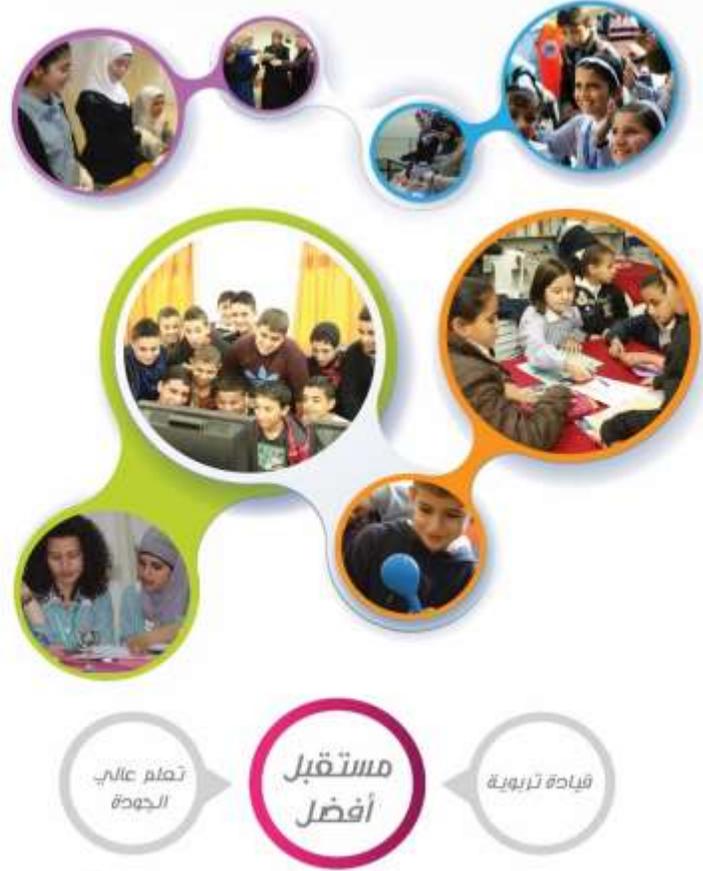


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Summary Report

School Improvement Team (SIT) Survey: Planning Phase of SIP Process, Cohort III Schools

Leadership and Teacher Development (LTD) Program

M&E Department

February 21, 2015

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Introduction

The LTD Leadership Diploma Program is making a major contribution to the transformation of the principalship in Palestine, from one characterized as a command-and-control style of leadership to one that values and practices shared leadership. The school improvement team (SIT), a central element of the Leadership Diploma Program, is a key structure in this transformation. The main function of the SIT is to engage the principal, as chairperson of the SIT, and a team of teachers and parents in a collaborative process of school self-assessment, strategic planning, and monitoring of ongoing improvement. Each SIT produces a school improvement plan (SIP).

To study the role of the SIT as a mechanism of shared leadership, the monitoring and evaluation unit of the Leadership and Teacher Development Program (LTD), with the cooperation of the National Institute for Educational Training (NIET), conducted a survey among members of school improvement teams of Cohort III schools. In all, some 431 surveys from 69 of 72 schools were returned, as shown in Table 1.¹ The number of completed surveys from parents was 30, which represents less than 50% of number of schools. In practice, every SIT should have at least one parent (who is not also a teacher). Although various reasons might explain the small number of surveys from parents, it deserves attention since parental and community involvement in the SIP process is a fundamental aspect of the both the Leadership Diploma Program and the MoEHE's Standards for Effective Schools.

Table 1. Number of completed SIT surveys by district and position

District	Principal	Teacher	Parent	Other	TOTAL
Nablus	17	62	14	6	99
South Nablus	13	66	6	5	90
Tubas	11	53	3	9	76
Tulkarem	15	63	6	1	85
North Hebron	13	66	1	1	81
TOTAL	69	310	30	22	431

Table 2. Gender of participants who submitted completed surveys

Gender				
Female	243			
Male	188			

The survey instrument (Annex A) examined three major variables of the quality of task performance during the development phase of the SIP process: (1) development of the school improvement plan, (2) teamwork and collaboration, and (3) principal's leadership.²

¹ Of the 431 surveys returned, 5 had no data for "position" and these were added to the category "Other."

² Each of these three variables is comprised of a subset of items whose means, when averaged, creates a composite variable. Each of the three composite variables has a high degree of inter-item reliability (Cronbach's Alpha): .841 for task performance; .866 for Teamwork; and, .911 for Principal's Leadership.

The survey included five open-ended questions: (1) What were the most important achievements of the school improvement team? (2) What were lessons learned from the planning process? (3) What were the biggest challenges during the planning process? (4) How did the support of the school increase the effectiveness of the SIT? And, (5) what can the school do next year to improve the SIT’s effectiveness?

A follow-up survey and focus groups are to be conducted in spring 2016 at the end of Cohort III training. These will focus on accomplishments of the SIT during the implementation and monitoring phase of the SIP.

Results

Quality of Task Performance

This section of the survey is comprised of five items that measure the quality of the tasks performed by the members of the SIT as a group. The chief tasks in this phase of SIP planning include: writing the school mission and vision; conducting a school self-assessment study to identify needs; and, drafting of a school improvement plan based on results of the self-assessment. This section of the survey used a five-point Likert quality scale (1= low quality to 5 = high quality).

The grand mean of the five items, which comprise the composite variable “task performance”, was 4.10 for all groups. Table 3 ranks the means from largest to smallest. The means for principals and teachers are nearly identical, while the smallest of the means is that of parents, at 3.92. Three items fall below the mean (shaded grey), of which the smallest is item A1: *Collecting data for the school self-assessment* (3.98).

Table 3. Results for quality of task performance in developing the SIP, ranked from largest to smallest

Question	All		Principal		Teacher		Parent		Other ³		All (Principal excluded)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
QA2. Develop the mission and vision of the school.	4.22	0.61	4.23	0.57	4.26	0.61	3.86	0.74	4.18	0.53	4.22	0.62
QA3. Set clear goals for school improvement.	4.18	0.54	4.19	0.55	4.20	0.55	4.17	0.54	4.00	0.50	4.18	0.54
QA4. Develop a strategic plan for school improvement.	4.06	0.59	4.03	0.58	4.09	0.60	3.93	0.53	3.94	0.66	4.07	0.59
QA5. Prepare a work plan for implementing the school improvement plan.	4.03	0.59	4.04	0.60	4.04	0.60	3.97	0.50	4.00	0.52	4.03	0.59
QA1. Collect data for the school self-assessment study.	3.98	0.58	4.20	0.58	3.96	0.55	3.69	0.71	4.00	0.61	3.94	0.57
Grand Mean	4.10	0.58	4.14	0.58	4.11	0.58	3.92	0.60	4.02	0.56	4.09	0.58

³ Out of the 426 completed surveys, a mere 4% of the total are from individuals who identified as “Other,” which, for the purpose of analysis, is insignificant.

Teamwork

This section of the survey is comprised of seven items that measure the quality of teamwork and collaboration among the SIT members. Based on a 5-point agreement scale (1= strongly disagree to 5 = strongly agree), the grand mean on the composite variable “teamwork and collaboration” for all groups is 4.22. Table 4 ranks the means from largest to smallest. Of the seven items, three fall below the mean (shaded grey), of which the smallest is question B7, *Team members efficiently completed their tasks associated with planning.* (4.06).

Table 4. Results for quality of teamwork and collaboration among the SIT members, ranked from largest to smallest

Question	All		Principal		Teacher		Parent		Other ⁴		All (Principal excluded)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
QB4. There was a spirit of mutual cooperation and trust among the team members.	4.37	0.53	4.38	0.57	4.40	0.52	4.21	0.57	4.18	0.53	4.37	0.53
QB1. Team members were commitment to participating in meetings.	4.36	0.59	4.39	0.55	4.41	0.58	4.07	0.58	4.06	0.66	4.36	0.59
QB5. Team members had positive attitudes towards their work in the school and with local organizations.	4.31	0.59	4.28	0.54	4.33	0.59	4.17	0.70	4.31	0.48	4.31	0.60
QB2. Team members showed commitment in completing tasks entrusted to them during meetings.	4.26	0.57	4.26	0.53	4.29	0.56	4.17	0.70	4.06	0.56	4.26	0.58
QB6. Team members were receptive to different viewpoints.	4.24	0.56	4.20	0.53	4.27	0.56	4.07	0.64	4.18	0.53	4.25	0.57
QB3. There was an agreed upon common approach to the work of the team.	4.19	0.56	4.22	0.48	4.20	0.58	4.17	0.46	3.81	0.54	4.18	0.57
QB7. Team members efficiently completed their tasks associated with planning.	4.06	0.55	4.04	0.44	4.09	0.55	3.93	0.75	4.00	0.50	4.07	0.57
Grand Mean	4.22	0.55	4.23	0.50	4.24	0.55	4.08	0.59	4.07	0.50	4.22	0.55

Principal Leadership

This section of the survey is comprised of eight items that measure the quality of the principal’s leadership in facilitating the work of the SIT during the planning phase. Based on a 5-point agreement scale (1= strongly disagree to 5 = strongly agree), the grand mean of the composite variable “principal's leadership” for all groups is 4.24. Table 5 ranks the means from largest to smallest. Of the eight items, three fall below the mean (shaded grey), of which the two smallest include question question C8: *The principal helped the team to work through their differences of*

⁴ Out of the 426 completed surveys, a mere 4% of the total are from individuals who identified as “Other,” which, for the purpose of analysis, is insignificant.

opinion (4.07), and C1: *The leadership of the school improvement team achieved the team's intended goals for planning* (3.97).

Table 5. Results for quality of the principal’s leadership in facilitating the work of the SIT, ranked from largest to smallest

Question	All		Principal		Teacher		Parent		Other ⁵		All (Principal excluded)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
QC4. The principal encouraged team members to express their opinions.	4.42	0.56	4.52	0.50	4.43	0.56	4.30	0.60	4.18	0.53	4.40	0.57
QC2. The principal showed commitment in accordance with school rules and regulations.	4.38	0.53	4.40	0.49	4.40	0.52	4.23	0.63	4.29	0.69	4.38	0.54
QC3. The principal shared information about the planning process with the rest of the team.	4.31	0.56	4.36	0.48	4.32	0.58	4.20	0.61	4.29	0.59	4.30	0.58
QC5. The principal provided technical and administrative support to members of the team.	4.30	0.58	4.38	0.55	4.31	0.59	4.17	0.59	4.24	0.56	4.29	0.58
QC1. The principal supported the team members in completing their tasks in a timely manner.	4.26	0.53	4.32	0.47	4.26	0.53	4.17	0.65	4.24	0.56	4.25	0.54
QC6. The principal offered clear and specific feedback to team members.	4.22	0.60	4.37	0.52	4.22	0.60	4.03	0.73	3.94	0.43	4.20	0.61
QC7. The principal helped the team to work through their differences of opinion.	4.07	0.58	4.13	0.52	4.07	0.60	4.07	0.64	3.82	0.39	4.06	0.59
QC8. The leadership of the school improvement team achieved the team's intended goals for planning.	3.97	0.42	4.03	0.34	3.97	0.45	3.90	0.31	3.94	0.24	3.96	0.43
Grand Mean	4.24	0.55	4.31	0.48	4.25	0.55	4.13	0.59	4.12	0.50	4.23	0.56

Results of Open-Ended Questions

1. **What were the most important achievements of the school improvement team?** All groups—principals, teachers, parents, and others—commented that a key achievement was the level of collaboration they experienced in developing the mission and vision of the school. Other achievements frequently mentioned included: effective teamwork; respect for different opinions and viewpoints; the ability to identify and prioritize needs and solutions; and, communication with parents and local community.

⁵ Out of the 426 completed surveys, a mere 4% of the total are from individuals who identified as “Other,” which, for the purpose of analysis, is insignificant.

2. **What were key lessons learned from the planning process?** The groups repeatedly pointed to the importance of teamwork and discussion, necessary for success in identifying and prioritizing school needs and in strategizing appropriate solutions.
3. **What were the biggest challenges during the planning process?** A challenge mentioned repeatedly by the principals was how to prioritize a school's many needs. All groups pointed to the added pressure they felt during the process because of their already heavy workloads and lack of available time. The lack of available financial resources was also cited as a major concern.
4. **How did the support of the school increase the effectiveness of the SIT?** From the point of view of the principals, the level of support and participation of the school community as a whole in the school self-assessment study was admirable. All groups mentioned that the assignment of roles and responsibilities was effective. Teachers and parents credited the school for effectively coordinating the SIT meetings. Teachers, parents, and other members appreciated the emphasis placed on teamwork and the importance of giving everyone a voice in discussions.
5. **What can the school do next year to improve the SIT's effectiveness?** Both principals and teachers emphasised the need to lessen the pressure on both principals and teachers due to their typically heavy workloads and the lack of free time during the workday. They also stressed the need to increase the availability of a school's financial resources for school improvement. Teachers and parents want to see a wider representation on SITs of staff, students and members of the local community, and the addition of workshops to better inform and engage the local community.

Conclusion

The findings of the survey suggest that the LTD model of a school improvement team is serving as an effective mechanism for shared leadership among those stakeholders of a school community who participate on an SIT.

1. **Task performance** during school improvement planning is strong. In particular, members of SITs judged the quality of their efforts as very high in developing mission and vision statements, in completing the school self-assessment, and setting goals and targets.
2. **Teamwork and collaboration** was a definite strength in the SIP process and helps to explain the very positive evaluation of task performance. There appears to have been high levels of cooperation among the diverse team members who, despite differences in their positions or opinions, were able work constructively to accomplish the common goals of the SIT.
3. **Principal leadership** played a significant role at fostering strong commitment among team members to cooperate in completing tasks. The principal was credited for encouraging dialogue and sharing of multiple perspectives, and for providing information and clarity about the members' responsibilities in working collaboratively throughout the process of developing the SIP.

Areas for Improvement

The findings of the survey point to some aspects of task performance and teamwork that may warrant further investigation (e.g., through focus groups) to help improve the overall performance of SITs.

1. The findings suggest that both the representation and involvement of parents could be enhanced, particularly in regards to the development of the mission and vision and the collection and analysis of data from the school assessment.
2. Data suggest that even though parents had a say in discussions, it is unclear whether their voice was given the same weight as others on the team. This inference has some validity if, as the data suggest, parents as a group were underrepresented on SITs. This matter requires further study.
3. While principals appear to have done an admirable job of facilitating the open exchange of viewpoints during meetings, data suggest that principals might benefit from building their communication skills in managing conflict during discussion. Such skills include how to reduce the risk of conflict from happening in the first place and, when it does, how to manage it effectively for a positive outcome.
4. Findings suggest that the timely completion of tasks was a challenge. This is supported by responses in the open-ended questions, where all groups commented repeatedly on difficulties SIT members faced due to heavy workloads and lack of spare time during the normal workday. If principals are unable to address these issues administratively on their own, the matter ought to be brought to the attention of the District Directorate for its support.

ANNEX A: Baseline Survey



المعهد الوطني للتدريب التربوي برنامج تطوير القيادة و المعلمين

المقدمة والتعليمات:

من اجل تعزيز التطوير القائم على المدرسة باعتبارها قادة التغيير المبني على التقييم الذاتي وعلى معايير المدرسة الفاعلة، قامت المدارس باتشاء فريق التطوير المدرسي (مكون من مدير المدرسة و معلمين و اولياء امور) في مدارس الفوج الثاني وعددها 144 مدرسة حكومية بهدف اجراء التقييم الذاتي للمدرسة و اعداد الخطة المدرسية و المشاركة في تنفيذها .

إن الغرض من هذا الاستبيان هو معرفة وجهة نظرك باداء فريق التطوير المدرسي من خلال مرحلة تصميم الخطة، حيث سيكون لآرانك مساهمة مهمة في تحسين اداء الفريق و بالتالي المساهمة في تطوير المدرسة .

ملاحظة : سيتم الاحتفاظ بردودكم وبكل ما تقدموه من معلومات بسرية تامة ولأغراض البرنامج فقط.

نموذج تقييم فريق التطوير المدرسي

اسم المديرية : _____

اسم المدرسة : _____

رقم الهاتف : _____ الرقم الوطني للمدرسة: _____

الجنس: انثى ذكر

هل أنت/ي: مديرة/مدرسة معلم/ة ولي أمر طالب/ة غير ذلك (الرجاء التوضيح) _____

إذا كنت معلماً أو مديراً فما عدد سنوات العمل في المدرسة الحالية؟ _____ سنة

القسم الاول: تقييم مهام ودور الفريق في اعداد خطة تطوير المدرسة:

الرجاء تحديد مستوى أداء الفريق في المجالات التالية:

الرقم	المجال	منخفض جدا	منخفض	متوسط	عال	عال جدا
1.1	جمع البيانات الخاصة بالتقييم الذاتي للمدرسة					
1.2	اعداد رؤية ورسالة المدرسة					
1.3	وضع اهداف واضحة لتطوير المدرسة					
1.4	اعداد خطة استراتيجية لتطوير المدرسة					
1.5	اعداد خطة اجرائية لتطوير المدرسة					

القسم الثاني: التقييم الداخلي لممارسات اعضاء الفريق:

الرجاء تحديد إلى أي درجة تتفق مع ما يلي :

الرقم	الممارسات	لا اوافق بشدة	لا اوافق	محايد	اوافق	اوافق بشدة
2.1	التزام اعضاء الفريق بالمشاركة في الاجتماعات					
2.2	التزام اعضاء الفريق بتنفيذ المهام الموكلة اليهم خلال الاجتماعات					
2.3	وجود رؤية و منهجية مشتركة بين اعضاء الفريق					
2.4	وجود مناخ تعاوني و ثقة متبادلة بين اعضاء الفريق					
2.5	وجود اتجاهات ايجابية لاعضاء الفريق نحو العمل في المدرسة ومع المؤسسات					
2.6	تقبل اعضاء الفريق للملاحظات و الاراء الخارجية					
2.7	انجاز اعضاء الفريق المهام المرتبطة بالتخطيط و متطلباتها بكفاءة					

القسم الثالث: تقييم اداء مدير الفريق :

الرجاء تحديد إلى أي درجة تتفق مع ما يلي :

الرقم	الممارسات	لا اوافق بشدة	لا اوافق	محايد	اوافق	اوافق بشدة
3.1	ساعد مدير الفريق بقية الاعضاء في انجاز المهام في مواعيدها					
3.2	التزم مدير الفريق بما يتفق مع لوائح و موثيق العمل في المدرسة					
3.3	شارك مدير الفريق المعلومات المرتبطة بعملية التخطيط مع بقية الفريق					
3.4	شجع مدير الفريق بقية أعضاء الفريق على ابداء ارائهم					
3.5	قدم مدير الفريق الدعم (الفني والاداري) لاعضاء الفريق					
3.6	قدم مدير الفريق تغذية راجعة واضحة ومحددة لاعضاء الفريق					
3.7	ساعد مدير الفريق بقية الاعضاء في التغلب على مصادر الصراع					
3.8	حققت قيادة فريق التطوير المدرسي الاهداف المرجوة من التخطيط					

4. من وجهة نظرك ما أهم ثلاث انجازات لفريق التطوير المدرسي خلال مرحلة تصميم الخطة

- .1
- .2
- .3

5. ما هي الدروس المستفادة / النجاحات اثناء عملية التخطيط

- .1
- .2
- .3

6. من وجهة نظرك ما أهم التحديات التي واجهت فريق التطوير المدرسي خلال مرحلة تصميم الخطة

- .1
- .2
- .3

7. ما الأمور التي قامت بها المدرسة لزيادة فعالية الفريق أثناء عملية التخطيط:

- .1
- .2
- .3

8. ما الأمور التي يمكن للمدرسة القيام بها لزيادة فعالية الفريق ولكنها ستقوم بها في العام القادم لأنها لم تقم بها هذه السنة:

- .1
- .2
- .3

9. بشكل عام هل تنصح المدارس الأخرى في تكوين فريق ليقوم بالتخطيط: نعم لا ، الرجاء الايضاح ؟

نشكر لكم تعاونكم