEHE will collect. The M&E Department will lead the process for monitoring progress toward targets and provide regular feedback to relevant stakeholders as appropriate, using the indicators defined in this plan and in full cooperation with NIET and other departments in the MoEHE or Al-Azhar University that are collecting data for LTD.

### **Gender Equality and Female Empowerment**

LTD's gender strategy aligns with the core principals underlying the Gender Equality and Female Empowerment policy of USAID. Even though LTD's cooperative agreement with USAID contains no gender-specific deliverables or funding specifically allocated to promote gender equality and female empowerment, gender sensitivity is prioritized and integrated into the program's strategic goals. This integration is achieved through LTD's support of training

opportunities for equal numbers of male and female principals and teachers and in policy discussions and capacity building with the MoEHE intended to empower female teachers and administrators in the system. Furthermore, LTD is making concerted efforts to promote gender equality in hiring, training, evaluation and promotion of personnel, whereby qualified female teachers and principals are evaluated for promotion based on transparent criteria that do not discriminate against female employees. To ensure the sustainability of these efforts, LTD will advocate for amendments to relevant existing laws and suggest drafts of new laws in order to keep gender equality and female empowerment a priority in policy discourses. In light of these commitments, the monitoring and evaluation of LTD's gender strategy focuses on two key pillars of gender equality: equal access and female empowerment.

**Equal Access:** In the West Bank and Gaza contexts of LTD programming, equal access is the degree to which women and men have equal opportunities to benefit from resources and services offered by LTD, such as training, capacity-building, and in-kind assistance. LTD recognizes that even though women in Palestine account for nearly 60% of the workforce in the education sector under all authorities (government, UNRWA and private) and in all categories of employment, they can still face societal and cultural barriers that can limit their equal access to professional opportunities and resources relative to men. This why, for example, LTD schedules its trainings for days and times that do not prevent married or pregnant women, who typically have additional domestic responsibilities, to easily attend and complete all program requirements. Another example is LTD's strategy of localized, school-based professional development. This mitigates undue burdens that women might otherwise face when traveling to and from trainings, such as limited public transportation after sunset or long delays at military checkpoints.

**Female empowerment:** This pillar of gender equality refers to the extent that the program increases women's capacity (i.e., self-efficacy) to realize their professional goals in the context of LTD's mission to improve the quality of leadership and teaching in public schools. LTD has carefully designed its training modules and capacity building activities to serve both genders equally, and for women this is doubly important. A recent study of working conditions among Palestinian teachers found that women are almost twice as likely (64.6%) than men (36.3%) in

wishing to continue their teaching job.<sup>6</sup> This finding suggests that female teachers would be more eager to gain training and upgrade their knowledge and skills—resources of human, social, and professional capital—needed to advance their move up the career ladder over the longer term.<sup>7</sup> In other words, training opportunities offered by LTD should, in theory, be reflected in moderate to high levels of self-efficacy among its female beneficiaries.

The following two gender-specific indicators (OP-Custom Indicators) will be used to measure equal access and female empowerment:

- ***Percentage female and male beneficiaries reporting equal access to opportunities, resources and services provided by LTD.*** In addition to routine data collection and Geo-MIS reporting of numbers of trainees and other beneficiaries in disaggregated form by gender, LTD will also administer an annual “Equality of Access” survey to a representative random sample of female and male beneficiaries (teachers, principals, trainers, and MOE officials). LTD will report on the extent to which the respondents judge whether, relative to their sex, LTD provided them equal opportunities to participate in activities or acquire resources.
- ***Average self-efficacy score reported by women at the conclusion of USG-supported training/programming.*** To assess the degree to which female beneficiaries believe LTD training and other relevant programming improved their level of self-efficacy, LTD will administer a generalized self-efficacy scale (based on the recommended USAID GNDR-3 efficacy scale) to all female beneficiaries at the completion of training. The results will be reported as the sum of scores divided by the sum of total possible scores.

### **Importance of qualitative and quantitative data**

Both qualitative and quantitative data are important in measuring the outcomes of a program and the LTD approach will incorporate both to ensure a robust evaluation framework. Quantitative indicators are included in the Table of Indicators below (see page 22) and will be reported to USAID via Geo-MIS. Qualitative data, will be used for narrative reports. For both the monitoring and the evaluation of the LTD Program, AMIDEAST wishes not only to find

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<sup>6</sup> Riyada Consulting and Training. (2011) Palestinian teachers’ working conditions. Report for UNESCO & MoEHE.

<sup>7</sup> Kort, B. (2013). Leadership and Teacher Development Project: Gender Analysis. Jerusalem: USAID.

answers to the question of how much change has occurred, but also to explain why it happened and how and, equally important, to determine the extent to which observed changes can be attributed to LTD intervention. LTD's mixing of quantitative and qualitative methods will thus add methodological depth and breadth to its M&E framework. At the end of the program, the results of LTD's M&E work will be shared in a final report presented at a stakeholders' conference. The report will serve as a guiding framework by which stakeholders will review and discuss LTD's accomplishments, best practices, lessons learned and, most importantly, it will give policymakers results-based recommendations on ways to scale up and sustain LTD's model of leadership and teacher development.

### **Instrument design and revision**

LTD's Monitoring and Evaluation staff will work together with members of the METF and their respective departments or M&E units to draft and revise all instruments used to collect data. Drafts will be circulated to the relevant program managers, LTD senior leadership, and to other stakeholders when appropriate, and LTD will make reasonable effort to have drafts available in both Arabic and English. Relevant departments in the MoEHE or Al-Azhar University will also be invited to contribute feedback on instruments relating to their work. Newly designed instruments, such as those to be used for quantitative research for baseline and post-intervention assessments (described below) and those linked to outcome indicators, will be piloted.

### **DATA COLLECTION**

LTD will utilize its M&E personnel and available human resources from its other staff and from MoEHE partners, Al-Azhar's QAU, and from other stakeholders to collect data. An orientation to data collection techniques and best practices related to specific LTD instruments will be necessary before data collection begins. LTD Program staff, as well as relevant M&E partners from the MoEHE and Al-Azhar University, will be introduced to the Performance Management Plan and provided relevant training whenever appropriate. In addition to clarifying the main purpose behind creating and maintaining high quality M&E management and operations, this orientation will emphasize the following: the importance of collecting reliable data; competency in administering different data collection tools; and, methods and procedures to ensure the proper storage, protection, and management of data. Orientation sessions will be delivered by the LTD

Monitoring and Evaluation Department, but may also include members of the METF or by qualified experts working on monitoring and evaluation in the Ministry or Al-Azhar University.

### Data Quality Assessment

In order to ensure confidence in the quality and reliability of data, data collected will be subject to a routine process of data quality assessment (DQA) internally and in conjunction with USAID. To assess quality, LTD will use well-established data quality standards—validity, reliability, precision, integrity, and timeliness.

First, at the M&E Department level, data will be cross-checked from other departments against targets and monthly reports to validate the data and ensure precision and timeliness of data collection and entry, and to expedite addressing and correcting issues as they emerge. LTD will also employ tools and procedures for the regular and systematic review of data quality and entry by LTD staff and by any external entity responsible for collecting data for LTD activities, for example by members of the METF or the Joint Working Group (NIET). The following Data Verification Checklist will be used by LTD’s M&E officer to guarantee the precision of this process:

 					
<b>M&amp;E Data Verification Checklist</b> <b>Leadership and Teacher Development (LTD) Program</b>					
1	Date of Verification				
2	Location				
3	Purpose of Data Entry				
4	LTD Department Responsible for Data Entry				
5	IR/Program component				
6	Targeted Group				
7	Type of Data (Attendance Sheet, Survey...)				
8	Sample Size				
Action		Yes	No	N/A	Comments/notes
1	Required documentation submitted (surveys, tracking sheets, etc.)				
2	Number of forms entered				
3	Data entered correctly				
4	Data entered accurately				
Signatures					
	Role:	Name			Signature
1	Data Entered by				
2	Data Verified by				
3	Department Manager (of relevant department)				
Other comments					

Second, to ensure the reliability of data collected for each indicator, triangulation will be accomplished by the use of multiple sources of data and a variety of data collection methods

(e.g., structured and unstructured interviews, focus groups and systematic observation) to explore the same key variables or phenomena. Together, AMIDEAST, the METF and key Ministry partners such as NIET will develop instruments and activities enabling program staff to collect data that is both descriptive (i.e., captures ground-level programming realities) and analytically prescriptive (i.e., identifies areas of need and lays the groundwork for further program-based solutions).

Third, at the programmatic level, LTD program managers and others with expertise and knowledge about LTD will verify data by using an M&E worksheet, the Geo-MIS Activity Level Form (see Annex A), that tracks indicators in their disaggregated form to the sources of data, producing documentation of disaggregated data reported on a regular basis. This system will also allow program staff to guarantee monthly and quarterly reconciling of data for Geo-MIS reporting at the program level.

Fourth, to protect the integrity of data collected (i.e., preventing the occurrence of factors harmful to data integrity such as transcription error or deliberate manipulation of data), the M&E Department and individuals under its supervision will take responsibility for entering, cleaning, verifying and storing the data. As described above, the verification of data entry will follow a three-step process to verify accuracy of all data prior to the entry of actual numbers in Geo-MIS system. The steps are: 1) data entry by an M&E Assistant, 2) verification by the M&E officer, and, 3) final approval by the Director of the M&E department. Documented evidence of this three-step data verification will be uploaded into the DQA section of the Geo-MIS.

Finally, data will be organized and safely stored on the AMIDEAST/LTD server for easy retrieval and analysis, and for periodic data quality assessment. Similarly, all hard copies of completed instruments and supporting documentation will be kept in a secure location in the M&E office of AMIDEAST/LTD.

### **Data analysis**

Data analysis (quantitative and qualitative) will be conducted primarily by the M&E Department and senior LTD staff, but other partners such as the METF, the NIET/LTD Joint Working Group (JWG), and Al-Azhar's QAU will also play a role in analysis prior to the sharing of drafts with other major stakeholders. Initial data analysis may be also performed by other LTD departments

and by LTD's ministerial and university partners that engage in the collection of primary or secondary data on behalf of LTD. In this case, data analysis will be shared with LTD staff and external partners before results of the analyses are published. Critical review and feedback about preliminary findings will also be solicited from various departments of the MoEHE, UMass and USAID, and Al-Azhar University. This comprehensive process of data analysis, buttressed by a strong data quality assessment, is intended to ensure that every policy recommendation made to MoEHE and/or Al-Azhar University is evidence-based and actionable.

### **Data presentation and sharing**

Members of LTD's Monitoring and Evaluation Department and their counterparts in the MoEHE and Al-Azhar University will present and share results of data analysis to LTD Program staff, USAID, MoEHE, UMass, Faculty of Education (Al-Azhar), and to teacher and principal educators and schools where appropriate. These findings may take the form of written feedback or presentations during meetings and conferences organized with the various stakeholders. The purpose of this sharing is to guarantee that key stakeholders, particularly within the MoEHE and at Al-Azhar University, are kept informed and have ample opportunities to offer feedback about the project.

## **REPORTING**

In addition to regular reporting to program management to maintain a cycle of continuous monitoring, evaluation, and improvement, all required reporting will be completed as required. The following reports are planned:

***Performance Management Plan:*** LTD will submit an updated Performance Management Plan annually at the beginning of the fiscal year. Updated plans will reflect changes made to program implementation during the previous year as well as any anticipated changes with respect to roles and timelines for data collection and analysis through the end of the program.

***Quarterly reporting:*** In accordance with USAID regulations, LTD will submit a quarterly report every three months within 30 days after the end of the quarter. This report will include a narrative description of activities that took place during the previous quarter as well as all

required Geo-MIS forms. Any supplemental reports produced during the quarter will be attached as appendices.

***Annual reporting:*** In accordance with USAID regulations, LTD will submit an annual report within 90 days after the end of the fiscal year and in lieu of a 4<sup>th</sup> quarter report. This report will include a narrative description of activities that took place during the previous year. Any supplemental reports produced during the fiscal year will be attached as appendices.

***Geo-MIS reporting:*** The Performance Management Plan will include indicators to be linked to Geo-MIS. LTD staff will receive training on Geo-MIS from USAID and will enter regular updates to the system accordance with USAID instructions. Once both the output and outcome indicators are entered into Geo-MIS, LTD staff will update the activity-level reporting monthly and the program-level reporting (including the indicator data from the PMP) quarterly.

***TraiNet reporting:*** In accordance with ADS 2533.3, LTD will meet the TraiNet reporting requirements for any in-country training programs and sub-programs of more than three consecutive class days, or 15 contact hours scheduled intermittently. The LTD staff working with each set of training participants will compile data on participant numbers and demographic data as well as position and contact information. LTD fully understands the importance of keeping these data current as changes may occur during the program and many participants will be participating in training programs that are longer than one quarter.

***Final Evaluation Reporting:*** The best designed and administered evaluation studies may never inform policy or practice without a strategic plan for dissemination and a receptive audience willing to review and consider the results. In this regard, LTD intends to produce a single final report that has the same level of robust data analysis and insight as produced by the MSN Program, and which will provide strong, evidence-based statements of outcomes and recommendations. The focus of the report itself will be a comprehensive presentation of the project's interventions in leadership and teacher in-service training and their impact on student learning and achievement and on policies to sustain quality professional development for future educational leaders and teachers. While LTD will consult with MoEHE stakeholders regarding the findings of the report before its publication, senior LTD staff will take the lead role in writing the report itself.

## **BUDGET IMPLICATIONS**

AMIDEAST has budgeted for two full-time M&E staff who will, in addition to their other M&E responsibilities, will design and lead all elements of the Performance Management Plan. This calculation depends heavily on the level of MoEHE engagement. For example, LTD assumes that MoEHE staff will be responsible for the vast majority of data collection, but data entry and cleaning are time-consuming tasks. Even though such tasks are not costly, AMIDEAST will need to allocate funds for this aspect of implementation. Additionally, other tasks associated with the management and analysis of large amounts of qualitative data may also require hiring consultants to help complete the research.

## **LIMITATIONS**

The LTD Program faces a variety of limitations to M&E research that must be acknowledged. First, LTD has made a commitment to working closely with the MoEHE and Al-Azhar University as both a partner in conducting M&E and as a provider of M&E capacity building. In this context, LTD seeks to implement monitoring and evaluation that meets accepted international standards with the caveat, however, that existing material, fiscal, and human resources available to the MoEHE and Al-Azhar University may limit some of what LTD can actually achieve and sustain. Illustrative of this point is the Ministry's preference for civil servants from the MoEHE to carry out evaluation research instead of the donor-driven tendency to hire external (often international) consultants. In this context, LTD will work closely with the MoEHE to design and implement the most rigorous M&E programming feasible while also providing technical support and training that builds the Ministry's institutional and human resource capacity in the area of monitoring and evaluation.

The development of research instruments is another challenge. Given the large scope and complexity of the LTD program, LTD will strive to adopt, and modify where necessary, existing protocols and instruments used by the Ministry and Al-Azhar so as to avoid duplication and to maximize the available budgetary and human resources. As a result, LTD will work with the METF and Al-Azhar's QAU to tailor its program indicators wherever possible to align with instruments developed by particular departments in the Ministry and Al-Azhar University's

Faculty of Education. LTD views this approach as generally positive, but some drawbacks may result in the thoroughness of data collected. For example, budgetary constraints may put a ceiling on how many data-entry keyers can be recruited and this in turn may force the decision to minimize the number of items to be included on a particular instrument. Nonetheless, AMIDEAST and its chief partners will work closely together to ensure the integrity of instrument design and data collection.

There are also limitations to data collection as they apply to particular indicators. For example, any indicator requiring observation or the use of rubrics raises the issue of inter-rater reliability. LTD, in conjunction with the MoEHE, will provide training on the observation instruments and rubrics for researchers who will use them. These rubrics and instruments will also be carefully designed in conjunction with relevant stakeholders to ensure that they are accurate and reliable. Surveys will also be designed in conjunction with stakeholders and piloted to ensure for both construct and internal reliability.

Another challenge is in the context of the Leadership Diploma Program (LDP) where OP indicators fail to capture participants who drop out of the program mid-way and thus do not reflect all the beneficiaries of the program. For this reason, LTD will use attendance records to capture the specificity of continuing participation. Although, such records document only attendance and not principal learning or performance, or even reactions and satisfaction, other indicators have been added so that these facets of principal professional development will be captured.

Sampling strategy is yet another area of potential challenge. LTD will use stratified sampling extensively when conducting surveys. While stratified sampling is useful because it ensures that particular groups of interest are represented, it can at the same time exclude others not explicitly identified in the sample frame. For example, the inclusion of specific categories of MoEHE staff (e.g., senior administrators or key policymakers) in surveys or focus groups could result in a sample that skews the representation of one gender over another. For this reason, LTD will attempt to define sub-categories precisely and give careful consideration to the inclusion of specific groups, especially females, so that an explicit classification of key sub-groups for each sample is assured throughout all phases of data collection.

The time frame for implementing and monitoring interventions is another challenge to collecting data on programs for educational development. LTD is a four-year program but only three years of concentrated activity will be reflected in much of the data collection, and just two years in the case of LTD programming in Gaza. An education reform program of LTD's scope is best represented on a much longer time frame of five years or more. LTD will involve staff from the MoEHE in any data collection that is important for identifying long-term trends so that data collection on key indicators after LTD ends can be continued by the Ministry should it wish to do so. In addition, USAID may decide to fund further impact assessments, specifically in the area of student achievement, after the LTD program has ended in 2016. Such a commitment will require separate funding and coordination beyond the lifespan of the LTD program.

A final challenge at the macro level bears mentioning. LTD's stakeholders and beneficiaries are geographically and administratively split between the West Bank and Gaza. While the strategic outcome of LTD is the same for both areas, the Intermediate Results are different. In the West Bank, interventions are designed to support school-based in-service professional development while those in Gaza focus on a university-based pre-service teacher education program. This difference will require additional effort to design, implement and align the two M&E systems to ensure the quality and integrity of data collection, analysis and reporting.

## **RESULTS FRAMEWORK**

The Results Framework (RF) below offers a comprehensive tabular representation of LTD's strategy for achieving its strategic objective and intermediate results and specifies the indicators and methods by which the intermediate results will be measured and reported.

An important caveat regarding Fiscal Year 2012 of the RF requires explanation. LTD was awarded its sub-contract by USAID in May 2012. As seen in the RF tables there are no results reported for Fiscal Year 1. A major reason for this is that LTD only became operational in the final quarter of Fiscal Year 2012 from May to September 2012. It was only after LTD submitted its first-year implementation plan and draft PMP that actual program interventions were launched by most of the program's departments at the start of Fiscal Year 2013 (i.e., October 2013). A second reason beyond the control of LTD was the need to wait for vetting approval involving

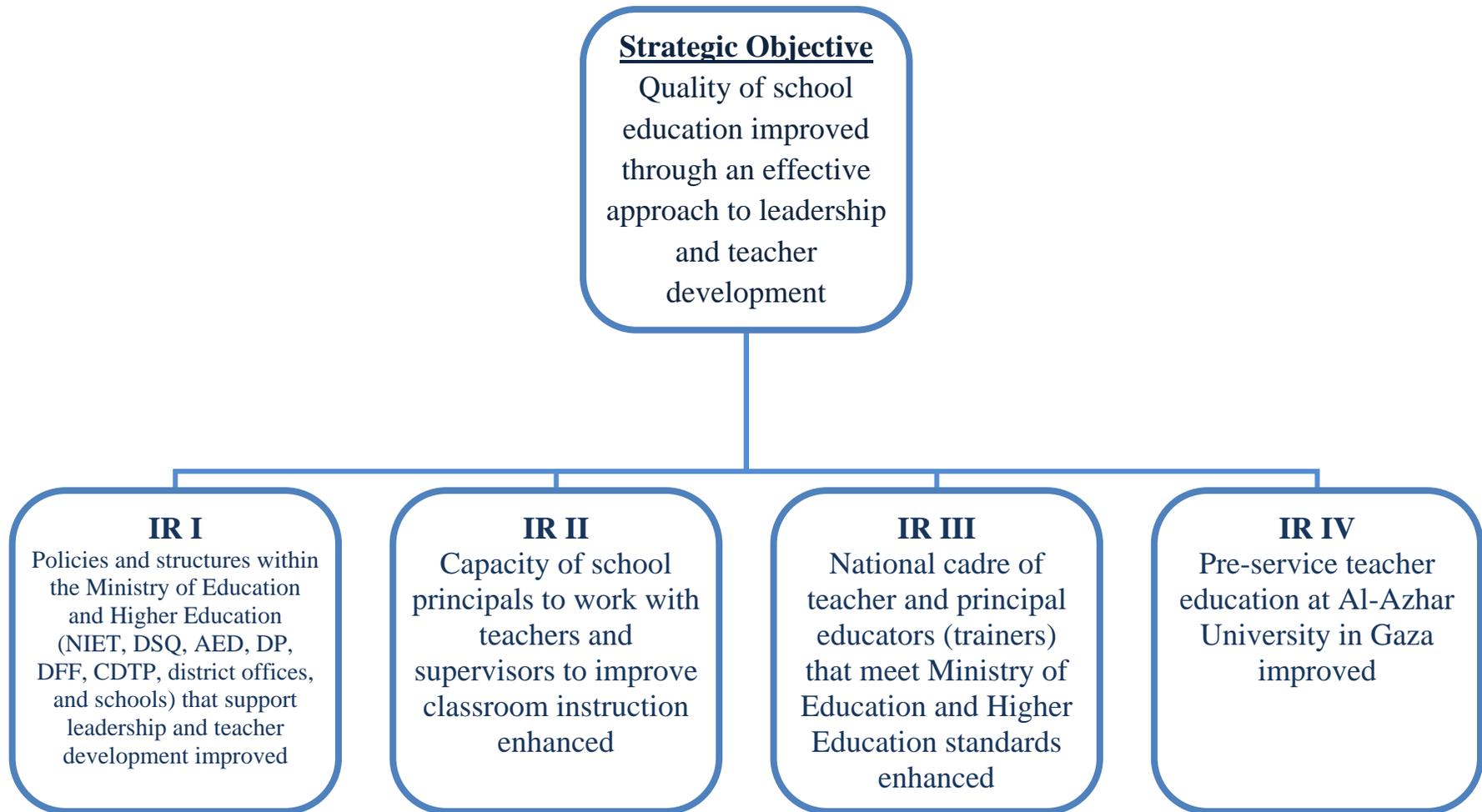
potential beneficiaries that pushed the start of training activities into Fiscal Year 2 of LTD (i.e., after October 1, 2012).

Even though there are no PMP "values" to report for Fiscal Year 2012 in the RF tables, a large number of planning activities were conducted from May to September 2012 that have since proved critical to the implementation of LTD's work plan in coordination with its partners in the MoEHE. These activities are detailed in LTD's first Quarterly Report and Annual Report, the most important of which include the following:

- Development of the First Year Implementation Plan and draft PMP.
- AMIDEAST secured permission from the MoEHE not to depend upon the university sector for delivery of in-service teacher training, and instead build the capacity of NIET to develop a national cohort of teacher educators. This accomplishment represented a major policy change in the MoEHE's own Teacher Education Strategy.
- Intensive planning and negotiations with NIET and the Department of Planning on School Selection, resulting in a preliminary list of names presented by NIET to AMIDEAST.
- A 10-day fact-finding visit by UMass to inventory the capacity Palestine's universities to participate in LTD; draft modules for TEEP Learning Circles; initiate planning for first cycle of Learning Circles; develop a draft Teacher Performance Assessment Matrix; begin an inventory of existing classroom observation guides; and, develop a draft Classroom Observation Guide.
- Meetings with senior staff of NIET to discuss the conceptual approach and practical strategies for developing a modular curriculum for in-service professional development; nominate coordinators for curriculum committees; and, introduce "Understanding by Design" as the preferred framework for designing the in-service models.
- Exploratory meetings with Palestinian universities to introduce the LTD program, its objectives and approach, and solicit feedback about their readiness for involvement in a wide-scale program in terms of human resource availability.

- Meetings with the Director General of NIET and her senior staff to strategize adapting the School Leadership Diploma Program (LDP) developed in part with MSN to best meet the needs of the new group of principals involved with LTD. Additional fact-finding meetings were held with, among others, *UNRWA*, the Directorate of Supervision and Qualification training, the General Director of Field Follow-up.
- Meeting with the Director General of Supervision to provide an orientation and discussion about the capacity-building component of LTD and how AMIDEAST and UMass might best support the Department's strategic goals for improving instructional supervision.

## Graph of Results Framework



## Indicator Table

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<b>Strategic Objective:</b> Quality of school education improved through an effective approach to leadership and teacher development					
<b>Intermediate Result 1:</b> Policies and structures within the Ministry of Education and Higher Education (NIET, DSQ, AED, DP, DFF, CDTP, district offices, and schools) that support leadership and teacher development improved					
<p><b>1.1</b></p> <p>Number of <u>policies</u> formulated by MoEHE as a result of the LTD Program’s interventions</p>	<p>Integer</p> <p>Sum of policies formulated by MoEHE as a result of the LTD Program.</p> <p>Policies refer to rules or regulations that enable or constrain decision-making and the allocation of recourses necessary for achieving an educational goal or objective.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Stakeholder role</li> <li>• Type of policy</li> <li>• New/modified policy</li> <li>• Ministry Department/directorate involved</li> </ul>	<p><b><u>Data source:</u></b> Participating teachers, principals, supervisors and other MoEHE staff from (NIET, DSQ, AED, DP, DFF, and CDTP) as appropriate</p> <p><b><u>Collection tool:</u></b> copies of documented and formulated policies (if available)</p>	<p><b><u>Frequency:</u></b> Annually and at the end of the Program</p> <p><b><u>Collection:</u></b> Capacity Building Manager; Teacher Education Manager; Compliance and Operation Manager, M&amp;E Officer; and relevant MoEHE departments</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Disaggregation of data; comparison against targets; comparison against previous years</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Providing support to beneficiaries in the process of change; and identifying problem areas that need additional support</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• Participating MoEHE departments and the M&amp;E Task Force</li> <li>• Capacity Building team</li> <li>• LTD Senior Management</li> </ul>	5

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>1.2</b></p> <p>Average stakeholder rating of MoEHE new or modified <u>policies</u> that support leadership and teacher development</p>	<p>Integer</p> <p>Sum of responses on survey, based on a scale of 1-5, divided by total number of responses.</p> <p>Measures stakeholders' opinion of the relevance of change in policies created or modified as a result of the LTD Program that support improving leadership and teacher development.</p> <p>Policies refer to rules or regulations that enable or constrain decision-making and the allocation of resources necessary for achieving an educational goal or objective.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Stakeholder role</li> <li>• Gender (stakeholder)</li> <li>• District</li> <li>• Location type (urban, rural)</li> <li>• Educational background (BA, MA, PhD)</li> </ul>	<p><b><u>Data source:</u></b> Participating teachers, principals, supervisors and other MoEHE staff from (NIET, DSQ, AED, DP, DFF, and CDTP) as appropriate</p> <p><b><u>Collection tool:</u></b> Surveys</p>	<p><b><u>Frequency:</u></b> End of the Program</p> <p><b><u>Collection:</u></b> Capacity Building Manager; Teacher Education Manager; Operation and Compliance; Manager, M&amp;E Officer; and relevant MoEHE departments</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Disaggregation of data; comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Providing support to beneficiaries in the process of change; and identifying problem areas that need additional support</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• Participating MoEHE departments and the M&amp;E Task Force</li> <li>• Capacity Building team</li> <li>• LTD Senior Management</li> </ul>	<p>3.67 out of 5</p>

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>1.3</b></p> <p>Number of new or modified <u>structures</u> supporting the enhancement of leadership and teacher development resulting from LTD interventions</p>	<p>Integer</p> <p>Sum of new or modified structures supporting the enhancement of leadership and teacher development resulting from LTD interventions.</p> <p>LTD defines a structure as 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.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Type of structure</li> <li>• Field of structure</li> <li>• New/modified structure</li> <li>• Ministry Department/Directorate involved</li> </ul>	<p><b><u>Data source:</u></b> Participating teachers, principals, supervisors and other MoEHE staff from (NIET, DSQ, AED, DP, DFF, and CDTP) as appropriate.</p> <p><b><u>Collection tool:</u></b> copies of documented new or modified structures (if available)</p>	<p><b><u>Frequency:</u></b> Annually and at the end of the Program</p> <p><b><u>Collection:</u></b> Capacity Building Manager; Teacher Education Manager; Operation and Compliance Manager, M&amp;E Officer; and relevant MoEHE departments</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Disaggregation of data; comparison against targets; comparison against previous years</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Providing support to beneficiaries in the process of change; and identifying problem areas that need additional support</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• Participating MoEHE departments and the M&amp;E Task Force</li> <li>• Capacity Building team</li> <li>• LTD Senior Management</li> </ul>	5

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>1.4</b></p> <p>Average stakeholder rating of MoEHE new or modified <u>structures</u> that support leadership and teacher development</p>	<p>Integer</p> <p>Sum of responses on survey, based on a scale of 1-5, divided by total number of responses.</p> <p>Measure of stakeholders' opinion of the extent by which these structures support the improved leadership and teacher development.</p> <p>Structures here refer to those departments and directorates, or any unit within them, in the educational system at the three levels of: central ministry, district and school. Operationally, LTD defines a structure as 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.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Stakeholder role</li> <li>• Gender (stakeholder)</li> <li>• District</li> <li>• Location type (urban, rural)</li> <li>• Educational background (BA, MA, PhD)</li> </ul>	<p><b><u>Data source:</u></b> Participating teachers, principals, supervisors and other MoEHE staff from (NIET, DSQ, AED, DP, DFF, and CDTP) as appropriate.</p> <p><b><u>Collection tool:</u></b> Surveys, interviews, and focus groups</p>	<p><b><u>Frequency:</u></b> End of the Program</p> <p><b><u>Collection:</u></b> Capacity Building Manager; Teacher Education Manager; Operation and Compliance Manager, M&amp;E Officer; and relevant MoEHE departments</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Disaggregation of data; comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Providing support to beneficiaries in the process of change; and identifying problem areas that need additional support</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• Participating MoEHE departments and the M&amp;E Task Force</li> <li>• Capacity Building team</li> <li>• LTD Senior Management</li> </ul>	<p>3.67 out of 5</p>

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>1.5</b></p> <p>Number of districts with <u>District Leadership Teams</u> (DLTs) established with support from the LTD Program</p>	<p>Integer</p> <p>Total number of District Leadership Teams that foster and facilitate learning networking and communities of practice among teachers established with support from the LTD Program.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Location type (urban, rural)</li> <li>• Gender (DLT members, teachers, and principals)</li> <li>• Year/Cohort</li> </ul>	<p><b><u>Data source:</u></b> DLT members, teachers, and principals in the same district</p> <p><b><u>Collection tool:</u></b> Observation, survey,</p>	<p><b><u>Frequency:</u></b> End of each cohort’s training program</p> <p><b><u>Collection:</u></b> MoEHE District offices; Capacity Building Manager; and M&amp;E Officer;</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Calculation of percentage, disaggregation of data; and comparison against targets</p> <p><b><u>Summative use:</u></b> Comparison against targets, and USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Follow up with districts in which teams are not functioning; and make adjustments to LDP</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• MoEHE (district offices)</li> <li>• M&amp;E Task Force</li> <li>• DLTs &amp; Supervisors</li> <li>• Capacity Building team</li> <li>• LTD Senior Management</li> </ul>	<p>16</p>

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>1.6</b></p> <p>Number of schools with <u>School Improvement Teams</u> (SITs) established with support from the LTD Program</p>	<p>Integer</p> <p>Total number of School Improvement Teams (SITs) that foster and facilitate school improvement through developing and implementing the school improvement plan established with support from the LTD Program.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Location type (urban, rural)</li> <li>• Gender (SIT members, schools, and teachers)</li> <li>• Year/Cohort</li> </ul>	<p><b><u>Data source:</u></b> SIT members, DLT members, and principals</p> <p><b><u>Collection tool:</u></b> Observation, survey, interviews, and focus groups</p>	<p><b><u>Frequency:</u></b> End of each cohort’s training program</p> <p><b><u>Collection:</u></b> Schools; MoEHE District offices; Capacity Building Manager; and M&amp;E Officer</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Calculation of percentage, disaggregation of data; and comparison against targets</p> <p><b><u>Summative use:</u></b> Comparison against targets, and USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Follow up with schools in which teams are not functioning; and make adjustments to LDP</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• MoEHE (district offices)</li> <li>• M&amp;E Task Force</li> <li>• DLTs &amp; Supervisors</li> <li>• Capacity Building team</li> <li>• LTD Senior Management</li> </ul>	<p>300</p>

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<b>Intermediate Result II:</b> Capacity of school principals to work with teachers and supervisors to improve classroom instruction enhanced					
<p><b>2.1</b></p> <p>Percentage of participating principals (per cohort; at post measurement) demonstrating effective school leadership <u>according to principals and teachers</u> based on MoEHE's Effective School Standards and Competencies</p>	<p>Percentage</p> <p>LTD defines effective school leadership according to the Ministry of Education and Higher Educations' s national standards for effective schools, and will measure leadership using the following criteria: 1) principal knowledge; and 2) principal practice in the areas of: planning; public relations; resources; teaching and learning; school environment; assessment; and technology.</p> <p>Total number of principals who meet the above criteria according to self-reported and teacher-reported surveys, divided by number of principals in the LTD PD program (for each cohort).</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• School</li> <li>• Gender (schools, principals, and teachers)</li> <li>• District</li> <li>• Location type (urban, rural)</li> <li>• Cohort</li> <li>• Educational background (principal, and teacher)</li> <li>• Years of experience (principal, and teacher)</li> </ul>	<p><b><u>Data source:</u></b> Principals and teachers</p> <p><b><u>Collection tool:</u></b> Principal self-assessment survey; teacher assessment of principals; principal focus groups, and school self-assessment survey</p>	<p><b><u>Frequency:</u></b> End of each cohort's training period</p> <p><b><u>Collection:</u></b> NIET Studies Department; Capacity Building Manager, and M&amp;E Officer</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Calculation of percentage; disaggregation of data; comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Follow-up with principals who need additional support; adjustments to professional development program</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• Field Follow-Up (DFF)</li> <li>• M&amp;E Task Force</li> <li>• Principal Educators</li> <li>• Capacity Building team</li> <li>• LTD Senior Management</li> </ul>	80%

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>2.2</b></p> <p>Number of administrators and officials trained with USG support</p>	<p>Integer</p> <p>Total number of administrators enrolled (i.e., having completed at least 30% of the total trainings hours) in the LDP program, as well as all teacher and principal educators (teacher and principal trainers) per participating school districts. Administrators and officials are defined in LTD as the following categories:</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Program</li> <li>• Gender</li> <li>• Position</li> <li>• Institution</li> <li>• District</li> </ul>	<p><b><u>Data source:</u></b> Participating principals, teacher and principal educators, and MoE officials.</p> <p><b><u>Collection tool:</u></b> AMIDEAST copies of training attendance sheets; master attendance spreadsheet</p>	<p><b><u>Frequency:</u></b> During the training program and at the graduation of each cohort</p> <p><b><u>Collection:</u></b> Teacher Education Director; Capacity Building Manager; and M&amp;E officer</p> <p><b><u>Analysis:</u></b> M&amp;E officer</p>	<p><b><u>Analysis:</u></b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Ensuring administrators are attending and that those who drop out are replaced quickly; and ensuring gender equity</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• DSQ</li> <li>• District Directors</li> <li>• M&amp;E Task Force</li> <li>• LDP Trainers</li> <li>• Capacity Building team</li> <li>• LTD Senior Management</li> </ul>	<p>334</p>

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>2.2a</b></p> <p>Number of administrators and officials trained with USG support (MALE)</p>	<p>Integer</p> <p>Total number of MALE administrators enrolled (i.e., having completed at least 30% of the total trainings hours) in the LDP program, as well as all teacher and principal educators (teacher and principal trainers) per participating school districts. Administrators and officials are defined in LTD as the following categories:</p> <ol style="list-style-type: none"> <li>Staff of the National Institute for Educational Training (NIET) (300 hours for the Teacher Educator Enhancement Program)</li> <li>School principals (322 hours for Leadership Diploma Program)</li> <li>Staff of the Department of Field Follow-up (DFF) (200 hours for capacity building program)</li> <li>Policy makers and senior officials of the Ministry of Education (MoE) (Study tour totaling 64 hours)</li> </ol> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>Program</li> <li>Position</li> <li>Institution</li> <li>District</li> </ul>	<p><b><u>Data source:</u></b> Participating MALE principals, teacher educators, and leadership educators</p> <p><b><u>Collection tool:</u></b> AMIDEAST copies of training attendance sheets; master attendance spreadsheet</p>	<p><b><u>Frequency:</u></b> During the training program and at the graduation of each cohort</p> <p><b><u>Collection:</u></b> Teacher Education director; Capacity Building Manager; M&amp;E Officer</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Ensuring administrators are attending and that those who drop out are replaced quickly; ensuring gender equity</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>USAID</li> <li>NIET</li> <li>DSQ</li> <li>District Directors</li> <li>M&amp;E Task Force</li> <li>LDP Trainers</li> <li>Capacity Building team</li> <li>LTD Senior Management</li> </ul>	<p>177</p>

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>2.2b</b></p> <p>Number of administrators and officials trained with USG support (FEMALE)</p>	<p>Integer</p> <p>Total number of FEMALE administrators enrolled (i.e., having completed at least 30% of the total trainings hours) in the LDP program, as well as all teacher and principal educators (teacher and principal trainers) per participating school districts. Administrators and officials are defined in LTD as the following categories:</p> <ol style="list-style-type: none"> <li>Staff of the National Institute for Educational Training (NIET) (300 hours for the Teacher Educator Enhancement Program)</li> <li>School principals ( 322 hours for Leadership Diploma Program)</li> <li>Staff of the Department of Field Follow-up (DFF) (200 hours for capacity building program )</li> <li>Policy makers and senior officials of the Ministry of Education (MoE) (Study tour totaling 64 hours)</li> </ol> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>Position</li> <li>Institution</li> <li>District</li> <li>Program</li> </ul>	<p><b>Data source:</b> Participating FEMALE principals, teacher educators, and leadership educators</p> <p><b>Collection tool:</b> AMIDEAST copies of training attendance sheets; master attendance spreadsheet</p>	<p><b>Frequency:</b> During the training program and at the graduation of each cohort</p> <p><b>Collection:</b> Teacher Education Director; Capacity Building Manager; M&amp;E Officer</p> <p><b>Analysis:</b> M&amp;E Officer</p>	<p><b>Analysis:</b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b>Summative use:</b> USAID reporting and Geo-MIS</p> <p><b>Formative use:</b> Ensuring administrators are attending and that those who drop out are replaced quickly; ensuring gender equity</p> <p><b>Feedback to:</b></p> <ul style="list-style-type: none"> <li>USAID</li> <li>NIET</li> <li>DSQ</li> <li>District Directors</li> <li>M&amp;E Task Force</li> <li>LDP Trainers</li> <li>Capacity Building team</li> <li>LTD Senior Management</li> </ul>	<p>157</p>

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>2.2c</b></p> <p>Percentage female and male beneficiaries reporting equal access to opportunities, resources and services provided by LTD.</p>	<p>Percentage</p> <p>The percentage of male and female beneficiaries who reported having equal opportunities to participate in LTD's different activities such as: face-to-face trainings, learning circles, study tours, and conferences. The beneficiaries include teachers, principals, trainers, and MOE officials.</p> <p>Data Disaggregated by:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Age</li> <li>• District</li> <li>• Location Type (Urban, Rural)</li> </ul>	<p><b>Data Source:</b> Participating teacher and principal educators(trainers), principals, teachers, and MOE officials</p> <p><b>Collection tool:</b> Surveys, attendance sheets</p>	<p><b>Frequency:</b> Annually</p> <p><b>Collection:</b> M&amp;E Officer</p>	<p><b>Analysis:</b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b>Summative use:</b> USAID reporting and Geo-MIS</p> <p><b>Formative use:</b> Ensuring administrators are attending and that those who drop out are replaced quickly; ensuring gender equity</p>	<p>85% (All Cohorts )</p>
<p><b>2.2d</b></p> <p>Average self-efficacy reported by women and men at the conclusion of USG-supported training/programming</p>	<p>Integer</p> <p>Sum of scores on self-efficacy scale (based on USAID GNDR-3 efficacy scale), divided by sum of total possible scores. NOTE: There is no cut-off score for high or low self-efficacy. Instead, the cut-off score can be determined by establishing the median score based on the statistical distribution of results from the particular population (e.g. teachers, principals, etc.); for example, if the median score for the sample of principals is 25/40, then 25 becomes the cut-off point.</p> <p>Data Disaggregated by:</p>	<p><b>Data Source:</b> Participating principals, teacher and principal educators (trainers), teachers and MoE officials.</p> <p><b>Collection tool:</b></p>	<p><b>Frequency:</b> Baseline at the beginning of each cohort and endline at the conclusion of the program.</p> <p><b>Collection:</b> Teacher Education Director, Capacity</p>	<p><b>Analysis:</b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b>Summative use:</b> USAID reporting and Geo-MIS</p> <p><b>Formative use:</b> Ensuring administrators are attending and that those who drop out are replaced quickly; ensuring gender equity</p>	<p>60% (All Cohorts )</p>

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
	<ul style="list-style-type: none"> <li>• School</li> <li>• Gender (School)</li> <li>• District</li> <li>• Age</li> <li>• Community Type</li> <li>• Stakeholder role (trainer, principal, teacher)</li> </ul>	<p><b>Surveys</b> General Self-Efficacy Scale</p>	<p>Building Manager, and M&amp;E Officer.</p>		
<p><b>2.3</b> Number of principals trained as a result of LTD capacity building of NIET</p>	<p>Integer</p> <p>Total number of LTD principals as direct beneficiaries of LTD training plus the total number of non-LTD principals who are indirect beneficiaries as a result of participating in leadership training delivered by the National Institute of Educational Training (NIET). The rationale for including non-LTD principals is because LTD is providing NIET with substantive capacity building in the form of material and human resource development to improve the quality of its leadership training to all school principals.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Enrollment status (LTD, non-LTD)</li> <li>• Gender</li> <li>• Position</li> <li>• Institution</li> </ul>	<p><b>Data Source:</b> Participating principals, attendance sheet</p> <p><b>Collection tool:</b> Master School list provided by NIET.</p>	<p><b>Frequency:</b> During the training program and at the graduation of each cohort</p> <p><b>Collection:</b> Teacher Education Director; Capacity Building Manager; M&amp;E Officer</p>	<p><b>Analysis:</b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b>Summative use:</b> USAID reporting and Geo-MIS</p> <p><b>Formative use:</b> Ensuring administrators are attending and that those who drop out are replaced quickly; ensuring gender equity</p> <p><b>Feedback to:</b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• DSQ</li> <li>• District Directors</li> <li>• M&amp;E Task Force</li> <li>• LDP Trainers</li> <li>• Capacity Building team</li> <li>• LTD Senior Management</li> </ul>	385

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>2.4</b></p> <p>Number of administrators and officials fully trained under LTD program</p>	<p>Integer</p> <p>Total number of fully-trained administrators and trainers (teacher and principal educators) is defined as individuals who finished at least 75% of the total training hours required to complete LTD training programs per participating school district. Administrators and officials are defined in LTD as the following categories:</p> <p>e) Staff of the National Institute for Educational Training (NIET) (300 hours for the Teacher Educator Enhancement Program)</p> <p>f) School principals ( 322 hours for Leadership Diploma Program)</p> <p>g) Staff of the Department of Field Follow-up (DFF) (200 hours for capacity building program )</p> <p>h) Policy makers and senior officials of the Ministry of Education (MoE) (Study tour totaling 64 hours)</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Position</li> <li>• Training program</li> <li>• Institution</li> <li>• District</li> <li>• Gender</li> </ul>	<p><b>Data source:</b> Participating principals and trainers (teacher and principal educators)</p> <p><b>Collection tool:</b> AMIDEAST copies of training attendance sheets; master attendance spreadsheet</p>	<p><b>Frequency:</b> During the training program and at the graduation of each cohort</p> <p><b>Collection:</b> Teacher Education Director; Capacity Building Manager; M&amp;E Officer</p> <p><b>Analysis:</b> M&amp;E Officer</p>	<p><b>Analysis:</b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b>Summative use:</b> USAID reporting and Geo-MIS</p> <p><b>Formative use:</b> Ensuring administrators are attending and that those who drop out are replaced quickly; ensuring gender equity</p> <p><b>Feedback to:</b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• DSQ</li> <li>• District Directors</li> <li>• M&amp;E Task Force</li> <li>• LDP Trainers</li> <li>• Capacity Building team</li> <li>• LTD Senior Management</li> </ul>	<p>240</p>

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>2.4a</b></p> <p>Number of MALE administrators and officials fully trained under LTD program</p>	<p>Integer</p> <p>Total number of fully-trained MALE administrators and trainers (teacher and principal educators) is defined as individuals who finished at least 75% of the total training hours required to complete LTD training programs per participating school district. Administrators and officials are defined in LTD as the following categories:</p> <ul style="list-style-type: none"> <li>i) Staff of the National Institute for Educational Training (NIET) (300 hours for the Teacher Educator Enhancement Program)</li> <li>j) School principals (322 hours for Leadership Diploma Program)</li> <li>k) Staff of the Department of Field Follow-up (DFF) (200 hours for capacity building program)</li> <li>l) Policy makers and senior officials of the Ministry of Education (MoE) (Study tour totaling 64 hours)</li> </ul> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Position</li> <li>• Institution</li> <li>• District</li> <li>• Training program</li> </ul>	<p><b>Data source:</b> Participating MALE principals and trainers (teacher and principal educators)</p> <p><b>Collection tool:</b> AMIDEAST copies of training attendance sheets; master attendance spreadsheet</p>	<p><b>Frequency:</b> During the training program and at the graduation of each cohort</p> <p><b>Collection:</b> Teacher Education Director; Capacity Building Manager; M&amp;E Officer</p> <p><b>Analysis:</b> M&amp;E Officer</p>	<p><b>Analysis:</b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b>Summative use:</b> USAID reporting and Geo-MIS</p> <p><b>Formative use:</b> Ensuring administrators are attending and that those who drop out are replaced quickly; ensuring gender equity</p> <p><b>Feedback to:</b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• DSQ</li> <li>• District Directors</li> <li>• M&amp;E Task Force</li> <li>• LDP Trainers</li> <li>• Capacity Building team</li> <li>• LTD Senior Management</li> </ul>	120

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>2.4b</b></p> <p>Number of FEMALE administrators and officials fully trained under LTD program</p>	<p>Integer</p> <p>Total number of fully-trained FEMALE administrators and trainers (teacher and principal educators) is defined as individuals who finished at least 75% of the total training hours required to complete LTD training programs per participating school district. Administrators and officials are defined in LTD as the following categories:</p> <p>m) Staff of the National Institute for Educational Training (NIET) (300 hours for the Teacher Educator Enhancement Program)</p> <p>n) School principals (322 hours for Leadership Diploma Program)</p> <p>o) Staff of the Department of Field Follow-up (DFF) (200 hours for capacity building program)</p> <p>p) Policy makers and senior officials of the Ministry of Education (MoE) (Study tour totaling 64 hours)</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Position</li> <li>• Institution</li> <li>• District</li> <li>• Training program</li> </ul>	<p><b>Data source:</b> Participating FEMALE principals and trainers (teacher and principal educators)</p> <p><b>Collection tool:</b> AMIDEAST copies of training attendance sheets; master attendance spreadsheet</p>	<p><b>Frequency:</b> During the training program and at the graduation of each cohort</p> <p><b>Collection:</b> Teacher Education Director; Capacity Building Manager; M&amp;E Officer</p> <p><b>Analysis:</b> M&amp;E Officer</p>	<p><b>Analysis:</b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b>Summative use:</b> USAID reporting and Geo-MIS</p> <p><b>Formative use:</b> Ensuring administrators are attending and that those who drop out are replaced quickly; ensuring gender equity</p> <p><b>Feedback to:</b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• DSQ</li> <li>• District Directors</li> <li>• M&amp;E Task Force</li> <li>• LDP Trainers</li> <li>• Capacity Building team</li> <li>• LTD Senior Management</li> </ul>	120

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>2.5</b></p> <p>Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (indirect)</p>	<p>Integer</p> <p>Total number of students in upper basic grades (5-10) enrolled in participating schools.</p> <p>Note: The primary school system in Palestine is referred to as “basic education” and is divided into lower basic, grades 1-4, and upper basic, grades 5-10.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• School</li> <li>• Gender (school)</li> <li>• Grade level</li> <li>• District</li> <li>• Location type (urban, rural)</li> </ul>	<p><b>Data source:</b> School principals</p> <p><b>Collection tool:</b> School profile</p>	<p><b>Frequency:</b> Annually, in October</p> <p><b>Collection:</b> Principals, district office staff; M&amp;E Officer</p> <p><b>Analysis:</b> M&amp;E Officer</p>	<p><b>Analysis:</b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b>Summative use:</b> USAID reporting and Geo-MIS</p> <p><b>Formative use:</b> _____</p> <p><b>Feedback to:</b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• Teacher Educators</li> <li>• M&amp;E Task Force</li> <li>• Teacher Education team</li> <li>• LTD Senior Management</li> </ul>	<p>50,600 (all cohorts)</p>

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>2.5a</b></p> <p>Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (indirect; MALE)</p>	<p>Integer</p> <p>Total number of MALE students in upper basic grades (5-10) enrolled in participating schools.</p> <p>Note: The primary school system in Palestine is referred to as “basic education” and is divided into lower basic, grades 1-4, and upper basic, grades 5-10.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• School</li> <li>• Gender (school)</li> <li>• Grade level</li> <li>• District</li> <li>• Location type (urban, rural)</li> </ul>	<p><b>Data source:</b> School principals</p> <p><b>Collection tool:</b> School profile</p>	<p><b>Frequency:</b> Annually, in October</p> <p><b>Collection:</b> Principals, district office staff; M&amp;E Officer</p> <p><b>Analysis:</b> M&amp;E Officer</p>	<p><b>Analysis:</b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b>Summative use:</b> USAID reporting and Geo-MIS</p> <p><b>Formative use:</b> _____</p> <p><b>Feedback to:</b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• Teacher Educators</li> <li>• M&amp;E Task Force</li> <li>• Teacher Education team</li> <li>• LTD Senior Management</li> </ul>	<p>25,300 (all cohorts)</p>

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>2.5b</b></p> <p>Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (indirect; FEMALE)</p>	<p>Integer</p> <p>Total number of FEMALE students in upper basic grades (5-10) enrolled in participating schools.</p> <p>Note: The primary school system in Palestine is referred to as “basic education” and is divided into lower basic, grades 1-4, and upper basic, grades 5-10.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• School</li> <li>• Gender (school)</li> <li>• Grade level</li> <li>• District</li> <li>• Location type (urban, rural)</li> </ul>	<p><b>Data source:</b> School principals</p> <p><b>Collection tool:</b> School profile</p>	<p><b>Frequency:</b> Annually, in October</p> <p><b>Collection:</b> Principals, district office staff; M&amp;E Officer</p> <p><b>Analysis:</b> M&amp;E Officer</p>	<p><b>Analysis:</b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b>Summative use:</b> USAID reporting and Geo-MIS</p> <p><b>Formative use:</b> _____</p> <p><b>Feedback to:</b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• Teacher Educators</li> <li>• M&amp;E Task Force</li> <li>• Teacher Education team</li> <li>• LTD Senior Management</li> </ul>	<p>25,300 (all cohorts)</p>

Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis	Method of Analysis and Use	End of Project Target
<p><b>2.6</b></p> <p>Number of learners who benefited from the LTD program.</p>	<p>Integer</p> <p>Total number of students in basic school education (grades 1-10) enrolled in participating schools. The primary school system in Palestine is divided into lower basic, grades 1-4, and upper basic, grades 5-10.</p> <p>By design, a major goal of LTD is capacity building of the National Institute for Educational Training (NIET) to improve teachers’ instructional practices in upper basic grades 5-10 and to improve the capabilities of school principals to provide effective instructional leadership to teachers of both lower and upper basic.</p> <p>For this reason, this indicator includes students in grades 1-4 as beneficiaries of LTD programming because their teachers benefit—as do those of grades 5-10—from the improved instruction support being provided by their LTD-trained principals.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Gender (Student)</li> <li>• Grade level</li> <li>• District</li> <li>• Location type (urban, rural)</li> </ul>	<p><b>Data source:</b> School principals</p> <p><b>Collection tool:</b> School profile</p>	<p><b>Frequency:</b> Annually, in October</p> <p><b>Collection:</b> Principals, district office staff; M&amp;E Officer</p> <p><b>Analysis:</b> M&amp;E Officer</p>	<p><b>Analysis:</b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b>Summative use:</b> USAID reporting and Geo-MIS</p> <p><b>Formative use:</b> _____</p> <p><b>Feedback to:</b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• Teacher Educators</li> <li>• M&amp;E Task Force</li> <li>• Teacher Education team</li> <li>• LTD Senior Management</li> </ul>	<p>65,633</p>

<p><b>2.6a</b></p> <p>Number of learners who benefited from the LTD program.(MALE)</p>	<p>Total number of MALE students in basic school education (grades 1-10) enrolled in participating schools. The primary school system in Palestine is divided into lower basic, grades 1-4, and upper basic, grades 5-10.</p> <p>By design, a major goal of LTD is capacity building of the National Institute for Educational Training (NIET) to improve teachers’ instructional practices in upper basic grades 5-10 and to improve the capabilities of school principals to provide effective instructional leadership to teachers of both lower and upper basic.</p> <p>For this reason, this indicator includes students in grades 1-4 as beneficiaries of LTD programming because their teachers benefit—as do those of grades 5-10—from the improved instruction support being provided by their LTD-trained principals.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Grade level</li> <li>• District</li> <li>• Location type (urban, rural)</li> </ul>	<p><b><u>Data source:</u></b> School principals</p> <p><b><u>Collection tool:</u></b> School profile</p>	<p><b><u>Frequency:</u></b> Annually, in October</p> <p><b><u>Collection:</u></b> Principals, district office staff; M&amp;E Officer</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> _____</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• Teacher Educators</li> <li>• M&amp;E Task Force</li> <li>• Teacher Education team</li> <li>• LTD Senior Management</li> </ul>	<p>28,740</p>
<p><b>2.6b</b></p> <p>Number of learners who benefited from the LTD program.(FEMALE)</p>	<p>Total number of FEMALE students in basic school education (grades 1-10) enrolled in participating schools. The primary school system in Palestine is divided into lower basic, grades 1-4, and upper basic, grades 5-10.</p> <p>By design, a major goal of LTD is capacity building of the National Institute for Educational Training (NIET) to improve teachers’ instructional practices in upper basic grades 5-10 and to improve the capabilities of school principals to provide effective instructional leadership to teachers of both lower and upper basic.</p>	<p><b><u>Data source:</u></b> School principals</p> <p><b><u>Collection tool:</u></b> School profile</p>	<p><b><u>Frequency:</u></b> Annually, in October</p> <p><b><u>Collection:</u></b> Principals, district office staff; M&amp;E Officer</p> <p><b><u>Analysis:</u></b></p>	<p><b><u>Analysis:</u></b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> _____</p>	<p>36,893</p>

	<p>For this reason, this indicator includes students in grades 1-4 as beneficiaries of LTD programming because their teachers benefit—as do those of grades 5-10—from the improved instruction support being provided by their LTD-trained principals.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Grade level</li> <li>• District</li> <li>• Location type (urban, rural)</li> </ul>		M&E Officer	<p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• Teacher Educators</li> <li>• M&amp;E Task Force</li> <li>• Teacher Education team</li> <li>• LTD Senior Management</li> </ul>	
<p><b>2.7</b></p> <p>Number of laptop computers provided to principals by the LTD Program</p>	<p>Integer</p> <p>Total number of laptop computers provided to LTD principals by the LTD Program.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Gender (principal, school)</li> <li>• School</li> <li>• District</li> <li>• School location type (urban, rural)</li> </ul>	<p><b><u>Data source:</u></b> School principals</p> <p><b><u>Collection tool:</u></b> AMIDEAST’s copies of laptop distribution sheets</p>	<p><b><u>Frequency:</u></b> Annually (per cohort)</p> <p><b><u>Collection:</u></b> Principals, Capacity Building Manager; Operation and Compliance Manager, and M&amp;E Officer</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> _____</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• Principal Educators</li> <li>• Capacity Building team</li> <li>• M&amp;E Task Force</li> <li>• LTD Senior Management</li> </ul>	300

<p><b>2.8</b></p> <p>Number of laptop computers provided to teachers by the LTD Program</p>	<p>Integer</p> <p>Total number of laptop computers provided to teachers by the LTD Program.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Gender (teacher)</li> <li>• School</li> <li>• District</li> <li>• School location type (urban, rural)</li> </ul>	<p><b><u>Data source:</u></b> School principals and teachers</p> <p><b><u>Collection tool:</u></b> AMIDEAST’s copies of laptop distribution sheets</p>	<p><b><u>Frequency:</u></b> Annually (per cohort)</p> <p><b><u>Collection:</u></b> Principals, Capacity Building Manager; Operation and Compliance Manager; and M&amp;E Officer</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> _____</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• Principal Educators</li> <li>• Capacity Building team</li> <li>• M&amp;E Task Force</li> <li>• LTD Senior Management</li> </ul>	<p>1350</p>

<p><b>2.9</b></p> <p>Number of LTD school with school-wide internet connectivity</p>	<p>Integer</p> <p>Total number LTD school with school-wide internet connectivity.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Gender (school)</li> <li>• School name</li> <li>• District</li> <li>• School location type (urban, rural)</li> </ul>	<p><b><u>Data source:</u></b> Schools principals and teachers</p> <p><b><u>Collection tool:</u></b> AMIDEAST’s copies of Internet connection sheets</p>	<p><b><u>Frequency:</u></b> End of each cohort’s training program</p> <p><b><u>Collection:</u></b> Principals, Capacity Building Manager; Operation and Compliance Manager; and M&amp;E Officer</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Confirmation of receipt; disaggregation of data; and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> _____</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• Capacity Building team</li> <li>• M&amp;E Task Force</li> <li>• LTD Senior Management</li> </ul>	<p>300</p>

<p><b>2.9a</b></p> <p>Average LTD principals' rating their use of technology resources provided by the LTD Program</p>	<p>Integer</p> <p>Principals' rating (based on a scale of 1-5) of their utilization of laptops and the Internet provided by the LTD Program to their schools</p> <p>Sum of principal responses on survey, interviews and focus groups regarding their use of technology resources at the school, based on a scale of 1-5, divided by total number of responses.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Gender (school, and principal)</li> <li>• School</li> <li>• District</li> <li>• School location type (urban, rural)</li> </ul>	<p><b><u>Data source:</u></b> Principals</p> <p><b><u>Collection tool:</u></b> Survey, interviews, and focus groups</p>	<p><b><u>Frequency:</u></b> End of each cohort's training program</p> <p><b><u>Collection:</u></b> Principals, Capacity Building Manager; Operation and Compliance Manager, and M&amp;E Officer;</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Disaggregation of data; and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> _____</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• Principal Educators</li> <li>• Capacity Building team</li> <li>• M&amp;E Task Force</li> <li>• LTD Senior Management</li> </ul>	<p>3.67 out of 5</p>
<p><b>2.9b</b></p>	<p>Integer</p> <p>Teachers' rating (based on a scale of 1-5) of their utilization of</p>	<p><b><u>Data source:</u></b> Teachers</p>	<p><b><u>Frequency:</u></b> End of each cohort's training</p>	<p><b><u>Analysis:</u></b> Confirmation of receipt; disaggregation of data; comparison</p>	<p>3.67 out of 5</p>

<p>Average LTD teachers' rating their use of technology resources provided by the LTD Program</p>	<p>laptops and the Internet provided by the LTD Program to their schools</p> <p>Sum of teacher responses on survey, interviews and focus groups regarding their use of technology resources at the school, based on a scale of 1-5, divided by total number of responses.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Gender (school, and teacher)</li> <li>• School</li> <li>• District</li> <li>• School location type (urban, rural)</li> </ul>	<p><b><u>Collection tool:</u></b> Survey, interviews, and focus groups</p>	<p>program</p> <p><b><u>Collection:</u></b> Principals, Capacity Building Manager; Operation and Compliance and Manager and M&amp;E Officer</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p>against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> _____</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• Principal Educators</li> <li>• Capacity Building team</li> <li>• M&amp;E Task Force</li> <li>• LTD Senior Management</li> </ul>	
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**Intermediate Result III: National cadre of teacher and principal educators (trainers) that meet Ministry of Education and Higher Education standards enhanced**

<p><b>3.1</b></p> <p>Percentage of participating teacher educators (trainers) applying effective teaching methods in the professional development sessions</p>	<p>Percentage</p> <p>An effective teacher educator is a trainer of school teachers who demonstrates learner-centered methods, constructive feedback, and reflective practice and is competent in the following: 1) selecting appropriate learning outcomes and linking these to a variety of diagnostic, formative and summative assessments to support critical thinking, problem solving and differentiated learning styles; 2) connecting curriculum content and skills to the trainees' real-life professional contexts; 3) integrating educational technology to enhance learning; 4) giving and receiving feedback in a supportive, trustful, and constructive manner; and, 5) using and modeling reflective inquiry (e.g. through action research) to improve problems of practice.</p> <p>Total number of participating teacher educators (trainers) who meet the above criteria according to classroom observations, divided by number of teacher educators (trainers) in the LTD PD program. Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Gender (trainer)</li> <li>• Subject taught (trainer)</li> <li>• District</li> <li>• Cohort</li> </ul>	<p><b><u>Data source:</u></b> Participating teacher educators (trainers)</p> <p><b><u>Collection tool:</u></b> Surveys, Portfolios</p>	<p><b><u>Frequency:</u></b> Middle and end of each cohort's training period</p> <p><b><u>Collection:</u></b> Ministry observers; Teacher Education Manager, and M&amp;E Officer</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Calculation of percentage, disaggregation of data, and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Follow-up with teacher educators who need additional support, and adjustments to professional development program</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• LTD trainers of trainers</li> <li>• M&amp;E Task Force</li> <li>• Teacher Education team</li> <li>• LTD Senior Management</li> </ul>	<p>80%</p>
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<p><b>3.2</b></p> <p>Percentage of participating teachers applying effective teaching methods in their classrooms</p>	<p>Percentage</p> <p>LTD defines effective teaching as focused on learner-centered methods. LTD's operational definition of learner-centered methods is derived from the Ministry of Education's national standards for teacher performance in which classroom instruction is designed to:</p> <ol style="list-style-type: none"> <li>1) select appropriate learning outcomes and clarify these to students;</li> <li>2) employ a variety of diagnostic, formative and summative assessments to support learning progress;</li> <li>3) foster critical thinking and problem solving;</li> <li>4) connect curriculum content and skills to real-world contexts;</li> <li>5) accommodate differentiated learning styles of students; and,</li> <li>6) integrate educational technology to enhance learning.</li> </ol> <p>Total number of teachers who meet the above criteria according to classroom observations, divided by number of teachers in the LTD PD program.</p> <p>Total number of participating teachers who meet the above criteria according to classroom observations, divided by number of teacher in the LTD PD program. Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• School</li> <li>• Gender (school, and teacher)</li> <li>• Subject taught</li> <li>• Grade level taught</li> <li>• District</li> <li>• Location type (urban, rural)</li> <li>• Cohort</li> </ul>	<p><b>Data source:</b> Teachers</p> <p><b>Collection tool:</b> Classroom engagement survey; teacher effectiveness survey</p>	<p><b>Frequency:</b> Baseline and endline for each cohort's training period.</p> <p><b>Collection:</b> Ministry's staff, M&amp;E staff</p> <p><b>Analysis:</b> M&amp;E Officer</p>	<p><b>Analysis:</b> Calculation of percentage, disaggregation of data, and comparison against targets</p> <p><b>Summative use:</b> USAID reporting and Geo-MIS</p> <p><b>Feedback to:</b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• LTD trainers</li> <li>• M&amp;E Task Force</li> <li>• Teacher Education team</li> <li>• LTD Senior Management</li> </ul>	<p>60%</p>
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<p><b>3.3</b></p> <p>Average rating of teacher educators' (trainers) effectiveness according to participating teachers (trainees)</p>	<p>Integer</p> <p>An effective teacher educator is a trainer of schoolteachers who demonstrates learner-centered methods, constructive feedback, and reflective practice and is competent in the following: 1) selecting appropriate learning outcomes and linking these to a variety of diagnostic, formative and summative assessments to support critical thinking, problem solving and differentiated learning styles; 2) connecting curriculum content and skills to the trainees' real-life professional contexts; 3) integrating educational technology to enhance learning; 4) giving and receiving feedback in a supportive, trustful, and constructive manner; and, 5) using and modeling reflective inquiry (e.g. through action research) to improve problems of practice.</p> <p>Total number of participating teacher educators (teacher trainers) who meet the above criteria according to participating teacher surveys, on a scale of 1-5.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Gender (trainer, and teacher)</li> <li>• Subject taught (trainer)</li> <li>• Field of study (teacher)</li> <li>• Grade level taught (teacher)</li> <li>• District</li> <li>• Professional background (trainer – faculty/NIET)</li> <li>• Cohort</li> </ul>	<p><b><u>Data source:</u></b> Participating teachers (trainees)</p> <p><b><u>Collection tool:</u></b> PD evaluation form (closed and open-ended survey)</p>	<p><b><u>Frequency:</u></b> Middle and end of each cohort's training period</p> <p><b><u>Collection:</u></b> NIET's Studies Department, Teacher Education Manager, and M&amp;E Officer</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Calculation of percentage, disaggregation of data, and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Follow-up with teacher educators who need additional support, and adjustments to professional development program</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• M&amp;E Task Force</li> <li>• Teacher Education team</li> <li>• LTD Senior Management</li> </ul>	<p>3.67 out of 5</p>
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<p><b>3.4</b></p> <p>Average rating of principal educators' (trainers) effectiveness according to participating principals</p>	<p>Integer</p> <p>An effective principal educator is a trainer of school principals who demonstrates learner-centered methods, constructive feedback, and reflective practice and is competent in the following: 1) selecting appropriate learning outcomes and linking these to a variety of diagnostic, formative and summative assessments to support critical thinking, problem solving and differentiated learning styles; 2) connecting curriculum content and skills to the trainees' real-life professional contexts; 3) integrating educational technology to enhance learning; 4) giving and receiving feedback in a supportive, trustful, and constructive manner; and, 5) using and modeling reflective inquiry (e.g. through action research) to improve problems of practice.</p> <p>Total number of participating principal educators (principal trainers) who meet the above criteria according to participating principal survey, on a scale of 1-5.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Gender (trainer, principal, principals' school)</li> <li>• Location type (principals' school - rural/urban)</li> <li>• District</li> <li>• Cohort</li> </ul>	<p><b><u>Data source:</u></b> Participating principals (trainees)</p> <p><b><u>Collection tool:</u></b> PD evaluation form (closed and open-ended survey)</p>	<p><b><u>Frequency:</u></b> Middle and end of each cohort's training period</p> <p><b><u>Collection:</u></b> NIET's Studies Department, Teacher Education Officer, and M&amp;E Officer</p> <p><b><u>Analysis:</u></b> M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Calculation of percentage, disaggregation of data, and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Follow-up with teacher educators who need additional support, and adjustments to professional development program</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• NIET</li> <li>• M&amp;E Task Force</li> <li>• Teacher Education team</li> <li>• LTD Senior Management</li> </ul>	<p>3.67 out of 5</p>
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**Intermediate Result IV: Pre-service teacher education in Al-Azhar University in Gaza improved**

<p><b>4.1</b></p> <p>Average satisfaction with the pre-service teacher education program at Al-Azhar University</p>	<p>Integer</p> <p>Sum of values of individual survey responses divided by total number of responses.</p> <p>Disaggregated by:</p> <ul style="list-style-type: none"> <li>• Role in the program (administrator, faculty member, student)</li> <li>• Gender (administrators, faculty, and student)</li> <li>• Year in program (students)</li> <li>• Department (faculty)</li> <li>• Education level (faculty)</li> </ul>	<p><b><u>Data source:</u></b> Participating university administrators, faculty, and students</p> <p><b><u>Collection tool:</u></b> Surveys</p>	<p><b><u>Frequency:</u></b> Baseline, middle, and end of the program</p> <p><b><u>Collection:</u></b> Al-Azhar university staff, LTD Gaza Program Manager, and M&amp;E Officer</p> <p><b><u>Analysis:</u></b> Teacher Education Manager, Gaza Program Manager, UMass, and M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Disaggregation of data, comparison against targets, and comparison against previous measurements</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Providing support to beneficiaries in the process of change, and identifying problem areas that need additional support</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• Al-Azhar University Faculty of Education’s administrators, faculty, and students</li> <li>• UMass</li> <li>• LTD Senior Management</li> <li>• Gaza Program Manager</li> <li>• Teacher Education Team</li> </ul>	<p>3.67 out of 5</p>
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<p><b>4.2</b></p> <p>Strategic plan of Al-Azhar's Faculty of Education submitted to the university President.</p>	<p>Yes/No</p> <p>A strategic plan is a written document outlining the vision, mission and intended course of action for the university, with concrete benchmarks and timelines detailed.</p>	<p><b><u>Data source:</u></b> Dean of the Faculty of Education, and Al-Azhar University's Quality Assurance Unit</p> <p><b><u>Collection tool:</u></b> AMIDEAST copy of Al-Azhar's Faculty of Education strategic plan</p>	<p><b><u>Frequency:</u></b> At the completion of the strategic plan developed</p> <p><b><u>Collection:</u></b> LTD Gaza Program Manager, and M&amp;E Officer</p> <p><b><u>Analysis:</u></b> Teacher Education Manager, Gaza Program Manager, UMass, and M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Confirmation of receipt, and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> _____</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• Al-Azhar's Faculty of Education's administrators, faculty, and students</li> <li>• UMass</li> <li>• LTD Senior Management</li> <li>• Gaza Program Manager</li> <li>• Teacher Education Team</li> </ul>	<p>Yes</p>
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<p><b>4.3</b></p> <p>Number of selected projects prioritized for year 2 in the Al-Azhar Faculty of Education's strategic plan implemented</p>	<p>Integer</p> <p>Number of projects as prioritized in Al-Azhar Faculty of Education's strategic plan (for the second year phase) that are implemented and completed according to the strategic plan.</p>	<p><b><u>Data source:</u></b> Al-Azhar's Faculty of Education staff, and university President's office</p> <p><b><u>Collection tool:</u></b> Monitoring reports from the Quality Assurance Unit at Al-Azhar University</p>	<p><b><u>Frequency:</u></b> At the completion of the second year of the strategic plan</p> <p><b><u>Collection:</u></b> Quality Assurance Unit at Al-Azhar University, LTD Gaza Program Manager, and M&amp;E Officer</p> <p><b><u>Analysis:</u></b> Teacher Education Manager, Gaza Program Manager, UMass, and M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Confirmation of implementation, and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> _____</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• Al-Azhar University's Faculty of Education</li> <li>• UMass</li> <li>• LTD Senior Management</li> <li>• Gaza Program Manager</li> <li>• Teacher Education Team</li> </ul>	<p>Will be based on number of projects prioritized in the strategic plan for implementation in year two</p>
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<p><b>4.4</b></p> <p>Percentage of participating faculty members applying effective teaching methods in their pre-service teacher education courses in Al-Azhar Faculty of Education</p>	<p>Percentage</p> <p>LTD defines effective pre-service teaching as to focus on learner-centered strategies and approaches. An effective pre-service faculty member: 1) select appropriate learning outcomes and clarify these to students; 2) employ a variety of diagnostic, formative and summative assessments to support learning progress; 3) foster critical thinking and problem solving; 4) connect curriculum content and skills to real-world contexts; 5) accommodate differentiated learning styles of students; and, 6) integrate educational technology to enhance learning.</p> <p>Total number of participating faculty members at Al-Azhar University’s Faculty of Education who meet the above criteria according to end of semester course evaluation form (as completed by students) and inputs from evaluated faculty member, divided by number of faculty members at Al-Azhar University’s Faculty of Education in the LTD Professional Development program.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Gender (faculty, and student)</li> <li>• Year in program (student)</li> <li>• Subject taught (faculty)</li> <li>• Department (faculty)</li> </ul>	<p><b>Data source:</b> Participating faculty members and students</p> <p><b>Collection tool:</b> The Portfolio of professional practice ;, evidence from a minimum of two action research projects; certificate of completion of TEEP program.</p>	<p><b>Frequency:</b> Middle and end of the training program</p> <p><b>Collection:</b> Quality Assurance Unit at Al-Azhar University, LTD Gaza Program Manager, and M&amp;E Officer</p> <p><b>Analysis:</b> Teacher Education Manager, Gaza Program Manager, UMass, and M&amp;E Officer</p>	<p><b>Analysis:</b> Calculation of percentage, disaggregation of data, and comparison against targets</p> <p><b>Summative use:</b> USAID reporting and Geo-MIS</p> <p><b>Formative use:</b> Follow-up with faculty members who need additional support, and adjustments to professional development program</p> <p><b>Feedback to:</b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• Al-Azhar University’s Faculty of Education</li> <li>• UMass</li> <li>• LTD Senior Management</li> <li>• Gaza Program Manager</li> <li>• Teacher Education Team</li> </ul>	<p>60%</p>
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**4.5**

Number of PCELT-licensed trainers in Gaza trained with the support of the LTD Program

Integer  
 Number of trainers who complete the PCELT training-of-trainers program.  
 Data disaggregated by:  
 • Gender  
 • Department/program

**Data source:**  
 Participating faculty members  
  
**Collection tool:**  
 PCELT award of TOT license used by School of International Training (SIT)

**Frequency:**  
 End of the PCELT training-of-trainers program  
  
**Collection:**  
 PCELT trainers from the School of International Training (SIT), LTD Gaza Program Manager, and M&E Officer  
  
**Analysis:**  
 Teacher Education Manager, Gaza Program Manager, UMass, and M&E Officer

**Analysis:**  
 Confirmation of receipt, and comparison against targets  
  
**Summative use:**  
 USAID reporting and Geo-MIS  
  
**Formative use:**  
 Follow-up with faculty members and students who need additional support, and adjustments to professional development program  
  
**Feedback to:**  
 • USAID  
 • Al-Azhar University’s Faculty of Education  
 • UMass  
 • LTD PCELT trainers from School of International Training (SIT)  
 • LTD Senior Management  
 • Gaza Program Manager  
 • Teacher Education Team

<p><b>4.6</b></p> <p>Number of PCELT-certified participants in Gaza</p>	<p>Integer</p> <p>Number of students/faculty members who complete the PCELT certificate program.</p> <p>Data disaggregated by:</p> <ul style="list-style-type: none"> <li>• Gender (student/faculty)</li> <li>• Position (student/faculty)</li> </ul>	<p><b><u>Data source:</u></b> Participating students and faculty members</p> <p><b><u>Collection tool:</u></b> AMIDEAST’s copy of the final list of graduated PCELT-certified participants</p>	<p><b><u>Frequency:</u></b> End of the PCELT training program</p> <p><b><u>Collection:</u></b> PCELT trainers from the School of International Training (SIT), LTD Gaza Program Manager, and M&amp;E Officer</p> <p><b><u>Analysis:</u></b> Teacher Education Manager, Gaza Program Manager, UMass, and M&amp;E Officer</p>	<p><b><u>Analysis:</u></b> Confirmation of receipt, and comparison against targets</p> <p><b><u>Summative use:</u></b> USAID reporting and Geo-MIS</p> <p><b><u>Formative use:</u></b> Follow-up with faculty members and students who need additional support; adjustments to professional development program</p> <p><b><u>Feedback to:</u></b></p> <ul style="list-style-type: none"> <li>• USAID</li> <li>• Al-Azhar University’s Faculty of Education</li> <li>• LTD PCELT trainers from School of International Training (SIT)</li> <li>• LTD Senior Management</li> <li>• Gaza Program Manager</li> <li>• Teacher Education Team</li> </ul>	<p>100</p>
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Indicator Name	Indicator Format	Indicator Type	Baseline Value	Planned Value FY1 (FY2012)	Actual Value FY1 (FY2012) <sup>8</sup>	Planned Value FY2 (FY2013)	Actual Value FY2 (FY2013)	Planned Value FY3 (FY2014)	Actual Value FY3 (FY2014)	Planned Value FY4 (FY2015)	Planned Value FY5 (FY2016)	End of Project Target
<b>Intermediate Result I: Policies and structures within the Ministry of Education and Higher Education (NIET, DSQ, AED, DP, DFF, CDTP, district offices, and schools) that support leadership and teacher development improved</b>												
<b>1.1:</b> Number of policies formulated by MoEHE as a result of the LTD Program's interventions	Integer	MGMT	0	N/A	N/A	2	2	1	1	0	2	5
<b>1.2:</b> Average stakeholder rating of MoEHE new or modified policies that support leadership and teacher development	Integer	MGMT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3.67 out of 5

<sup>8</sup> As discussed above, no values are reported for Fiscal Year 1 (i.e. May-September 2012) because program interventions only began in the beginning of Fiscal Year 2013. See pages 22-23 for further details.

Indicator Name	Indicator Format	Indicator Type	Baseline Value	Planned Value FY1 (FY2012)	Actual Value FY1 (FY2012) <sup>8</sup>	Planned Value FY2 (FY2013)	Actual Value FY2 (FY2013)	Planned Value FY3 (FY2014)	Actual Value FY3 (FY2014)	Planned Value FY4 (FY2015)	Planned Value FY5 (FY2016)	End of Project Target
1.3: Number of new or modified <u>structures</u> supporting the enhancement of leadership and teacher development resulting from LTD interventions	Integer	MGMT	0	N/A	N/A	2	2	1	1	0	2	5
1.4: Average stakeholder rating of MoEHE new or modified <u>structures</u> that support leadership and teacher development	Integer	MGMT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3.67 out of 5

Indicator Name	Indicator Format	Indicator Type	Baseline Value	Planned Value FY1 (FY2012)	Actual Value FY1 (FY2012) <sup>8</sup>	Planned Value FY2 (FY2013)	Actual Value FY2 (FY2013)	Planned Value FY3 (FY2014)	Actual Value FY3 (FY2014)	Planned Value FY4 (FY2015)	Planned Value FY5 (FY2016)	End of Project Target
1.5: Number of districts with <u>District Leadership Teams (DLTs)</u> established with support from the LTD Program	Integer	MGMT	0	N/A	N/A	N/A	N/A	10 (cohort 1&2)	9 (cohort 1&2)	6 (cohort 3)	0	16 (all cohorts)
1.6: Number of schools with <u>School Improvement Teams (SITs)</u> established with support from the LTD Program	Integer	MGMT	0	N/A	N/A	88 (cohort 1)	88 (cohort 1)	106 (cohort 2)	144 (cohort 2)	68 (cohort 3)	0	300 (all cohorts)

Indicator Name	Indicator Format	Indicator Type	Baseline Value	Planned Value FY1 (FY2012)	Actual Value FY1 (FY2012)	Planned Value FY2 (FY2013)	Actual Value FY2 (FY2013)	Planned Value FY3 (FY2014)	Actual Value FY3 (FY2014)	Planned Value FY4 (FY2015)	Planned Value FY5 (FY2016)	End of Project Target
<b>Intermediate Result II: Capacity of school principals to work with teachers and supervisors to improve classroom instruction enhanced</b>												
<b>2.1:</b> Percentage of participating principals (per cohort; at post measurement) demonstrating effective school leadership <u>according to principals and teachers</u> based on MoEHE's Effective School Standards and Competencies	Percentage	MGMT	N/A	N/A	N/A	N/A	N/A	60% (cohort 1)	88.5% (cohort 1)	80% (cohort 2)	80% (cohort 3)	80% (all cohorts)
<b>2.2:</b> Number of administrators and officials trained with USG support	Integer	OP_cust	NA	N/A	N/A	160	130 (cohort 1 principals + teacher and principal trainers)	106 (cohort 2 principals)	144 (cohort 2 principals) <sup>9</sup>	68 (cohort 3 principals)	N/A	334 (all cohorts principals + trainers)
<b>2.2a:</b> Number of administrators and officials trained with USG support (MALE)	Integer	OP_cust	NA	N/A	N/A	90	50 (cohort 1 principals + teacher and principal trainers)	53 (cohort 2 principals)	58	34 (cohort 3 principals)	N/A	177 (all cohorts principals + trainers)

<sup>9</sup> Please note the justification in indicator 1.6

2.2b: Number of administrators and officials trained with USG support (FEMALE)	Integer	OP_cust	NA	N/A	N/A	70	78 (cohort 1 principals + teacher and principal trainers)	53 (cohort 2 principals)	86	34 (cohort 3 principals)	N/A	157 (all cohorts principals + trainers)
2.2c Percentage female and male beneficiaries reporting equal access to opportunities, resources and services provided by LTD.	Percentage	OP_cust	NA	NA	NA	NA	NA	NA	N/A	85%	85%	85% (all cohorts)
2.2d Average self-efficacy reported by women and men at the conclusion of USG-supported training/programming	Integer	OP_cust	NA	NA	NA	NA	NA	N/A	N/A	60%	60%	60%
2.3: Number of principals trained as a result of LTD capacity building of NIET	Integer	Mgt	NA	NA	NA	NA	NA	142	142	193	50	385
2.4: Number of administrators and officials fully trained under LTD program	Integer	Mgt	NA	NA	NA	NA	NA	N/A	N/A	160	80	240
2.4a: Number of administrators and officials fully trained under LTD program (MALE)	Integer	Mgt	NA	NA	NA	NA	NA	N/A	N/A	80	40	120

2.4b: Number of administrators and officials fully trained under LTD program (FEMALE)	Integer	Mgt	NA	NA	NA	NA	NA	N\A	N\A	80	40	120
2.5: Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (indirect)	Integer	OP_std	NA	N/A	N/A	17,000 (cohort 1)	17,000 (cohort 1)	20,000 (cohort 2)	31,988 (cohort 2)	13,600 (cohort 3)	N/A	50,600 (all cohorts)
2.5a: Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (indirect; MALE)	Integer	OP_std	NA	N/A	N/A	8500 (cohort 1)	6500 (cohort 1)	10,000 (cohort 2)	13,330 (cohort 2)	6800 (cohort 3)	N/A	25,300 (all cohorts)
2.5b: Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (indirect; FEMALE)	Integer	OP_std	NA	N/A	N/A	8500 (cohort 1)	10500 (cohort 1)	10,000 (cohort 2)	18,658 (cohort 2)	6800 (cohort 3)	N/A	25,300 (all cohorts)
2.6: Number of learners who benefited from the LTD program	Integer	MGMT	NA	NA	NA	NA	NA	42,233 (Cohort2)	42,233 (cohort 2)	23,400 (Cohort3)	NA	65,633

2.6a: Number of learners who benefited from the LTD program (MALE)	Integer	MGMT	NA	NA	NA	NA	NA	17,040 (Cohort 2)	17,040 (cohort 2)	11700	NA	28,740
2.6b: Number of learners who benefited from the LTD program (FEMALE)	Integer	MGMT	NA	NA	NA	NA	NA	25,193 (Cohort 2)	25,193 (Cohort 2)	11700	NA	36,893
2.7: Number of laptop computers provided to principals by the LTD Program	Integer	MGMT	0	N/A	N/A	N/A	N/A	194 (cohort 1&2) <sup>10</sup>	232 (Cohort 1&2)	68 (cohort 3)	N/A	300 (all cohorts)
2.8: Number of laptop computers provided to teachers by the LTD Program	Integer	MGMT	0	N/A	N/A	N/A	N/A	900 (cohort 1&2)	437 (Cohort 1)	648 (cohort 2)	265 (Cohort 3)	1350 (all cohorts)
2.9: Number of LTD school with school-wide internet connectivity	Integer	MGMT	0	N/A	N/A	N/A	N/A	194 (cohort 1&2)	88 (Cohort I)	144 (cohort 2)	68 (Cohort 3)	300 (all cohorts)
2.9a: Average LTD principals' rating their use of technology resources provided by the LTD Program	Integer	MGMT	N/A	N/A	N/A	N/A	N/A	3.67 out of 5 (cohort 1)	3.67 (cohort1)	3.67 out of 5 (cohort 2)	3.67 Out of 5 (cohort3)	3.67 out of 5 (all cohorts)

<sup>10</sup> The precise number will be entered by May 2015 when the laptop distribution will have been completed.

2.9b: Average LTD teachers' rating their use of technology resources provided by the LTD Program	Integer	MGMT	N/A	N/A	N/A	N/A	N/A	3.67 out of 5 (cohort 1)	3.67 (cohort1)	3.67 out of 5 (cohort 2)	3.67 Out of 5 (cohort3)	3.67 out of 5 (all cohorts)
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Indicator Name	Indicator Format	Indicator Type	Baseline Value	Planned Value FY1 (FY2012)	Actual Value FY1 (FY2012)	Planned Value FY2 (FY2013)	Actual Value FY2 (FY2013)	Planned Value FY3 (FY2014)	Actual Value FY3 (FY2014)	Planned Value FY4 (FY2015)	Planned Value FY5 (FY2016)	End of Project Target
<b>Intermediate Result III:</b> National cadre of teacher and principal educators (trainers) that meet Ministry of Education and Higher Education standards enhanced												
<b>3.1:</b> Percentage of participating teacher educators (trainers) applying effective teaching methods in the professional development sessions	Percentage	MGMT	NA	N/A	N/A	N/A	N/A	60% (cohort 1)	95% (cohort 1)	80% (cohort 2)	80% (cohort 3)	80% (all cohorts)
<b>3.2:</b> Percentage of participating teachers applying effective teaching methods in their classroom	Percentage	OP_cust	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	60% (all cohorts)
<b>3.3:</b> Average rating of teacher educators' (trainers) effectiveness according to <u>participating teachers</u>	Integer	MGMT	NA	N/A	N/A	N/A	N/A	3.67 out of 5 (cohort 1)	3.93 (cohort 1)	3.67 out of 5 (cohort 2)	3.67 Out of 5 (cohort 3)	3.67 out of 5 (all cohorts)

<p>3.4: Average rating of principal educators' (trainers) effectiveness according to <u>participating principals</u></p>	Integer	MGMT	NA	N/A	N/A	N/A	N/A	3.67 out of 5 (cohort 1)	3.92 (cohort 1)	3.67 out of 5 (cohort 2)	3.67 out of 5 (cohort 3)	3.67 out of 5 (all cohorts)
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Indicator Name	Indicator Format	Indicator Type	Baseline Value	Planned Value FY1 (FY2012)	Actual Value FY1 (FY2012)	Planned Value FY2 (FY2013)	Actual Value FY2 (FY2013)	Planned Value FY3 (FY2014)	Actual Value FY3 (FY2014)	Planned Value FY4 (FY2015)	Planned Value FY5 (FY2016)	End of Project Target
<b>Intermediate Result 4: Pre-service Teacher education in Al-Azhar University in Gaza improved</b>												
4.1: Average satisfaction with pre-service teacher education program at Al-Azhar University	Integer	MGMT	Baseline will be conducted during October/November 2013	N/A	N/A	N/A	N/A	3.67 out of 5	N/A	3.67 out of 5	3.67 out of 5	3.67 out of 5
4.2: Strategic plan of Al-Azhar's Faculty of Education submitted to the university President	Yes/No	MGMT	NA	N/A	N/A	N/A	N/A	Yes	N/A	Yes	NA	Yes

<p>4.3: Number of selected projects prioritized for year 2 in the Al-Azhar Faculty of Education's strategic plan implemented</p>	Integer	MGMT	N/A	N/A	N/A	N/A	N/A	Will be based on the number of projects prioritized in the strategic plan for implementation in year two	N/A <sup>11</sup>	N/A	N/A	Will be based on the number of projects prioritized in the strategic plan for implementation in year two
<p>4.4: Percentage of participating faculty members applying effective teaching methods in their pre-service teacher education</p>	Percentage	MGMT	Baseline will be conducted beginning October 2013	N/A	N/A	N/A	N/A	60%	100%	60%	60%	60%

<sup>11</sup> See justification in indicator 4.2 above

courses in Al-Azhar Faculty of Education's strategic plan												
4.5 : Number of PCELT-licensed trainers in Gaza trained with the support of the LTD Program	Integer	MGMT	NA	N/A	N/A	NA	N/A	2	1	2	NA	4
4.6 : Number of PCELT-certified participants in Gaza trained with the support of the LTD Program	Integer	MGMT	NA	N/A	N/A	NA	N/A	48 (4 cohorts of 12 students each )	36	52 (4 cohorts of approximately 12 each )	N/A	100

## MONITORING & EVALUATION TIMELINE FY 2015

	O	N	D	J	F	M	A	M	J	J	A	S	Partner Collaboration
<b>IR1: Policies and structures w/ MOE, district offices, schools improved</b>													
Collect SIT endline data (cohort 2)							x	x					NIET
Collect DLT endline data (cohort 2)							x	x					NIET
Collect AED baseline data (Research Methods)		x											
Collect AED endline data (Research Methods)								x					
Collect AED baseline data (IRT training)				x									
Collect AED endline data (IRT training)						x							
Collect DFF endline data								x					
Collect Study Tour #2 data (members of District Directorates)						x?		x?					
Collect evidence of Standards and Competencies for NIET trainers										x			NIET
Collect evidence of Expert Trainer Framework for NIET										x			NIET
	O	N	D	J	F	M	A	M	J	J	A	S	
<b>IR2: Capacity of school principals enhanced</b>													
Collect school and teacher profiles	x												NIET
Principal effectiveness survey according to principals- baseline (cohort 2)	x												NIET
Principal effectiveness survey according to teachers- baseline (cohort 2)	x												NIET
Teacher effectiveness survey according to principals- baseline (cohort 2)	x												NIET
Teacher effectiveness survey according to teachers- baseline (cohort 2)	x												NIET
Leadership Program training evaluation focus groups -baseline (cohort 2)	x												NIET
Principal effectiveness survey according to principals- endline (cohort 2)								x					NIET
Principal effectiveness survey according to teachers- endline (cohort 2)								x					NIET
Teacher effectiveness survey according to principals- endline (cohort 2)								x					NIET
Teacher effectiveness survey according to teachers- endline (cohort 2)								x					NIET
Leadership Program training evaluation focus groups -midline (cohort 2)				x									NIET
Principal effectiveness survey according to principals- baseline (cohort 3)							x						NIET
Principal effectiveness survey according to teachers- baseline (cohort 3)							x						NIET
Leadership Program training evaluation focus groups -endline (cohort 2)							x						NIET
Leadership Program focus groups baseline (cohort 3)										x			NIET

	O	N	D	J	F	M	A	M	J	J	A	S	
<b>IR3: National cadre of trainers that meet Ministry standards enhanced</b>													
Collect trainer performance baseline data (from teachers)	x												NIET
Collect trainer performance baseline data (from principals)	x												NIET
Collect trainer performance midline data (from teachers)				x									NIET
Collect trainer performance midline data (from principals)				x									NIET
Collect trainer performance endline data (from teachers)								x					NIET
Collect trainer performance endline data (from principals)								x					NIET
Classroom engagement baseline survey (according to students & teachers)	x												NIET
Classroom engagement endline survey (according to students & teachers)								x					NIET
Collect Study Tour #3 baseline data collection (NIET)						x?							
Collect Study Tour #3 endline data collection (NIET)										x?			
	O	N	D	J	F	M	A	M	J	J	A	S	
<b>IR4: Pre-service teacher education at Al-Azhar University in Gaza improved</b>													
Collect baseline satisfaction surveys from Al-Azhar's Faculty of Education		x											Al-Azhar University
Collect endline satisfaction surveys from Al-Azhar's Faculty of Education								x					Al-Azhar University
Collect final exam scores (baseline semester and endline semester) for TEEP faculty of Cohort 1	x												Al-Azhar University
Collect final exam scores (baseline semester and endline semester) for TEEP faculty of Cohort 2								x					Al-Azhar University
Collect baseline/endline practicum evaluations of PCELT students (cohorts 1&2 only)	x												Al-Azhar University
Collect baseline/endline practicum evaluations of PCELT students (cohorts 3-7)											x		Al-Azhar University
Collect Al-Azhar's Faculty of Education Strategic Plan								x					Al-Azhar University
Collect portfolios of professional practice from participants of TEEP Cohort 2								x					Al-Azhar University
Collect conference evaluation data for PCELT and TEEP conferences											x		
	O	N	D	J	F	M	A	M	J	J	A	S	
<b>Gender Equality</b>													
Collect baseline data about "equality of access"	x												
Collect endline data about "equality of access"								x					
Collect baseline data about self-efficacy	x												
Collect endline data about self-efficacy								x					

	O	N	D	J	F	M	A	M	J	J	A	S	
<b>Student Achievement Test Scores</b>													AED
AED baseline tests for Cohort II	x												AED
AED endline tests for Cohort II								x					AED
AED ex-post tests for Cohort I								x					AED
AED baseline tests for Cohort III												x	AED
<b>Ongoing Monitoring Activities</b>	O	N	D	J	F	M	A	M	J	J	A	S	
Field Visits	x	x	x	x	x	x	x	x	x	x	x	x	
Data entry on the Geo-MIS system.	x	x	x	x	x	x	x	x	x	x	x	x	
Data entry on the TraiNet system.	x	x	x	x	x	x	x	x	x	x	x	x	

## ANNEX A: MIS-Activity Level Form

### General information:

1. Please fill empty cells as appropriate;
2. Entries with \* are required;
3. Please note additional comments attributed to particular cells (indicated by a red triangle in the top right corner); and
4. All dates should be entered in this form of: (Year0000)-(Month00)-(Day00).

*Partner Ref. Number	
*Governorate	
*City or Village	
<b>OR</b>	
*Region	
*X coordinate	
*Y coordinate	
*Activity status	
*Percent completed	
*Start Date	
*Planned completion date	
*Actual completion date	
*Other contributions (US\$)	

*USAID contribution (US\$)		
*Total cost (US\$)		
*Activity Type Code:	Technical assistance or capacity building	
*Brief Activity Description ( <i>maximum 1000 characters</i> )		
*Program component code		
Sub-partner		
Recipient type		
Recipient		
Comments ( <i>maximum 250 characters</i> )		
<b>*Generic Performance Indicators</b>		
	<b>Target</b>	<b>Actual</b>
*# of <b>Male</b> beneficiaries		
*# of <b>Female</b> beneficiaries		
*Permanent Jobs Created (positions)		
*Temporary Jobs Created (positions)		
*Temporary Job-days (people x days)		
*Male Beneficiaries to Age 17		
*Female Beneficiaries to Age 17		
*Male Beneficiaries 18 to 25		
*Female Beneficiaries 18 to 25		
*Male Beneficiaries 26 and older		
*Female Beneficiaries 26 and older		

