



# LEADERSHIP AND TEACHER DEVELOPMENT PROGRAM

Cooperative Agreement No. 294-A-12-00006

## ANNUAL IMPLEMENTATION PLAN

October 1, 2013 to September 30, 2014

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## Capacity Building

- Leadership Diploma Program

- Cohort I

- **Material Development - *One module per month from October 2013 up until March 2014***

During the first year of the program, four modules were fully developed, finalized, and delivered. It is anticipated that during the second year, modules five to ten will be developed, finalized, and delivered to the first cohort of principals. These modules will focus on Preparing the Strategic Plan, Preparing School Plans, Building Strong Internal and External Relations, Leading High Quality Learning and Teaching, Child Friendly School, Using Assessment in School Improvement. The preparation of each module consumes about one month, with module five anticipated for preparation in October, the last of the modules; module ten will be developed in March. The curriculum development team made up of NIET and LTD staff will meet on weekly basis to ensure timely preparation of the materials.

- **Trainers Workshops - *One in November 2013, and one in January 2014***

A trainers' workshop is held on quarterly basis to unify the trainers' approach and delivery style, and also to provide an opportunity to try the curriculum prior to using in actual training sessions, in order to catch any gaps, and perform last minute modifications. The first of these trainers' workshops during the second year will take place in November to review curriculum for the training sessions to be held in November, December and January. The second workshop will be held in January to review the material for delivery in February and March.

- **Principals' Training - *One face to face session per month, one learning circle bimonthly from October 2013-March 2014***

The first cohort of principals will continue its training that started in February 2013. Monthly face to face sessions, and bi-monthly learning circles will continue to take place from October 2013 until March 2014 when the principals conclude the training and receive their diplomas.

- **School Plans Developed - *October 2013***

As a requirement to complete the Leadership Diploma Program, the principals are required to submit a school improvement plan that they prepare in cooperation with the school development team. The School Plan is central to the Leadership Training as it demonstrates the principal's ability to plan and lead improvement efforts in the various aspects at the school. First cohort principals are expected to deliver the initial school plan in October 2013.

- **School Plan Revision - *November 2013***

The school plans will be revised by both LTD and NIET in order to assist the schools in prioritizing interventions, and also assist them in prioritizing those interventions with the maximum effect on teaching and learning. The plans will be revised as soon they are received, and feedback will be communicated to the principals.



▪ **School Plans Completed and submitted- *December 2013***

After receiving LTD/NIET's feedback regarding the initial school improvement plan, the principals shall revise and incorporate the suggested changes and submit the final school improvement plan to the program by December 2013.

▪ **School Plans Implemented - *January - March 2014***

After the approval of the final plan, the principals will begin the implementation of It is expected that the principals will focus more on requesting items that will directly impact the teaching/learning process.

▪ **School Plans Supported by LTD - *December 2013- February 2014***

LTD will begin the procurement process of any equipment necessary to support the implementation of the school plan as of December 2013 up until February 2014.

▪ **School Plans Evaluated - *May 2014***

After the implementation of the school improvement plans, attention will shift to monitoring and evaluating the impact of these plans on the school and whether the implementation of the suggested changes has been successful to yield the expected impact.

▪ **Principal Projects Developed - *October 2013***

As a completion requirement of the Leadership Diploma, the participating school principals are expected to submit a proposal for a project to be implemented at their schools as a mean of putting their new skills and knowledge to practice on the ground, and begin demonstrating their leadership skills with the aim of improving teaching and learning.

▪ **Principal Project Supported by LTD - *November - December 2013***

LTD will assist the principals in the implementation of the their projects in their schools by providing a maximum amount of \$2000 per school.

▪ **Principal Project Evaluated - *March 2014***

The impact of each principal's project will be evaluated three months after the implementation of the project in order to give it sufficient time to yield results.

▪ **Computers to Principals - *October 2013***

The first cohort principals participating the Leadership Diploma Program will each receive a laptop to assist them in the various aspects of their jobs, in administrative and educational matters.

▪ **Computers to Teachers - *November 2013***

To assist the teachers in integrating technology into their daily classroom practice to upgrade and enhance the students' learning experience, LTD will provide each of the math, science,

Arabic, English and IT teachers participating in the Teacher Professional Development Program with a netbook.

▪ **Setting up the networks in Schools - December 2013**

To support the integration of technology in education, LTD will support setting up the networks in schools as the MOE has finally been granted support and internet connectivity through the local provider PalTel.

Activity	2013			2014								
	O	N	D	J	F	M	A	M	J	J	A	S
<b>Capacity Building Department</b>												
<b>I. Leadership Diploma for school principals</b>												
<b>Cohort I (90 principals)</b>												
Material Development												
Module 5	X											
Module 6		X										
Module 7			X									
Module 8				X								
Module 9					X							
Module 10						X						
Trainer workshops (10)		x										
Principals training (F2F and learning circles)	x	x	x	x	x	x						
School plan developed	x											
School plan revised by LTD and DLT		x										
School plan completed and submitted			x									
School plan implemented				x	x	x						
School plan supported by LTD			x	x	x							
School plans evaluated								x				
Principal projects developed	x											
Principal project supported by LTD		x	x									
Principals project evaluated						x						
Computers to principals	x											
Computers to teachers		x										
Setting up the networks in the schools			x									

○ **Cohort II**

▪ **Material Revision With NIET - July-August 2014**



The training curriculum designed for the Leadership Diploma Program and used to train the first cohort of principals will undergo a careful revision in July and August 2014 with the purpose of integrating any necessary modifications resulting from the lessons learned from the first and second cohorts, and putting in its final form prior to sending it for final printing.

▪ **Principals Training - February -May +Sept. 2014**

The second cohort of around 100 principals from six directorates (Qalqiliah, Salfeit, Ramallah, Jerusalem Suburbs, Bethlehem, and Hebron) will start their leadership training in February and end the first phase of it by the end of the school year in May 2014. They will resume the training upon their return to their schools in the beginning of the following school year in September. The training will follow the same approach of holding one face to face session per month, and two learning circles, thus they will receive four face to face sessions, and eight learning circles by the end of September 2014.

▪ **School Improvement Teams Formed - April 2014**

A school improvement team is to be formed in each of the schools and to include the principal, 2-3 teachers, and a parent. The goal behind forming the school improvement teams is to initiate a participatory approach to improvement that involves all the stakeholders in order for the analysis and resulting identification of proposed improvements to be realistic and sustainable. The school improvement team is in charge of carrying out a full in-depth analysis of the school and then identify areas in need of improvement in preparation for the school improvement plan.

▪ **School Assessment Completed - May 2014**

The school assessment carried out by the school improvement team shall conclude by the end of May. The school improvement team will distribute surveys to the parents, students, teachers, and the principal in the school, collect feedback regarding school issues, analyze the results and report back on the outcome. The results, afterwards, feed into the resulting school improvement plan.

▪ **Computers to Principals - September 2014**

In order to support new leadership approaches and utilize technology in expanding the principals' role in the school from merely being restricted to administration to educational leadership, principals from the second cohort participating in the Leadership Diploma Program will receive laptops in September 2015. It is estimated that about a 100 laptops will be distributed at this point to a 100 principals.

Activity	2013			2014								
	O	N	D	J	F	M	A	M	J	J	A	S
<b>Capacity Building Department</b>												
<b>I. Leadership Diploma for school principals</b>												
<b>Cohort II (110 principals)</b>												
Material revision with NIET (for final printing)										X	X	X
Principals training (F2F and learning circles)					X	X	X	X				X
School improvement teams formed							X					
School assessment completed								X				
Computers to principals												X



■ NIET

○ **SOW of NIET Revised - June 2014**

Part of the capacity building efforts of NIET is for them to take over the Leadership Diploma Program and play the role of the primary provider. There is a need to expand the SOW of NIET to reflect the change in their responsibilities, after the conclusion of the training with the first cohort, finalization of the curriculum, and establishment of a solid team of trainers which shall all be accomplished by June 2014.

○ **NIET System to Support PD for a Larger and Ongoing Number of Principals Developed - May-July 2014**

Following the change in the SOW of NIET, there is a need to put a system in place that will guarantee NIET's ability to cater to a larger number of beneficiaries on a continuous basis. This shall be established in the period between May-July 2014.

○ **Revision of Leadership Curriculum - June & July 2014**

After concluding the training with the first cohort in March 2014, LTD and NIET will work together on incorporating lessons learned, and modifications deemed necessary into the Leadership curriculum to put it in a semi-final format, acknowledging the future need to revisit the material periodically to further enhance it.

○ **Printing of the Leadership Curriculum in a Professional Format - August 2014**

The Leadership curriculum will be put in a semi-final professional format for printing by August 2014. This will constitute the first copy of professionally printed material for the Leadership Program that NIET receives.

Activity	2013			2014								
	O	N	D	J	F	M	A	M	J	J	A	S
<b>Capacity Building Department</b>												
<b>II. NIET</b>												
SOW of NIET revised									x			
NIET system to support PD for larger and ongoing numbers of principals developed								x	x	x		
Revision of Leadership Curriculum									x	x		
Printing the Leadership material in professional format												x

■ Directorate of Field Follow-up

○ **SOW of DFF at MOE and Districts Identified- November 2013**

There is a need to clearly identify and specify a SOW for the Directorate of Field Follow-up on the Ministry and district levels to help shape up the Directorate and clarify its role to everyone. This is an initial step necessary in building the capacity of the directorate.

○ **Series of Meetings Held Between NIET and DFF on Leadership Training - January/March/May 2014**

Meetings will be held every two months between NIET and DFF to discuss the skills touched upon in the leadership training, in addition to DFF having the opportunity to communicate any further skills not touched up in the Leadership Diploma Program, but viewed necessary by DFF in order for NIET to take into consideration modifying its training program in the future to include them. These meetings are necessary to provide DFF with the knowledge needed in order to fully support the trained principals in practicing their leadership skills, and also in continuously improving the Leadership Diploma Program in light of any changes in the field.

○ **Revision of Principals' Performance Evaluation - March 2014**

The principals' performance evaluation tool currently used by the Directorate of Field Follow-up will have to take into account the change of skills, knowledge and role that has taken place on the principals as a result of joining the Leadership Diploma Program. Any evaluation tool should take into account these changes, and should be modified accordingly.

Activity	2013			2014								
	O	N	D	J	F	M	A	M	J	J	A	S
<b>III. DFF</b>												
SOW of DFF at Ministry and district identified		x										
Series of meeting between NIET and DFF about principals improved skills				x		x		x				
Revision of principals performance evaluation						x						

▪ **DLTs**

○ **Formation in Four Districts - October-November 2013**

The first cohort of principals in the Leadership Diploma Program are from four different districts; South Hebron, Ramallah, Jenin, and Qabatiyah. District Leadership Teams will be formed in three of these directorates; Jenin, Qabatiyah, and South Hebron, and revived in the fourth one; Ramallah since it existed during the Leadership Training implemented by the MSN program. These teams are made up of primary personnel in each of the district office to ensure their ability to provide support to the principals, and shall include: the District Director, the Technical Deputy/Administrative Deputy, the Head of Supervision, the Head of DFF and the Head of Extra Curricular Activities section in addition to two to three other section heads as nominated by the District Director. The number of members shall be between 5-7 in each DLT.

○ **SOW for DLTs Defined and Approved by MOE - November 2013**

In order for the District Leadership Teams to become operative and gain official recognition, a scope of work detailing the responsibilities and jurisdiction of this newly formed entity shall be clearly defined, and officially approved by the MOE. The major responsibility of the DLT will be to support the school improvement plans.



○ **Revision of School Plans and Approvals - December 2013**

The first responsibility that the District Leadership Team will have to fulfill will be to review the school improvement plans prepared by the School Improvement Teams and submitted by the principals, and approving the suggested interventions. The team will also be in charge of following up with the school during the implementation of the SIP, and providing the schools with any necessary support, as well as following up after to ensure the SIPs impact.

○ **District Meeting Between DLTs and the School Principals - November 2013**

The District Leadership Teams will meet with the principals in their district in a meeting where each principal will present his/her school improvement plans and discuss the interventions, and discuss possible means of support that the school would require from the District Leadership Team.

○ **Central Meeting with the DLTs and DFF and Other Departments - December 2013**

A central meeting bringing together the District Leadership teams in the four districts along with the Directorate of Field Follow Up and other departments will take place in December 2013. The goal of this central meeting is to present the SIPs, and set the stage for possible cooperation between the DLTs and DFF in supporting the principals' work in implementing these SIPs. A cooperation that would not be brought to life without full understanding of the SIPs, their purpose, and expected outcome.

○ **Evaluate DLT Support to Schools - May 2014**

At the end of the school year, the support of each of the DLTs to the principals in their district will be reviewed and lessons learned will be discussed in order to improve the support in areas where it was minimal.

Activity	2013			2014								
	O	N	D	J	F	M	A	M	J	J	A	S
<b>IV. DLT</b>												
Formation in 4 districts	x	x										
SOW for DLTS defined and approved by MoE		x										
Revision of school plans and approvals			x									
District meeting with the DLT and school principals		x										
Central meeting with the DLT and MoE DFF and other departments			x									
Evaluate DLT support to schools								x				

▪ **DSQT**

○ **Support The Department of Supervision and Quality Teaching Develop Training Materials for Supervision - October 2013-July 2014**

As one of the deliverables, LTD's Capacity Building component shall support the professional development of the Directorate of Supervision. LTD will provide all necessary guidance and



direction to a team of expert supervisors to develop the training materials to be used in training supervisors who participate in the Supervision Diploma Program. A needs assessment has been previously carried out which guided the identification of fields in need of improvement in the supervision practice. The curriculum will be developed around these fields.

○ **Support Structure for DSQT Professional Development Program - November-December 2013**

LTD will help the Directorate of Supervision and Quality Teaching develop a structure for its professional development program according to the framework provided to DSQT by LTD earlier. DSQT might wish to obtain accreditation for its program later on.

○ **Print Professional Sets of Manuals for Training- January & July 2014**

Following the curriculum development team's finalization of 3-4 full modules of training, LTD will finance the printing of professional sets of manuals to be used by DSQT in training the supervisors. This is envisioned to take place periodically in January 2014, and July 2014.

○ **Series of Meetings Between DSQT and DFF Regarding Principals' New Skills and School Clusters - February/April/June 2014**

A series of meetings between the two entities; DSQT and DFF will take place in February, April, and June of 2014 in order to help shape up a new approach to supervision and follow-up that centers around the idea of providing support to the principals in their roles as leaders of the education process in their schools. These meetings will brief all those involved on new skills that the principals have been trained on, the new leadership role they will assuming, and will work on identifying support mechanisms.

○ **Support DSQT Improve Supervision System in Light of the MOE Education Strategy - May-July 2014**

With the MOE preparing its new Education Strategy, LTD will provide assistance and support to DSQT to improve any areas of the supervision system to fulfill the requirements of the new Education Strategy. This support can include providing the supervisors with training in various areas.

Activity	2013		2014										
	O	N	D	J	F	M	A	M	J	J	A	S	
<b>V. DSQT</b>													
Support DSQT develop training materials for supervision	x	x	x	x	x	x	x	x	x	x			
Support structure for DSQT professional development program		x	x										
Print sets of manuals for training materials in professional way,				x							x		
Series of meeting between DSQT and DFF about principals improved skills and school clusters					x		x		x				
Support DSQT improve supervision system in light of Education Strategy								x	x	x			



▪ Study Tours

○ **First Group (MOE; 4 persons) - November 2013**

Four high-level officials from the MOE will participate in a 9-day study tour at UMASS. The four officials are Dr. Basri Salmodi, Assistant Deputy Minister for Planning; Mr. Tharwat Zeid; Director General of Supervision and Teacher Development; Dr. Shahenaz El Far, Director General of the National Institute for Education and Training; and Dr. Samah Iriqat, the Acting Director who coordinates for the Commission for Developing Teaching Profession (CDTP) at the Ministry of Education. The study tour aims to provide them with opportunity to learn certain aspects of the American education system such as teacher professional development, supervision, formative and summative assessment, programs to support teachers learning new learner-centered pedagogical and assessment approaches, and also provide them with opportunities to network and build possible collaborative partnerships. The study tour will be complemented with a visit to some of the schools in both Amherst, and Washington to meet with staff, and see how teaching, professional development, and supervision are done on the ground.

○ **Second Group (MOE; 4-5 persons) -March 2014**

A second group of 4-5 MOE officials include the DG of Planning, the Deputy Minister, and the DG of Evaluation and Assessment will join a study tour in March 2014 that will be tailored to meet the needs of their departments. Their study tour will be planned in detail with UMASS.

○ **Third Group (NIET; 12 persons) - May 2014**

Following the two visits of the high rank officials, and their reflections on their visits upon return home and planned impact on policies. These participants will work on the identification of areas that their staff can benefit from. LTD/UMASS will jointly plan a technical study tour for a larger group of participants from various departments at MOE that will be tailored to give these participants an insight on how certain aspects of their jobs are dealt with in the U.S.A and how that impact education. This study tour will be more of a technical one involving technical employees of MOE.

Activity	2013		2014									
	O	N	D	J	F	M	A	M	J	J	A	S
<b>VI. Study Tour</b>												
First group (MoE; 4 persons)		x										
Second group (MoE; 4-5 persons)						x						
Third group (NIET; 12 persons)								x				

**Capacity Building: Functional Audit**

LTD aims to enhance the capacity of ministry staff at all levels, school, district and ministry five departments (NIET, DSQT, DP, DFF, and AED) and staff that has impact on improving and supporting leadership and teacher development. It is essential to support schools in assuming authority to make decisions on school policies and educational, professional, and administrative issues. LTD will work with school leadership and teacher to enhance their skills in practicing instructional/



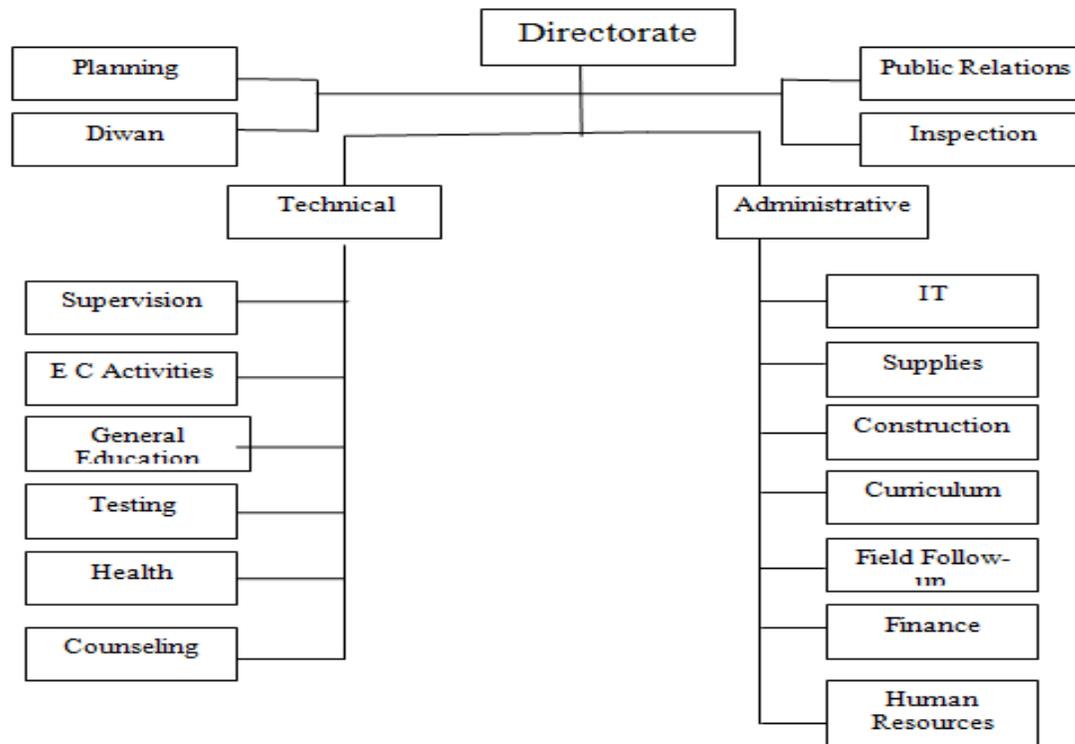
educational leadership roles within their schools. LTD also aims to support district staff through the DLTs to ensure that they become supportive instructional leaders and not play the role of ‘inspectors’. Working with ministry senior level staff on the principle that whole-school reform will include director general and their staff, as well as districts, principals and teachers.

Awareness raising, professional development, and providing on-the-job support to senior and mid-level administrators, is key to effective decentralization. The recipients shall be responsible for the creation of a system of support for continuously enhancing the leadership ability and managerial competence of administrative staff in the five departments, from senior-level MOEHE central offices, districts and schools. This activity will be based on a participatory clear approach that shall sustain the results of the support/training and cater for on-going strategically planned professional development.

Leadership training usually associated with successful decentralization, for example the need to strengthen instructional leadership, supervision, and management skills for districts and school leaders creates a need to support a delegation of authority processes. Based on the these principals the functional audit provides a mean for getting to know the system, how it functions and what are the needs of the system to support school leadership and teacher development. The capacity building component of LTD for the MoEHE departments and directorates is intended to investigate areas in need of strengthening, prioritize those needs, and then design a series of targeted interventions in coordination with MoEHE stakeholders. The task team of ten experienced ministry staff from the partner departments will continue working with the functional audit in all its phases.

Phase one (school level) concluded successfully at the end of the summer with a preliminary report on the feedback and discussions conducted with the schools. The MoEHE in general and the department of planning and the department of field follow up in particular were pleased to receive the report and confirmed that they have taken some of the early findings at the school level into consideration as they draft their next five year strategic plan, which is in progress now, and they look forward to the results of second phase of the functional audit at the district level and the final phase at the central ministry level.. In the month of September the task team met three times to discuss the course of action for phase two and prepare the documents to be used in the focus groups interviews.

There are sixteen district offices in the West Bank, each district office has seventeen main departments represented in each one (Supervision, Planning, Diwan, Public Relations, Inspection, IT, Supplies, Construction, Curriculum, Field Followup, Finance, Extracurricular Activities , Health, Counseling, Testing and Human Resources) . Majority of district department have few people, some departments have only one or two people while others, like the supervision department, have up to thirty staff members (like supervision). The organizational structure of the district office shows the director and the two deputies: Administrative deputy and Technical deputy, the following diagram shows the structure:



Each staff in every department has a precise job description, all staff in all districts with same title have the same job description. Each department chair is supervised directly by the district director or by one of the two deputies. of the two deputies,. The ministry recently updated these descriptions in their database and the Ministry kindly shared the descriptions with LTD.

### FY 2014 Policy Development

In this fiscal year LTD will focus on:

**A) Functional Audit:** The aim is to functional system in the MOEHE that support the leadership and teacher improvement within the frame of school-based reform.

**Departments involved: :** The focus of the LTD program remains on improving policies and structures in the MoEHE that support leadership and teachers, and the commitment to support departments that has direct impact on teacher and leadership improvement (DSQT, NIET, Planning, DFF, and AED) which were named in the cooperative agreement, however results of school audit revealed that school based reform and the success of school leadership depends on the relation with all departments at district level, for example the school connectivity to internet is the responsibility of the educational technology department at the district office, school renovation is the responsibility of building department, same can be said about the finance department which manage all school budgets.



So a decision was taken by the Functional Audit team to bring representatives from all heads of departments at district level and interview them, with no intention to support extra departments through the LTD program.

**Data collection:** To effectively and efficiently conduct the phase two focus groups and survey of all sections the departments will be divided into two days representing the sixteen districts both days. They will be held at the NIET building occupying eight rooms with five people in each group.

*October 3:* Fifteen participating districts (Jenin, Qabatya, Toubas, Tulkarem, Qalqilya, Nablus, South Nablus, Ramallah, Jerusalem, Jerusalem suburbs, Jericho, Bethlehem, North Hebron, South Hebron and Hebron) with eight departments (Testing, Field Follow-up, Supervision, Counseling, Planning, General Education, Extra Curricular Activities, Health)

*October 6 :* (Jenin, Qabatya, Toubas, Tulkarem, Qalqilya, Nablus, South Nablus, Ramallah, Jerusalem, Jerusalem suburbs, Salfet, Bethlehem, North Hebron, South Hebron and Hebron) with eight departments (Books, IT, Inspection, Construction, Diwan, Supplies, Administrative Affairs, Finance)

The event will begin with a survey for each participant to complete. The survey outlines the department's job description and he or she will answer as to whether they perform the task or not and if it contradicts with their duties in any way. The form for each department will be designed with following headings:

<b>Name of Department:</b> <b>Number of Staff Memembrs in Department based on organizational chart:</b> <b>Actual Number of Employees:</b>							
Job description duties as listed in offical job description	Performs the duty (Yes/No)	Performs in full or partial way	Justifications	Completes the work of other departments (name these departments)	Justifications	Intersects negatively with the work of other departments(name these departments)	Justificatio

Once the groups have finished from the surveys our task team members will be divided among the rooms to conduct group interviews. The discussion will focus on:

- What kind of support does the department need to help schools meet the standards of an effective school? What are they able to provide on the administrative and technical fronts to the school?
- What do the directorates need from the MoEHE to support the district office to be able to serve and contribute to the school development and improvement.
- How can the departments of the directorate and the school work together to achieve the standards of an effective school?

The task team will consolidate and analyze the data to come up with a comprehensive report. A third group of forty district staff will be invited for a focus group to review the results of the directorate meetings and fill any gaps or clarify any points needed. Based on the answers on these questions, data



collected and all analysis done by task team we will be able to help identify the particular needs of the districts.

To obtain district administration perspective a sample of eighteen directorate directors and deputy directors will be invited for their own focus group. The results from their discussion will be incorporated in the final report for phase two.

Upon completion of phase two which will result in a new report on November 30, the task team will meet in early December to discuss the course of action for the third and final phase. The final phase will focus on meetings with departments each to discuss the issues relevant to them. A series of collective roundtable seminars will also occur joining more than one department together to discuss critical issues revealed in phase one and two. When needed individual meetings and interviews with General Directors will be conducted.

The overall goal is to have valuable feedback that can be translated into capacity building interventions by LTD and recommendations to the ministry policy makers for better performing institution.

A comprehensive report will be finalized in detail for the attention of the minister and ministry policy members to be included in the new strategic plan. LTD will analyze the report in detail to see what the project can offer with the capacity building department and according to available funds. The report will shared with USAID and donors working in education field as well.

#### October 2013- September 2014

Capacity Building Functional Audit	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept
Directorate Focus groups and surveys	x											
Phase 2 Report 12/1			x									
MOE focus groups and round table seminars			x	x								
Final Report Production					x							
LTD Intervention and activities						To be determined						



## Teacher Education



### Introduction

Launched in 2012, USAID's Leadership and Teacher Development (LTD) Program will see the Teacher Education Department (TED) of LTD work closely throughout Fiscal Year 2014 with its partners in the MoEHE and Al-Azhar University, and with technical support from the University of Massachusetts, Amherst (UMass) to follow through and build upon interventions started Fiscal Year 2013 to promote sustainable educational development in Palestine that will enhancing policies, structures and systems within the MoEHE to support leadership and teacher development; improve the capacity of school principals, supervisors and teachers to work together to improve classroom instruction; establish a national cadre of teacher and leadership educators that meet MoEHE standards for instruction and supervision; and, improve pre-service teacher education in Gaza.

### WEST BANK PROGRAMMING

During FY2014, TED will work with the MoEHE in the West Bank on the following activities:

- Finalizing the development of NIET's 12-module Teacher Education Curriculum
- Transitioning TEEP into a national Teacher Educator Certificate Program:
  - Performance framework for NIET trainers
  - Performance Framework for NIET master trainers
  - Strategic planning
- Continuation of the PCK Workshop for Arabic
- Hosting a professional networking conference

The following section presents details of the objectives and timelines for each of these activities.

### TED GOALS AND OBJECTIVES FOR FISCAL YEAR 2014

#### 1. Finalizing the development of NIET's 12-module Teacher Education Curriculum

- 1.1. In October-November 2012, LTD worked with NIET to align the conceptual framework and learning outcomes of the curriculum map for NIET's 12-unit modular curriculum with the MoEHE's key standards and competences for teacher performance. To date, NIET's curriculum committee have completed 6 of the 12 modules and drafted, in varying degrees of completing, the remainder.
- 1.2. In FY 2014, TED will continue to work with NIET to complete the writing of modules 7-12 as well as evaluate and revise the first six based on data from ongoing monitoring and evaluation of the in-service teacher trainings and learning circles.



2. Transitioning TEEP into a national Teacher Educator Certificate Program
  - 2.1. A major objective of LTD is the establishment of a national cadre of teacher and leadership educators who meet MoEHE standards for instruction and supervision. AMIDEAST, with the expertise of UMass, implemented TEEP in January 2013 to serve as the pilot for the creation of a Teacher Educator Certificate Program that will ensure alignment of policies, quality assurance and accountability for teacher professional development and support NIET's institutional goal of creating a national cadre of trainers and master trainers, and accomplishment that NIET hopes will one day make it a regional leader in educational training. The immediate purpose of TEEP is for teacher/principal educators (i.e., “trainers”) to become reflective practitioners through processes and actions that foster purposeful improvement of their practice in learning communities, an approach known in the international literature as the *inquiry cycle* and comprised of action research, learning circles, and portfolios of professional practice.
  - 2.2. During Fiscal Year 2014, TED will focus on accomplishing the following objectives leading to the creation of a Teacher Educator Certificate Program:
    - 2.2.1. Performance framework for NIET trainers: With support from UMass, TED will work with NIET to support and improve the continuing professional development of NIET’s staff of trainers by adapting TEEP into a permanent Teacher Educator Certificate Program. This effort will require the development of a framework that aligns standards and competencies that define high-quality training and includes a protocol and tools for providing formative and summative assessments of a trainer’s performance.
    - 2.2.2. Performance Framework for NIET master trainers: Vital to the sustainability of the Teacher Educator Certificate Program is the formation of a select group of master trainers. Master trainers will be responsible for delivering the training-of-trainers curriculum for all new and novice trainers as well as for guiding the ongoing professional development of NIET’s staff of experienced trainers. TED and UMass will work with NIET to develop documents and protocols for a framework for standards and assessments of what constitutes internationally recognized standards and competencies for high quality trainers and master trainers. The goal is to develop a robust, ministry-approved framework comprising descriptors, rubrics, and procedures for the certification of NIET trainers and master trainers. The framework will serve as NIET's roadmap for preparing new trainers; recruiting and hiring new trainers; supporting novice trainers; guiding experienced trainers; and framing ongoing professional development.
    - 2.2.3. Strategic Planning: TED and UMass will assist NIET in developing its strategic plan so that it is not only aligned with the Ministry's new 5-year National Teacher Education Strategy, but will also incorporate its framework for high quality trainers and master trainers into its institutional mission and vision.
3. Continuation of the PCK Workshop for Arabic
  - 3.1. In addition to the professional development workshops associated with the inquiry cycle, LTD Teacher Educators in each of the five subject areas received advanced training in pedagogical content knowledge during Fiscal Year 1. Teacher Educators learned how to interpret and



represent content knowledge into pedagogically appropriate instructional approaches; incorporate students' prior knowledge more effectively into learning activities and assessments; and anticipate and diagnose misconceptions students' face in learning content and how to plan pedagogically appropriate strategies for addressing them; and, select authentic, active learning assessments that enable students to transfer their language skills to real-world contexts.

- 3.2. Two workshops each were delivered to English, Math, Science and Technology; however, only the first one was delivered for Arabic, a consequence of a delay due to difficulties in finding qualified PCK trainer. TED will deliver the second Arabic PCK early in Fiscal Year 2014.
4. Hosting a professional networking conference (in coordination with LTD's Capacity-Building Department).
  - 4.1. Professional networking is a fundamental principal of LTD's approach to professional development, where leadership and teachers and TEEP teacher educators can meet in communities of practice through workshops and learning circles to acquire a shared understanding through collaborative learning and participation.
  - 4.2. TED will work coordinate with its chief MoEHE partners to convene a national conference in late winter 2013 to include the participation of District and School Leadership Teams as well as faculty and NIET teacher educators.

Expected Timeline for TED activities in the West Bank.

West Bank																
TEACHER EDUCATION	2013						2014									
	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O
Teacher Education Curriculum:																
• Complete modules 6-12																
• Evaluate and revise modules 1-6																
• Evaluate and revise modules 7-12																
PCK Arabic Workshop 2																
TEEP Learning Circles: Cohort 1 (AR+Portfolios)																
TEEP Learning Circles: Cohort 2, as needed																
Performance Framework for NIET Trainers:																
• Development of Standards & Competencies																
• Protocol for Assessment of Trainer Performance																
Performance Framework for NIET Master Trainers:																
• Selection of Master Trainer candidates																
• ToT for Master Trainers																
• Master Trainer Graduation																
Capstone Colloquium (TEEP 1)																
Strategic Plan for NIET, from pre-planning to approval by NIET																

**GAZA PROGRAMMING**

AMIDEAST's Gaza programming was launched in June 2013 and is expected to continue through September 2015. During FY2014, LTD-Gaza will work with the Faculty of Education of Al Azhar University on achieving three interconnected activities with the participation of the University of



Massachusetts, Amherst (UMass) and the School for International Training (World Learning/SIT). These activities align with LTD's West Bank model of a sustainable, results-based approach for the improvement of pedagogical practice and organizational performance.

- Strategic Planning
- Teacher Educator Enhancement Program (TEEP)
- Professional Certificate in English Language Teaching (PCELT).

## 1. Strategic Planning

- 1.1. Al-Azhar University and AMIDEAST will work together to enhance the capacity of the University's existing mechanisms and procedures for strategic planning. With technical assistance from AMIDEAST and UMass over a two-year period, Al-Azhar University will develop a 5-10 year strategic plan that defines and aligns the vision and mission of the Faculty of Education with its priorities for improving the quality of its pre-service courses. A steering committee headed by the Dean of the Faculty with the participation of the chairs of the four departments of the Faculty will, with AMIDEAST and UMass support, lead the planning process.
- 1.2. By the end of the 2013-2014 academic year, the committee is expected to have completed a comprehensive self-assessment leading to the approval of a new strategic plan by the University. During the following academic year, 2014-2015, Al Azhar will begin implementing and monitoring the Plan.

## 2. Teacher Educator Enhancement Program (TEEP)

- 2.1. Designed as a one-year inquiry-based model of professional development, TEEP seeks to help Al-Azhar instructors become reflective practitioners and build stronger communities of practice. AMIDEAST and UMass will assist the Faculty of Education to improve the capacity of its teaching faculty to use learner-centered approaches and strategies and model these in ways that prepare their pre-service students to transfer learner-centered methods to their own teaching. TEEP will engage approximately 25-30 faculty members from the Faculty of Education and subject area specialists from the Faculties of Math, Science, and Arts.
- 2.2. By the end of the 2013-2014 academic year, TEEP participants are expected to have completed 160 hours of professional development programming through participation in a combination of seminars and learning circles, and PCK workshops led by UMass experts to help faculty teaching math, science and humanities courses to improve their instructional approaches and strategies. TEEP participants will also complete action research, build portfolios of professional practice, and contribute a paper or workshop presentation at a capstone conference at the end of program.

## 3. Professional Certificate of English Language Teaching (PCELT)

- 3.1. The Professional Certificate in English Language Teaching (PCELT) is an internationally accredited 120-hour professional certification course and is designed to introduce innovative methods and international best practices into Al-Azhar's pre-service courses for teachers of English in the Faculty of Education. PCELT is being offered primarily to 4th year undergraduates enrolled in Al Azhar's English Teacher program but also to Al-Azhar instructors of English interested in earning the PCELT certificate or becoming certified



PCELT trainers. Trainers from World Learning/SIT will deliver the first PCELT training which includes a concurrent training-of-trainers module for faculty.

- 3.2. LTD's Gaza office is now working with Al-Azhar to announce the PCELT and begin the application and selection process for student participants and trainers-to-be-trained (TBT). The first of a series of intensive 5-week PCELT courses is expected to be offered in January 2014, followed by courses being offered during spring 2014 and summer 2014.

Expected Timeline for LTD activities in the West Bank.

Gaza																	
Strategic Plan	2013						2014										
	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	
Pre-planning																	
Developing the Planning Process (includes Weekly and monthly F2F and DVC meetings)																	
Producing the Strategic Planning Document																	
Publicizing the Plan																	
Getting the Plan Approved																	
Implementation and Monitoring of Plan																	
<b>TEEP</b>																	
TEEP Orientation (Group 1)																	
Seminar 1																	
Seminar 2																	
Seminar 3																	
Seminar 4																	
PCK Workshop1																	
PCK Workshop2																	
Inquiry Cycle: Learning Circles, Action Research, Portfolios																	
Colloquium																	
Induction of Group 2																	
Capstone Conference																	
<b>PCELT</b>																	
Application and selection process for participants and TBTs																	
Intensive (4-week) PCELT Course																	
Semi-intensive PCELT Course (6 weeks)																	
Intensive PCELT Course (4.5 weeks)																	
Semi-intensive PCELT Course (6 weeks)																	



## Monitoring and Evaluation

Per USAID requirements and as specified in LTD Cooperative Agreement, all planned LTD Monitoring and Evaluation activities and timeline are discussed and reported in LTD's Performance Management Plan (PMP). AMIDEAST submitted LTD's first Performance Management Plan to USAID in September 2012, which was then reviewed, re-drafted and changed based on USAID's feedback and comments. In October 2013, AMIDEAST submitted LTD's second year PMP, which awaits USAID's final approval.

During the second fiscal year, AMIDEAST will continue its monitoring and evaluation efforts as below.

### **First: Monitoring**

On the monitoring front, AMIDEAST will collect data for all of the intermediate results (IRs) as shown in the table **xxx** below.

**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.

During the period between late October and early November, AMIDEAST will conduct baseline survey of all four districts' (cohort I) District Leadership Teams (DLT's) and School Improvement Teams (SITs). During March and April next year, baseline surveys for cohort II DLTs and SITs will be conducted. In April and May 2014, the post intervention survey for cohort I DLTs and SITs will be conducted.

**Intermediate Result II:** Capacity of school principals to work with teachers and supervisors to improve classroom instruction enhanced.

Between October and November 2013, AMIDEAST will collect its annual school and teacher profiles for cohort I schools, and in September and October 2014 it will collect the same profiles for cohort II schools. During the period between February and March 2014, AMIDEAST will conduct the post round of surveys and focus groups for a sample of cohort I principals and teachers and baseline survey and focus group for cohort II teachers and principal. In April and May, AMIDEAST will also collect the technology survey from teachers and principals as specified in the PMP.

**Intermediate Result III:** National cadre of teacher and principal educators (trainers) that meet Ministry of Education and Higher Education standards enhanced.

During the period between late October and early November 2013, AMIDEAST will conduct the first round of teacher and principal educator classroom observations for cohort I. In April 2014, the second and final round of these classroom observations will be conducted. On a similar timeline as to the classroom observations, AMIDEAST and NIET will collect PD evaluations from trained teachers and principals.

**Intermediate Result IV:** Pre-service teacher education in Al-Azhar University in Gaza improved.



During October/November 2013, AMIDEAST will collect baseline survey with AL-Azhar Faculty of Education's admin, faculty, and students. On the same time, AMIDEAST will also collect Azhar's Faculty of Education end of semester evaluation form (as completed by students), which its post evaluations will be collected in December the same year for teachers trained with the LTD Program. To satisfy the PMP's indicator 4.2, AMIDEAST will also collect Al-Azhar's Faculty of Education Strategic Plan in June 2014.

## **Second: Evaluation**

On the evaluation front, AMIDEAST will continue to conduct the same tools it uses to monitor the progress of its schools and other beneficiaries on a sample of non-intervention schools and stakeholders where appropriate in order to understand the impact of its interventions.

AMIDEAST will also conduct the student achievement assessment pre-test study on a sample of LTD cohort I schools in addition to an equal sample of non-LTD control/comparison schools in October 2013. The post test for the same sample of cohort 1 schools will be conducted in May 2014. On September 2014, AMIDEAST will conduct the student achievement assessment pre-test study on a sample of LTD cohort II schools in addition to an equal sample of non-LTD control/comparison schools. AMIDEAST will continue working closely with the Assessment and Evaluation Department of the Ministry of Education and Higher Education to successfully achieve these goals.

AMIDEAST will also continue closely coordinate with the Ministry's Monitoring and Evaluation Task Force (METF) to monitor and evaluate IR1; LTD/NIET/SIP Joint Working Group to monitor and evaluate IR2 and IR3: and the Quality Assurance Unit at Al-Azhar University to monitor and evaluate IR4 related to LTD's intervention in Gaza.



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## Monitoring and Evaluation Timeline

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O N D J F M A M J J A S

Monitoring and Evaluation												
<b>IR1: Policies and structures within the Ministry, district offices, and schools improved</b>												
IR1: Collect SIT survey - Baseline (cohort 1)	x	x										
IR1: Collect DLT survey - Baseline (cohort 1)	x	x										
IR1: Collect SIT survey - Baseline (cohort 2)							x	x				
IR1: Collect DLT survey - Baseline (cohort 2)							x	x				
IR1: Collect SIT survey - Post (cohort 1)									x	x		
IR1: Collect DLT survey - Post (cohort 1)									x	x		
<b>IR2: Capacity of school principals enhanced</b>												
Collect school and teacher profiles	x										x	
IR2: Leadership Program's principal "effectiveness" survey - According to principals - Baseline (cohort 1) [Done]												
IR2: Leadership Program's principal "effectiveness" survey - According to teachers - Baseline (cohort 1) [Done]												
IR2: Leadership Program's focus groups - Baseline (cohort 1) [Done]												
IR2: Teachers technology survey - (cohort 1)									x	x		
IR2: Principals technology survey - (cohort 1)									x	x		
IR2: Leadership Program's principal "effectiveness" survey - According to principals - Post (cohort 1)							x	x				
IR2: Leadership Program's principal "effectiveness" survey - According to teachers - Post (cohort 1)							x	x				
IR2: Leadership Program's focus groups - Post (cohort 1)							x	x				
IR2: Leadership Program's principal "effectiveness" survey - According to principals - Baseline (cohort 2)							x	x				
IR2: Leadership Program's principal "effectiveness" survey - According to teachers - Baseline (cohort 2)							x	x				
IR2: Leadership Program's focus groups - Baseline (cohort 2)									x	x		
<b>IR3: National cadre of trainers that meet Ministry standards enhanced</b>												
IR3: Conduct teacher educator (trainers) classroom observations - Cohort 1 (Middle; no baseline)	x	x										
IR3: Conduct principal educator (trainers) classroom observations - Cohort 1 (Middle; no baseline)	x	x										
IR3: Conduct teacher educator (trainers) classroom observations - Post									x	x		
IR3: Conduct principal educator (trainers) classroom observations - Post									x	x		
IR3: Conduct teacher educator (trainers) classroom observations - Cohort 2 (Middle; no baseline)											x	x
IR3: Conduct principal educator (trainers) classroom observations - Cohort 2 (Middle; no baseline)											x	x
IR3: Collect teacher educator (trainers) PD evaluation (Teachers) - Baseline [Done]	x	x										
IR3: Collect teacher educator (trainers) PD evaluation (Teachers) - Post									x	x		
IR3: Collect principal educator (trainers) PD evaluation (Principal) - Baseline [Done]	x	x										
IR3: Collect principal educator (trainers) PD evaluation (Principal) - Post									x	x		
<b>IR4: Pre-service teacher education at Al-Azhar University in Gaza improved</b>												
IR4: Collect satisfaction surveys from Al-Azhar's Faculty of Education (admin, faculty, students) - Baseline	x	x										
IR4: Collect Al-Azhar's Faculty of Education Strategic Plan											x	
IR4: Collect Al-Azhar's Faculty of Education end of semester evaluation form (as completed by students) - Pre	x	x										
IR4: Collect Al-Azhar's Faculty of Education end of semester evaluation form (as completed by students) - Post			x	x								
<b>Other M&amp;E activities</b>												
<b>Student Achievement Assessment</b>												
Pre test - Baseline (cohort 1 and comparison group)	x											
Post test (cohort 1 and comparison group)										x		
Pre test - Baseline (cohort 2 and comparison group)												x



**Procurement Timeline**

Activity	Oct -13	Nov -13	Dec -13	Jan -14	Feb -14	Mar -14	Apr -14	May -14	Jun -14	Jul -14	Aug -14	Sep -14
Procure the required Hardware & Software for AED		X	X									
Finalize, procure and deliver 176 LCD Projectors for schools in Cohort 1		X	X	X	X							
Procure 500 Laptops for school teachers in Cohort 1		X	X	X	X							
Asses the needs and equip 3 training centers - Cohort 2				X	X	X	X					
Asses the needs and equip 16 FTF training rooms - Cohort 1 & 2				X	X	X						
Finalize and contract vendors for the installation of WAN in Cohort 1 Schools			X	X	X	X	X					
Review the needs and procure for 88 Principals' Projects (\$1K each) – Cohort 1			X	X	X	X	X					
Review the needs lists and procure for 88 School Improvement Plans (\$5K each) – Cohort 1			X	X	X	X	X					
Procure 100 Laptops for school principals in Cohort 2				X	X	X	X	X				
Procure 200 LCD Projectors for schools in Cohort 2				X	X	X	X	X				
Procure 500 Laptops for school teachers in Cohort 2				X	X	X	X	X				
Procure Wireless Network for schools in Cohort 2							X	X	X	X	X	