

Strengthening Early Childhood Education in Jordan

Final Report



**Strengthening Early Childhood Education in Jordan
Associate Cooperative Agreement
EDH-A-00-08-00018-00**

*FINAL REPORT
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List of Acronyms

ACE	American Council on Education
ECE	Early childhood education
ERfKE	Education Reform for the Knowledge Economy
HED	Higher Education for Development
KG	Kindergarten
MoE	Ministry of Education
MoHE	Ministry of Higher Education
NAEYC	National Association for Educating Young Children
PU	Petra University
RFA	Request for Applications
UJ	University of Jordan
USAID	U.S. Agency for International Development
USAID/EEE/ED	USAID's Bureau for Economic Growth, Education and Environment, Office of Education
USU	Utah State University

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Executive Summary

The Early Childhood Education Strengthening Program in Jordan is supported through an Associate Cooperative Agreement between the American Council on Education (ACE) and USAID/Jordan that was effective in September 2009. The Associate Cooperative Agreement established a collaboration between the United States Agency for International Development Jordan Mission (USAID/Jordan), USAID's Bureau for Economic Growth, Education and Environment, Office of Education (USAID/EEE/ED), and the American Council on Education to design and implement at least one higher education partnership between higher education institutions in the United States and Jordan to be managed through ACE's Higher Education for Development (HED) office.

Under the Associate Cooperative Agreement, HED established a three-year partnership between the University of Jordan (UJ), Petra University (PU), and Utah State University (USU) to strengthen the childhood education undergraduate programs at both Jordanian institutions by improving the early childhood education system for training kindergarten teachers and increasing the collaboration between the universities and the Ministry of Education.

This three-year partnership strengthened the existing early childhood education undergraduate programs at the Jordanian institutions by revising the programs' curricula to reflect best practices in early childhood education, enhancing the theoretical and assessment materials in undergraduate classes, and increasing the links between theory and classroom practice.

By providing ongoing training and workshops, translating important materials for undergraduate students, establishing early childhood education resource rooms at both universities, and implementing revised practices for student teachers, this collaboration also delivered on the following goals:

1. Increasing the number of graduates with basic knowledge of early childhood development theory, appropriate pedagogy, and relevant skills to deliver high quality early childhood education
2. Delivering well-designed practicum experiences for student teachers, ultimately reducing the burden on the Ministry of Education to provide teachers with intensive in-service training courses
3. Providing guidance to improve the skills of current kindergarten teachers who mentor and instruct university students throughout the student teaching process

The result was enhanced undergraduate early childhood education curricula at both universities, with specific improvements to the student-teaching aspect of education for young Jordanian teachers-in-training.

Background

Context of Early Childhood Education in Jordan

Education in Jordan consists of two years of pre-school education (KG1 and KG2), ten years of compulsory basic education, and two years of secondary or vocational education that culminate with a secondary education examination. Until 1999, early childhood education was provided by the private sector, and the Government of Jordan only recently focused on including kindergarten classrooms in public schools serving five- and six-year olds. As a result, the quality of childhood education in the public sector was lagging due to limited resources for professional development related to early childhood education.

In 2003, the Government of Jordan launched the Education Reform for the Knowledge Economy (ERfKE) program, a five-year, \$450 million program to improve the access, quality, and relevance of education for children and youth. One integral component of the ERfKE initiative was the Early Childhood Education Component, which enhanced the learning readiness of children through early childhood education by focusing on access and quality. USAID/Jordan helped advance this component by refurbishing kindergarten classrooms, developing and delivering in-service teacher training programs, and piloting a parent involvement initiative. USAID's implementing partner also helped develop a quality assurance system specifically for early childhood education, which included modification of the curriculum, updating the licensing standards, and developing learning readiness assessment tools.

To build on the success of the reforms under the ERfKE initiative, it was necessary to continue to prepare Jordan's future teachers with the skills and competencies to enter the profession. At the time, most of the undergraduate teacher training degree programs offered at higher education institutions in Jordan did not provide early childhood education teachers with practical classroom experience.

Program Goal, Objectives and Activities

The Early Childhood Education Strengthening Program was created to assist and complement other ongoing efforts to improve early childhood education in Jordan, such as the ERfKE initiative. This program was supported through an Associate Cooperative Agreement between the American Council on Education (ACE) Office of Higher Education for Development (HED) with USAID/Jordan that was effective September 2008 and ended March 2011. The Early Childhood Education Strengthening Program's goal was to design and implement at least one higher education partnership between higher education institutions in the United States and Jordan to be managed through HED. The performance objectives for the partnership to be established as part of the Early Childhood Education Strengthening Program included:

1. Strengthen the existing early childhood education undergraduate programs at two Jordanian universities: University of Jordan and another private Jordanian institution.

2. Increase the number of graduates with the essential knowledge of early childhood development theory, appropriate pedagogy and relevant skills to deliver high quality early childhood education.
3. Deliver well-designed practicum experiences for students and teachers ultimately reducing the burden on the Ministry of Education to provide teachers with intensive in-service training courses; and,
4. Provide guidance to improve the skills of current kindergarten teachers who mentor and instruct university students throughout the student teaching process.

In collaboration with USAID/Jordan and USAID's Bureau for Economic Growth, Education and Environment, Office of Education (USAID/EEE/ED), HED organized an open competition for the selection of U.S. partner(s) to receive an award to establish a higher education partnership with Petra University and the University of Jordan focused on strengthening early childhood education and issued a Request for Applications (RFA) in February 2008 with a May 2008 deadline. HED issued the RFA to the U.S. higher education community through higher education associations and relevant academic and professional contacts, received and processed applications, selected and convened a peer review committee to review the applications, and developed and provided guidelines to the reviewers.

Following a comprehensive review of the proposals by an expert peer review panel, which included a representative from USAID/Jordan, and Mission concurrence with the panel's recommendation, HED made an award in the amount of \$450,000 through a three-year sub-cooperative agreement with Utah State University. The partnership is titled, "Strengthening Early Childhood Education in Jordan".

Partnership Overview

Early in partnership implementation, the University of Jordan, Petra University, and Utah State University partners, in consultation with USAID/Jordan, determined that Early Childhood Education students are introduced to early childhood theory, but they do not necessarily have the opportunity to see this theory in practice. As a result, the partners decided to focus partnership activity on increasing the links between theory and practice so that students could better understand how theory is applied in the classroom. The partnership goal was to further improve teaching practices through ongoing training and workshops, translation of important materials for undergraduate students, the implementation of revised practices for student teachers, and ongoing collaboration with the Ministry of Education. The final objectives agreed upon by the team members were:

1. Improve the existing curricula and teaching methods at the University of Jordan and Petra University to reflect better training practices for preparing kindergarten teachers.
2. Increase the appropriateness and effectiveness of student teaching in the practicum year.
3. Increase the collaboration between the Ministry of Education, the University of Jordan, and Petra University.

Partnership at a Glance

Partner Institutions:

Utah State University;
University of Jordan; Petra University

Region:

Middle East & North Africa

Dates:

Oct 2008–Oct 2011

Funding Level:

\$450,000

Cost Share:

\$180,973.22

Assessment of Progress Made Toward Accomplishing the Objectives and Expected Results

The Strengthening Early Childhood Education Partnership was able to accomplish its main objectives and complete activities on time under the HED program, including the submission of final narrative and financial reports. A number of notable partnership activities/outcomes were accomplished in support of the partnership's three main objectives.

Objective 1: To improve the existing curricula and teaching methods at the University of Jordan and Petra University to reflect better training practices for preparing kindergarten teachers.

- Early childhood education faculty from the University of Jordan and Petra University participated in the learning community workshop at Teton Science School in June 2009 in Wyoming, which increased their knowledge about inquiry based instruction and using hands-on learning in the classroom environment. While in the United States, these faculty members also participated in the National Association for Educating Young Children (NAEYC)



Jordanian professors practicing hands-on learning by planting willows in the stream bottoms during their June 2009 visit to the Teton Science School in Wyoming.

Professional Development's Conference on Play, where they increased their knowledge about the use of play in the classroom and gained a better understanding of dynamic teaching practices.

- The Jordanian childhood education faculty members participated in a professional development workshop in June 2010 in Utah. As a result of their training, the faculty members increased their knowledge of assessment of young children, motivating young children to read, the Emilia Reggio approach, and the Montessori approach.
- Utah State University purchased a large number of books and other resource materials on early childhood education for both Jordanian universities, providing faculty members at both institutions with additional resource materials for preparing lectures and for demonstration in the undergraduate classroom environment.
- To augment undergraduate teaching, Petra University furnished a student materials resource room and a kindergarten classroom and the University of Jordan furnished a student materials resource room.

- With support from Utah State University, revisions to the early childhood curriculum were completed by Petra University and submitted to the university level committee for approval. The revisions will provide Petra University with a curriculum with a new focus that makes student practice the core of the curriculum and ensures that theory and practice are linked. The University of Jordan drafted similar revisions that were not submitted to a university level committee for approval, though the early childhood education faculty began implementing some of the proposed changes within their individual courses.
- As a result of training received by the partnership, the Jordanian early childhood education faculty members began using more interactive teaching techniques in the undergraduate classroom. Faculty members at both institutions self-reported that they had increased student participation in the undergraduate classroom and had increased student knowledge and skills through practice.
- A faculty member from Petra University attended the Intensive English Language Institute and worked in the Child Development Laboratory at Utah State University in the summer of 2011. This faculty member improved her English, learned new teaching methods, and shared the new teaching methods she learned with her colleagues at Petra University and the University of Jordan.
- Petra University and University of Jordan faculty members began to conduct course evaluations to better understand their teaching processes. As part of improving understanding of their teaching methods, the early childhood education faculty members gathered samples of the amount of time they spend lecturing versus other active teaching techniques such as group discussion and small group activities.
- Faculty members from the University of Jordan and Petra University travelled to Chicago, Illinois, in September 2011, to participate in a workshop on practicum ideas to increase student teacher success, early social development of young children, and how to facilitate cognitive learning through the social realm, assessment of children in the kindergarten classroom.
- Petra University and the University of Jordan conducted a workshop for all Jordanian university early childhood education faculty members and those associated with early childhood education in other spheres, such as NGOs. This workshop, which was held on October 9-10, 2011, highlighted much of the innovative practice that Petra University and the University of Jordan have experienced over the past 2.5 years.

The major anticipated outcome of the partnership was the development of an enhanced undergraduate early childhood education curriculum at each university, with specific improvements to the student teaching aspect of education for students. Petra University faculty changed their classroom focus from a lecture format to a student driven experiential program emphasizing practice and developed and forwarded curriculum revisions to the appropriate university level committee for approval. The university committee signaled that

early childhood education faculty had to wait until the 2012 academic year to present the revisions to the Ministry of Higher Education.

As of the partnership end date, October 15, 2011, the University of Jordan had not submitted the curriculum revision materials to its university committee for formal approval. Instead, the early childhood education faculty members began implementing changes within their individual courses, including providing students with increased experiential opportunities and observation in KG classrooms through classroom assignments.

In parallel with the early childhood education curricula at both universities, the partners created new courses and updated courses with revised syllabi during the partnership. Petra University successfully implemented three new courses: (1) Developmentally Appropriate Practice, (2) Assessment, and (3) Science and Math Concepts in Kindergarten. The University of Jordan implemented one new course, Child Protection. As noted above, both universities revised most of their early childhood education courses to reflect an increased emphasis on practice in kindergarten classrooms.

Through partnership activities, faculty members at both institutions were introduced to the latest standards and practices in early childhood education. Faculty members also were exposed to state of the art thinking and scientifically based research in teaching practices in many areas, including hands-on learning, brain development, student teaching preparation, literacy, social emotional development, assessment, etc.

Faculty members at both universities self-reported significant improvements in faculty teaching practices, specifically in the amount of time spent in class in discussions, small group activities, and applied activities. They noted a strong change in teaching philosophy and styles, observation indicated substantial use of discussion and applied small group activities, and student feedback reflected heavy use of active learning techniques. However, course syllabi did not always reflect this increased emphasis on practice, particularly at the University of Jordan, as practice in KG classrooms was often assigned as a homework activity.

The amount of materials available for faculty teaching and student hands-on learning substantially increased as a result of the partnership. At least 50 resource books to augment instruction were purchased, including books on developmentally appropriate practice; practical activities to incorporate in classrooms in math, science, language arts, and other core subjects; and books specific to course content. The partnership also purchased video cameras and a state of the art LCD projector and whiteboard for university faculty use in teaching students. Additionally, all early childhood education faculty members received 3-year comprehensive memberships to the National Association for the Education of Young Children (NAEYC), which included subscriptions to the journals *Teaching Young Children* and *Young Children* as well as numerous books including *Developmentally Appropriate Practice*. *Developmentally Appropriate Practice* was later translated into Arabic by Dr. Bilal Al-Jayyousi at Petra University, and copies were supplied to both universities for faculty and student use.

Objective 2: To increase the appropriateness and effectiveness of student teaching in the practicum year.

- A workshop for field supervisors was held in Amman, Jordan, in May 2010. A new field supervision form was drafted at the workshop.
- The University of Jordan and Petra University began assigning students to observe in kindergarten classrooms during the Fall Semester of 2010, and undergraduate students began benefitting from the opportunity to observe kindergarten classrooms before their 4th year.
- Petra University began placing student teachers in Ministry KGs in spring, 2010, and increased the number of students in Ministry KGs in fall, 2010. The University of Jordan began placing student teachers in Ministry KGS in spring, 2011.
- A workshop on assessment was conducted for students and kindergarten teachers in September 2010.
- Both universities purchased materials for model kindergarten classrooms and laboratories, and the kindergarten classroom opened at Petra University after extensive renovation by Petra University administration. The University of Jordan dedicated a room for this purpose and agreed to renovate it so it can be used by students. As of October 2011, the kindergarten classroom was awaiting the expected renovations at the University of Jordan.
- The University of Jordan, Petra University, and Utah State University initiated a joint research project to look at student teacher preparation to teach in the classroom. As a result of this joint research, the three partner institutions anticipated increasing their understanding of the effectiveness of early childhood education training at the university level.
- The NAEYC book, *Developmentally Appropriate Practice*, was published in Arabic and was made available for all universities and students to use. As a result, Jordanian students and faculty members now have access to a reference and guide on early childhood education practices that is heavily referenced in the United States.

It was clear in the partnership's planning process that a key focus for the partnership would be to increase the time students worked directly with kindergarteners in order to better link theory with practice. Although not formalized at the University of Jordan, faculty members greatly increased the number of hours that students visited and worked with kindergarten children in their classrooms. Observation and assistance times went from 0 hours at the beginning of the partnership to approximately 20-50 during the students' first three years at the university.

With respect to undergraduate students having sufficient knowledge about implementing and conducting student assessment, Petra University developed a course to specifically address

assessment. In addition, childhood education faculty from both universities participated in a seminar in Logan, Utah, in June 2010, and again in Chicago, Illinois, in September 2011, on assessment that increased their familiarity and comfort with assessment.

An assessment of the extent to which student teachers reached higher levels of effectiveness in linking theory and practice and engaging their kindergarteners, which was a goal of the May 2010 field supervision workshop, was not completed. At the University of Jordan, student teachers were evaluated by field supervisors; however, early childhood education faculty members did not receive feedback from the field supervisors about how the student teachers performed in the classroom. The situation at Petra University was different in that field supervisors were also faculty members. If student teachers did not perform as expected in the classroom, the field supervisor would spend more time with the student teacher to ensure success.

Objective 3: To increase the collaboration between the Ministry of Education, the University of Jordan, and Petra University.

- Two Ministry of Education staff members joined the University of Jordan and Petra University faculty members for the professional development workshop in Logan, Utah, in June 2009.
- The Ministry of Education staff invited the faculty members from University of Jordan and Petra University to attend the release and discussion of the Early Years Evaluation process in summer 2010. Faculty members from the University of Jordan and Petra University attended the event and became up to date with results of testing in Jordan.
- The Ministry of Education staff invited a faculty representative from the University of Jordan and from Petra University to serve on the Ministry of Education early childhood education steering committee and on the training committee for the National Curriculum. Through their membership on these committees, the faculty members benefited from the opportunity to help guide early childhood education in Jordan, including providing input into early childhood education teacher competencies.
- Partners engaged in discussions about student teacher placement in public kindergarten classrooms with the goal of increasing the number of student teachers in public kindergartens. As a result of these discussions, Petra University began placing student teachers in Ministry KGs in spring, 2010, and increased the number of students in Ministry KGs in fall, 2010. The University of Jordan began placing student teachers in Ministry KGS in spring, 2011.
- Early childhood education faculty members from both Jordanian universities were joined by two Ministry of Education representatives while they participated in a professional development workshop at Utah State University in June 2010. This participation by Ministry officials strengthened the collaboration between the Ministry of Education and both Jordanian universities.

- University of Jordan and Petra University faculty members worked with Ministry of Education staff and kindergarten teaching staff and administrators to develop a one-day workshop for field supervisors that was held in Amman, Jordan in May 2010.
- In September 2011, two staff members from the Ministry of Education participated with faculty members from the University of Jordan and Petra University in a workshop conducted in Chicago, Illinois, on practicum ideas to increase student teacher success, early social development of young children, how to facilitate cognitive learning through the social realm, and assessment of children in the kindergarten classroom.
- As noted under Objective 1, Petra University asked for formal revision to their curriculum, and the University of Jordan was considering submitting a similar formal revision to its university committee. A major goal of both revisions was to ensure that student teachers can teach in Ministry of Education schools.

The developing collaboration with the Ministry of Education and the two universities is one of the partnership's great success stories. At the beginning of the partnership, there was little collaboration between the two Jordanian universities and the Ministry of Education. Partners sought to increase the collaboration between the Ministry of Education, the University of Jordan, and Petra University by increasing the number of formal and informal meetings and other interactions between early childhood education staff at the Ministry of Education and faculty members at Petra University and the University of Jordan.

At the partnership's invitation, Ministry staff attended workshops in the United States with the University of Jordan and Petra University early childhood education faculty in June 2010, and the collaboration began flourishing. In fact, over time, Ministry officials began to ask the University of Jordan and Petra University early childhood education faculty members to evaluate policy documents and sit on committees as part of their collaboration. For instance, the Ministry of Education began including the University of Jordan and Petra University faculty in their discussions on the 1st grade readiness skills of young children and they asked for a member from each university to serve on their early childhood education steering committee. For their part, early childhood education faculty members from the universities began reciprocating by attending Ministry of Education events, agreeing to participate in the steering committee, and attempting to ensure that student teachers are placed in Ministry schools.

Although, historically, trainings offered by the Ministry of Education for teachers were not available to field supervisors at the universities, the two Jordanian universities and the Ministry agreed that university field supervisors could begin participating in these trainings. While the trainings offered by the Ministry of Education for teachers were subsequently made available for the university field supervisors, no field supervisors from either university attended the trainings. A joint conference for field supervisors attended by a team of representatives from the University of Jordan, Petra University, and Ministry of Education occurred in May 2010. At the conference, partners learned that the barrier for field supervisors to attend the Ministry trainings was the fact that the trainings were held in the evening or on weekends, which was outside of the workweek for field supervisors. A second meeting was held in October 2011 to

discuss ways that university faculty and field supervisors could collaborate more with the Ministry officials to ensure that expectations from all sides were more congruent.

Another change encouraged by the Ministry of Education was to have ten (10) University of Jordan and five Petra (5) University students observe and student teach in Ministry of Education schools each semester, something which was not part of prior practice. While the target numbers were not reached, eight (8) University of Jordan and six (6) Petra University students student taught at Ministry schools in the spring semester of 2011. As of the end of the partnership, the numbers were not yet formalized for fall 2011, but both universities felt the numbers would be similar, if not higher.

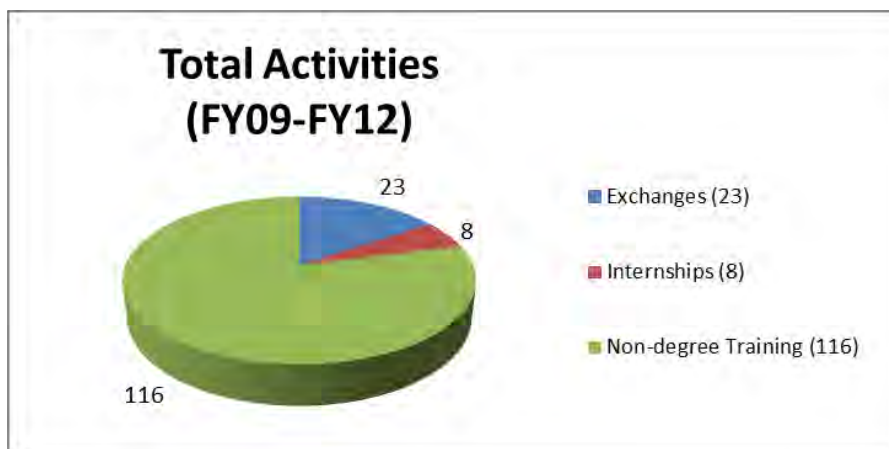
Progress toward Building Human and Institutional Capacity

All major partnership activities were designed and implemented with the intent of increasing human and institutional capacity at the host country universities and, subsequently, benefiting the local communities and beyond in some cases.

Human Capacity Development

The Strengthening Early Childhood Education Partnership provided evidence of human capacity building through non-degree training. The partnership's primary activities focused on increasing human capacity development through exchanges, internships, and non-degree training (see Chart 1).

Chart 1



These three types of activities benefitted 147 participants from FY2009 (the first reporting period for the partnership) to early FY2012, of which 25% were male and 75% were female. See Charts 2-5. Exchanges were distributed evenly over the life of the partnership, while the majority of internships and non-degree training occurred in the final year of implementation.

Chart 2

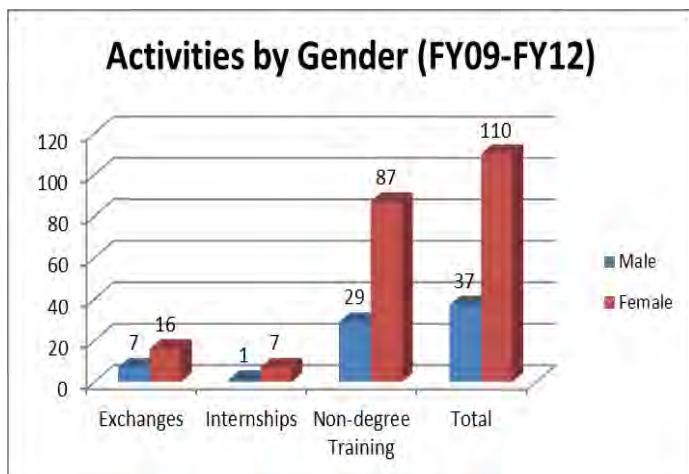


Chart 3

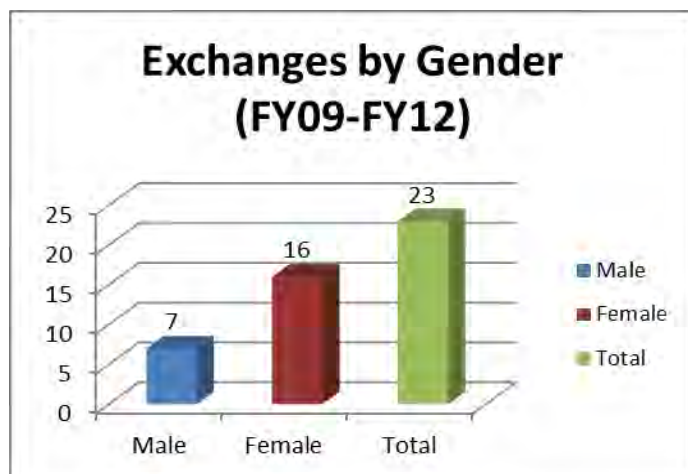


Chart 4

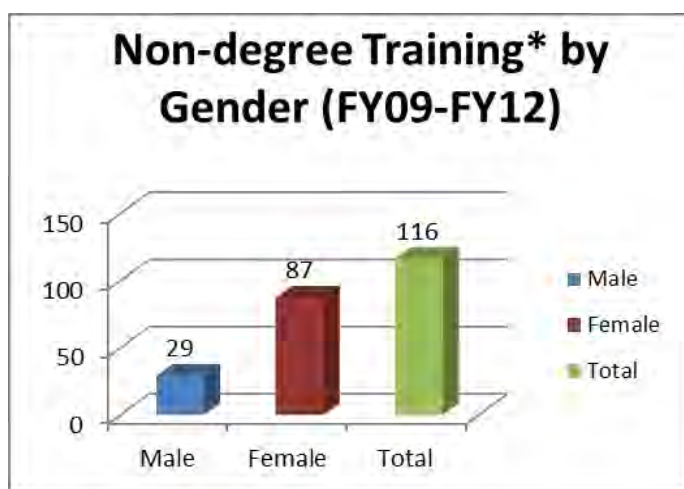
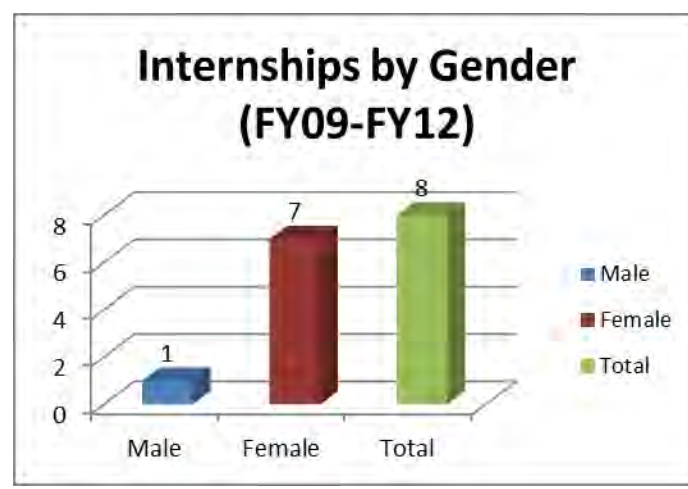


Chart 5



* The definition of non-degree training changed in FY2012 to include only training that lasted 5 days to six months. The training events for the participants who received training in FY12 were less than 5 days, but were included in the totals for this indicator to remain consistent with those reported in FY2009 to FY2011.

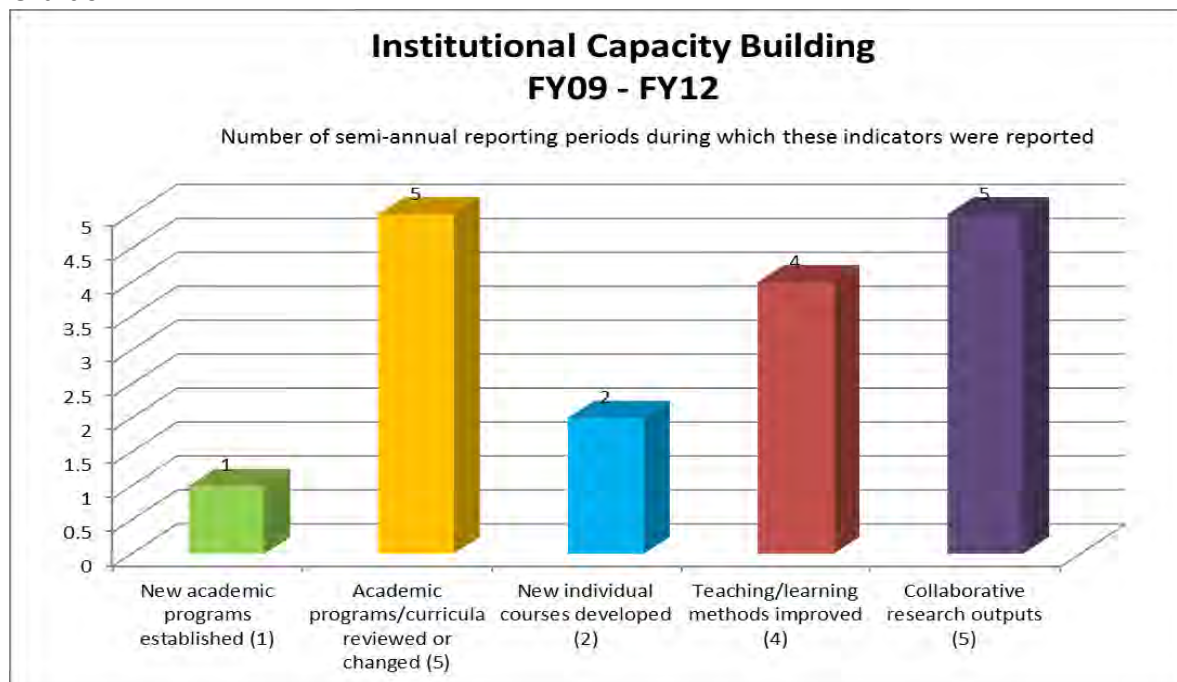
Institutional Capacity Development

There also were a number of ways in which the institutional capacity of the University of Jordan and Petra University partners were strengthened. The most consistent examples reported since FY 2009 include the following: established new academic programs, reviewed or changed academic programs/curricula, developed new individual courses, developed collaborative research outputs, and improved teaching/learning methods. Table 1 provides descriptions for the major institutional capacity improvements reported. Chart 6 reflects the number of semi-annual reporting periods during which these improvements were reported.

Table 1

IMPROVEMENT	Institutional Capacity Improved
	Description
Academic programs/curricula reviewed	Curriculum revisions were completed by PU and submitted to a university committee to approve. PU increased the amount of practice in each education course they teach by requiring students to go to the Kindergarten classroom to conduct observations as well as assist in the classroom. Thirty courses in the early childhood education (ECE) curriculum now have a practicum component at PU. In addition, practicum used to be monitored by one PU professor. Responsibilities are now spread across the department with the goal of 5-6 kindergarten classroom visits per semester by professors to observe student teachers in the classroom.
	The UJ drafted curriculum revisions , which had not been submitted to a university level committee for approval, though the early childhood education faculty began implementing some of the proposed changes within their individual courses. The UJ is requiring students to conduct observations in many of their early childhood education courses.
New individual courses developed	PU successfully implemented three new courses: Developmentally Appropriate Practice, Assessment, and Science and Math Concepts in Kindergarten. UJ implemented one new course, Child Protection.
Teaching/learning methods improved	Faculty members from PU and UJ attended the NAEYC conference and a learning community on inquiry-based education and hands-on learning, and are implementing new ideas into their undergraduate courses.
	Faculty members from PU and UJ participated in a professional development workshop in June 2010 in Utah which Increased their knowledge of assessment of young children, motivating young children to read, the Emilia Reggio approach, and the Montessori approach.
	Partners conducted a workshop on the assessment of student progress for student teachers and kindergarten teachers in September 2010. Student teachers and kindergarten teachers increased their knowledge of assessment and how to implement it.
	Both PU and UJ travelled to Chicago, Illinois, in September 2011, to participate in seminars on practicum ideas to increase student teacher success, early social development of young children, how to facilitate cognitive learning through the social realm, and assessment of children in the kindergarten classroom. As a result, they have incorporated appropriate content to their university courses.
	UJ and PU began assigning students to observe in kindergarten classrooms Fall semester 2010. Undergraduate students benefit from the opportunity to observe kindergarten classrooms before the 4th year when they complete their practicum requirements.
	Faculty members at the host institutions have access to additional materials that are using current, evidence-based strategies for better teaching implementation at the university level. Having the opportunity to focus on continued program improvement at the university level will improve the capacity of individual professors to improve classroom practices.
	Faculty members continue to evolve through ongoing professional development materials being provided through membership in NAEYC.
Collaborative research undertaken	The UJ, PU, and USU initiated a joint research project to look at student teacher preparation to teach in the classroom. The three partner institutions anticipate increasing their understanding of the effectiveness of early childhood education training at the university level.

Chart 6



Sources of Data

FYs 2009-2012: Datasheets from the HED Semi-Annual Progress Reports

Financial Snapshot

The Associate Cooperative Agreement had a budget of \$604,604, of which \$505,713 was expended and \$98,981 remained. Since the time of the original approved Associate Cooperative Agreement budget, ACE/HED obtained a lower negotiated indirect cost rate structure resulting in a significant balance remaining under indirect costs. A fiscal report for the Associate Cooperative Agreement can be found in Appendix A.

The table below provides the total cost share and financial expenditure amount reported by the partners through the sub-cooperative agreement’s end date of October 15, 2011. Utah State University reported \$449,992 in expenditures out of the total award of \$450,000 (99.9%) and \$180,973.2 in cost share out of the originally proposed \$179,609 (100%). This represents 40% in cost share relative to the award and exceeds the \$112,500 minimum agreed to in the Associate Cooperative Agreement.

Amount Reimbursed		
Expenditures (USD)	Award Amount (USD)	% of Total Award
\$ 449,992	\$450,000	99.9%
Cost Share		
Expenditures (USD)	Cost Share Commitment (USD)	% of Total Proposed Cost Share
\$ 180,973.22	\$179,609.00	100%

Highlights of Activities and Attainment of Results

The Strengthening Early Childhood Education in Jordan Partnership accomplished a number of successes and highlights.

Course Revisions: Teaching practicum is now the core of Petra University's new direction towards student centered experimental teaching. There are 30 courses in the early childhood education (ECE) curriculum that now have a practicum component. In addition, practicum used to be monitored by one Petra University professor. Responsibilities are now spread across the department with the goal of 5-6 kindergarten classroom visits per semester by professors to observe student teachers in the classroom.



a kindergarten class as part of a student teaching practicum now integral to the early childhood education undergraduate program.

New Courses: Petra University successfully implemented three new courses: (1) Developmentally Appropriate Practice, (2) Assessment, and (3) Science and Math Concepts in Kindergarten. The University of Jordan implemented one new course, Child Protection.

Development Appropriate Practices: The U.S. partnership director arranged for a meeting with the Jordanian partners and the National Association for the Education of Young Children (NAEYC). As a result of the meeting, the NAEYC entered into a contract with Dr. Bilal Al-Jayyousi of Petra University to translate their handbook, *Development Appropriate Practices*

(DAP), into Arabic. The non-profit publisher printed 5,000 copies, and 2,500 of them were donated to educational institutions and others interested in the early care and education of young children in Jordan. This translation marks the first time that NAEYC has allowed *Developmentally Appropriate Practice* to be translated into another language.

Early Childhood Education Center: The partnership launched an early childhood education center at Petra University in October 2010. The new center is serving as a laboratory for students majoring in early childhood education in addition to serving the community by hosting a kindergarten education program. The partnership also leveraged funding from Petra University for room renovation, flooring, installation of a one way mirror, and speakers so that students in the observation booth can hear what children and teachers are saying.

Cooperation with Ministry of Education: The development of collaborative ties between the University of Jordan, Petra University, and the Ministry of Education is another partnership success. Representatives from each university are now serving on Ministry committees to improve the National Curriculum as well as how Ministry staff members are trained in the National Curriculum. Two Ministry staff members came to the United States in June 2010 to continue to build on team efforts, and two different Ministry staff members came to the United

States in September 2011 to continue this process. The Ministry of Education also included University of Jordan and Petra University faculty in their discussion on the 1st grade readiness skills of young children and asked for a member from each university serve on its early childhood education steering committee.

KG Classroom Practicum: Team members increased the amount of time that students spend in kindergarten classrooms. Instead of only going into kindergarten classrooms for the practicum



(October 2010) A teacher teaches English to kindergartners in a public classroom outside of Amman, Jordan. A goal of the collaboration was to increase the number of student teachers from Petra University and the University of Jordan placed in public classrooms as part of their practicum.

year during the 4th year at the university, students at both universities now enter the kindergarten classroom in their second year at the university. This revision is not a standard aspect of either university curriculum as of yet, but Petra University has requested a formal change to their curriculum so that student observation and assistance in kindergarten classrooms become required elements in all classes beginning the second year at the university.

Ministry KG Classrooms: Another success is that a number of student teachers now conduct their student teaching semester in Ministry of Education Kindergartens. The proximity of Ministry schools to the university remains a barrier, but not as large as it once was.

Workshops and Conferences: The conferences held at the University of Jordan in May 2010 and at Petra University in October 2011 had a number of successful outcomes. The conference at the University of Jordan was organized to obtain Ministry of Education and other feedback regarding the student teacher evaluation process. A new field supervision evaluation form was developed in collaboration with Ministry personnel and other stakeholders, such as field supervisors. Approximately 50 participants attended the conference. The conference at Petra University was organized to highlight various early childhood education practices that are now strong at the universities. Another purpose of the conference was to increase dialogue and collaboration among stakeholders in the early childhood education arena. Approximately 300 participants attended the conference.

Resource Rooms: Resource rooms at Petra University and the University of Jordan have been updated, allowing student teachers to borrow materials and course manuals for lesson planning.

Conclusions, Lessons Learned, and Future Challenges and Opportunities

Early childhood education continues to be an important issue for the Kingdom of Jordan, not only because of the country's young population, but also because of the importance of early childhood education for later success in school. Changes made through this partnership will help to increase the level of preparedness that education students have when they graduate from the university; it is anticipated that when student teachers graduate in early childhood education, they will be better prepared to teach in the kindergarten classroom rather than needing additional preparation. In addition, new collaborations have been forged as part of this partnership, and it is anticipated that these collaborations will continue to strengthen over time so that universities and the Ministry of Education will work much more closely on early childhood education issues, for the benefit of all.

In spite of great progress in many areas, the Strengthening Early Childhood Education in Jordan Partnership experienced some challenges that provide the basis for some lessons learned and recommendations for future programming. For example, field supervisors at the University of Jordan and Petra University were granted permission to attend Ministry of Education training workshops. No field supervisors, however, attended Ministry of Education workshops because the training did not take place during regularly scheduled work hours. Such future training opportunities will need to take into account the faculty's need to balance work and life.

The turnover in deans at the University of Jordan was particularly challenging for the partnership, as there were 5 deans over the course of the 3-year partnership. This lack of consistent leadership affected continuity of program work, as each new dean appointed new partnership coordinators with differing priorities and management styles. In addition, because of the leadership structure in Jordan, having dean buy-in and commitment was critical to the success of the partnership, and it was difficult for the partners to work within a structure where the Jordanian faculty members had to continually explain and justify activities. Although future partnerships and programs with the early childhood education department will likely continue to experience challenges resulting from changes in department leadership and key personnel, by including the entire department in activities and exchanges, the partnership was able to mitigate some of the adverse impacts, develop as a cohesive group, and accomplish key partnership deliverables and milestones. Creating a wide base of support within the department is a recommended approach for future activities involving the University of Jordan.

While Petra University was able to make a number of significant changes to its early childhood education curriculum, including incorporating practicum into the early childhood education curriculum, the University of Jordan was not able to make comparable changes to its early childhood education curriculum. Due to university system restraints (bureaucracy) and internal politics, the last partnership coordinator was reluctant to propose significant changes to the university board, including officially incorporating practicum into the early childhood education curriculum. As a result, University of Jordan early childhood education students were not placed in classrooms earlier in their studies. Limited resources, such as no funds to cover

transportation costs, also impacted the department's capacity to send students to the classroom and to other practical experiences. Instead, results were demonstrated on an individual course level. Individually, faculty members began sending student teachers into the field as part of their class assignments, and the ECE team at the University of Jordan incorporated field assignments in syllabi, study plans, and course descriptions at the professorial level. To ensure that these revisions are sustained over the long term, it is recommended that the Department of Early Childhood Education at the University of Jordan submit the revisions to the appropriate university level committee for approval.

There was a great desire to foster greater communication and collaboration between field supervisors and faculty members so that the level of sharing of information about expectations from faculty members for student teacher knowledge of concepts and practices would increase. Although faculty members at the University of Jordan felt that it was an important goal to meet, this expectation was not fully met. Faculty support for this change appeared to wane with the appointment of a new dean and later a new partnership coordinator during the latter part of the 2nd year of partnership activities. Petra University, which experienced a noteworthy increase in communication between faculty and field supervisors, is a small, private university; and the dean, president, and department head actively embraced the suggested changes to their early childhood education program. Petra University's ability to move forward successfully in this area, as well as with the curricular revisions, therefore may be related to the type of institution and size of Petra University. The University of Jordan, as a large public institution, may have felt more constrained to make significant changes, particularly when the dean position was not stable throughout the project.

It is anticipated that ongoing collaboration will continue with the University of Jordan and Petra University through future student exchanges and research opportunities. In addition, through introductions to faculty members at other universities that were initiated as part of the Regional Conference held at Petra University in October 2011, it is hoped that the collaborative circle will expand beyond the original two universities, and team members can build on earlier successes as the early childhood education area continues to be a focus. If the partnership were to receive follow-on funding, it would likely continue to build on the success of the Regional Conference, where a number of universities were represented and expressed interest in collaborating to improve the system of early childhood education in Jordan, specifically in revising the practicum system.

Appendix B: Activities and Outcomes Related to Objectives

Objective	Activities	Outcomes
<p>Improve the existing curricula and teaching methods at the University of Jordan and Petra University to reflect better training practices for preparing kindergarten teachers.</p>	<p>Participation in learning community workshop at Teton Science School, June 9-11, 2009.</p> <p>Participation in National Association for Educating Young Children (NAEYC) Professional Development Conference on Play, June 13-17, 2009</p> <p>Purchase of materials: a large number of books and other resource materials</p> <p>Student materials resource/kindergarten classroom furnished at PU and a resource room was furnished at UJ</p> <p>Curriculum revisions completed by PU and submitted to a university committee to approve. UJ is exploring the possibility of submitting revised curriculum revisions.</p> <p>PU successfully implemented three new courses: Developmentally Appropriate Practice, Assessment, and Science and Math Concepts in Kindergarten. UJ implemented one new course, Child Protection.</p> <p>Faculty members using more interactive teaching techniques in the undergraduate classroom; objective evaluations have not been conducted.</p> <p>Participation in a professional development workshop in June 2010 in Utah.</p> <p>PU faculty member attended the Intensive English Language Institute and worked in the Child Development Laboratory at USU in summer of 2011.</p> <p>Faculty members from the UJ and PU travelled to Chicago, Illinois, in September 2011, to participate in a workshop</p> <p>PU and the UJ conducted a workshop for all Jordanian university early childhood education faculty members and stakeholders, October 9-10, 2011.</p>	<p>Increased knowledge about inquiry based instruction, using hands-on learning in the classroom environment.</p> <p>Increased knowledge about the use of play in the classroom, better understanding of dynamic teaching practices</p> <p>Faculty members have increased access to state of the art resource materials for preparing lectures and for demonstration in the undergraduate classroom to augment faculty teaching and student learning.</p> <p>Undergraduate students have access to up-to-date resources for student teaching which will augment their learning.</p> <p>A new curriculum focus that makes student practice the core of the curriculum and ensures that theory and practice are linked. Students will have more applied knowledge of teaching before leaving the university setting.</p> <p>The new courses prepare student teachers for teaching in the kindergarten classroom.</p> <p>Student participation in the undergraduate classroom and student knowledge and skills through practice are increased.</p> <p>Increased knowledge of assessment of young children, motivating young children to read, the Emilia Reggio approach, and the Montessori approach.</p> <p>The faculty member improved her English, learned new teaching methods, and shared the new teaching methods learned with colleagues at PU and UJ.</p> <p>Faculty gained practicum ideas to increase student teacher success, early social development of young children, and facilitating cognitive learning.</p> <p>Shared latest early childhood education practices that with the Ministry of Education, teachers, and the private sector. Increased dialogue among early childhood education stakeholders.</p>

Objective	Activities	Outcomes
<p>Increase the links between theory and the application of theory through increased practical experiences in high quality classrooms for undergraduate students.</p>	<p>Workshop for field supervisors held in Amman, Jordan, May 2010.</p> <p>Petra University placed 2 student teachers in Ministry of Education (MoE) kindergartens spring 2010 semester and 6 Fall 2010 semester. The University of Jordan had 0 student teachers in MoE kindergarten classrooms in spring 2010, and began placing student teachers in MoE classrooms in Spring 2011 semester.</p> <p>The University of Jordan and Petra University began assigning students to observe in kindergarten classrooms Fall semester 2010.</p> <p>Workshop on assessment of student progress for student teachers and kindergarten teachers in September 2010.</p> <p>Both universities purchased materials for model kindergarten classrooms and laboratories. The kindergarten classroom opened at Petra University after extensive renovation by Petra University administration. The University of Jordan dedicated a room for this purpose and agreed to renovate it so it can be used by students.</p> <p>The University of Jordan, Petra University, and Utah State University initiated a joint research project to look at student teacher preparation to teach in the classroom.</p> <p>The NAEYC book, Developmentally Appropriate Practice, was published in Arabic and was made available for all universities and students to use.</p>	<p>A new field supervision form was drafted.</p> <p>University student teachers are teaching in the Ministry schools. Undergraduate students will be able to apply theories they learned in the classroom to actual practice with young children. They will be effective in teaching young children and prepared to have their own classrooms.</p> <p>Undergraduate students benefit from the opportunity to observe kindergarten classrooms before the 4th year when they complete their practicum requirements.</p> <p>Student teachers and kindergarten teachers have an increased knowledge of assessment and how to implement it.</p> <p>Students will benefit from the opportunity to observe kindergarten classrooms and conduct practicum on their campuses.</p> <p>The three partner institutions anticipate increasing their understanding of the effectiveness of early childhood education training at the university level.</p> <p>Jordanian students and faculty members now have access to a reference and guide on early childhood education practices that is heavily referenced in the United States in their own language.</p>

Objective	Activities	Outcomes
<p>Increase the collaboration with the University of Jordan, Petra University, and the Ministry of Education</p>	<p>Two Ministry of Education staff members joined the UJ and PU faculty members for the professional development workshop in Logan, UT in June 2010.</p> <p>The MoE staff invited the faculty members from UJ and PU to attend the release and discussion of the Early Years evaluation in summer 2010. Faculty members from UJ and PU attended.</p> <p>The MoE staff invited a faculty representative from PU and from UJ to serve on the MoE early childhood education steering committee.</p> <p>Petra University placed 2 student teachers in Ministry of Education (MoE) kindergartens spring 2010 semester and 6 Fall 2010 semester. The University of Jordan had 0 student teachers in MoE kindergarten classrooms in spring 2010, and began placing student teachers in MoE classrooms in Spring 2011 semester.</p> <p>MoE staff provided the UJ and PU faculty members with the draft kindergarten teacher competencies for their input into what additional competencies might be necessary.</p> <p>In September 2011, two staff members from the Ministry of Education participated with faculty members from the University of Jordan and Petra University in a workshop conducted in Chicago, Illinois.</p>	<p>The collaboration between the Ministry of Education and the UJ and PU faculty members increased.</p> <p>Faculty members are up to date with results of testing in Jordan.</p> <p>Faculty members benefited from an opportunity to help guide early childhood education in the Kingdom of Jordan through membership on this committee. They have knowledge about what is happening at the Ministry around early childhood education as well.</p> <p>University student teachers are teaching in the Ministry schools. They have experience teaching in high quality kindergarten classrooms and gained greater skills for teaching in their own classrooms.</p> <p>Faculty members are aware of the expected competencies for kindergarten teachers and can ensure that their students are well-prepared to teach in the Ministry kindergartens.</p> <p>The collaboration between the Ministry of Education and the UJ and PU faculty members expanded to include new Ministry personnel.</p>

Appendix D: Final Partnership Report



Higher Education for Development
Knowledge, Partnerships, Results

Institutional Partnerships Program

Final Partnership Report

Utah State University, University of Jordan and Petra University

October 13, 2008 to October 15, 2011

Due: 11/15/2011

INTRODUCTION

HED administers a Leader with Associate Award Cooperative Agreement between the United States Agency for International Development (USAID) and the American Council on Education, with five other higher education associations. The Agreement (AEG-A-00-05-00007-00) seeks to mobilize the resources of American higher education in support of international development. One portion of the agreement supports partnerships between higher education institutions in the United States and in cooperating countries to demonstrate how they can apply their expertise collaboratively to global, regional, and local development challenges. The Strengthening Early Childhood Education in Jordan Program is supported through an Associate Cooperative Agreement (EDH-A-00-08-00018-00) with USAID/Jordan.

Final reports for HED Institutional Partnerships should reflect the ways in which the partnership has contributed toward institutional and development goals. The report should summarize partnership activities and development results in Jordan. Final reports will be shared with USAID colleagues who will, in turn, share them with other interested parties in the development community. The reports are an important tool for disseminating information about partnership activities and promoting the contribution of higher education to international development. We would, therefore, expect the report to be of professional quality and appearance.

When answering the following questions, we encourage you and your partners to be creative in producing substantive, informative, and aesthetically appealing reports for broad dissemination.

PARTNERSHIP INFORMATION

Partnership Title: Strengthening Early Childhood Education in Jordan

Development Area/Sector of Focus: Education

U.S. Partner Institution(s): Utah State University

U.S. Partnership Director(s):

Name: Vonda Jump, PhD

Telephone: 435-797-3579

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Host Country Partner Institution(s): University of Jordan, Petra University

Host Country Partnership Director(s):

Name: Diala Hmaid, University of Jordan

Telephone: (962)-6-5355000

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Bilal Al-Jayyousi, Petra University

00962 7 77535540

drbilalj@yahoo.com **Partnership Web**

Site (if any):

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED by the due date. It is also the U.S. partner's responsibility to translate responses to English.
- Please include as much concise information as necessary to answer the questions completely.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
- Please submit *one hard copy* of your final report, and an *electronic copy on CD* to your primary contact at:

Higher Education for Development
One Dupont Circle NW Suite 420
Washington, DC 20036

In addition, partnership directors are encouraged to send copies of the final report to their international partners, congressional representatives, the president of their institutions, and other colleagues who have been involved in partnership activities or would be interested in its results, e.g., NGOs, private sector organizations, government agencies.

PARTNERSHIP PROFILE

In approximately **one page**, please provide an executive summary of your higher education partnership, including:

- Key **development issue(s)** which were addressed;
- Overall **objective(s)** of the partnership;
- Primary **activities** of the partnership;
- **Results or Outcomes**;
- **Serendipitous (unexpected) outcomes**.

Key development issues:

The Strengthening Early Childhood Education in Jordan partnership was developed to assist and complement other efforts (such as USAID and the Ministry of Education) that are working towards improving early childhood education. Jordan began providing public Kindergarten education in 1999, and the university programs have been developed to be responsive to the need to prepare kindergarten teachers.

Overall objectives of the partnership:

As with all programs, there is room for improvement, and the overall objective for this partnership is to improve the early childhood education system for training kindergarten teachers at the University of Jordan and Petra University, as well as increasing collaboration between the universities and the Ministry of Education.

Primary activities of the partnership:

These two universities already have strong undergraduate curricula, and the goal is to further improve teaching practices through ongoing training and workshops, translation of important materials for undergraduate students, the implementation of revised practices for student teachers, and ongoing collaboration with the Ministry of Education.

Results or outcomes:

The major anticipated outcome of the partnership has been an enhanced undergraduate curriculum at each university, with specific improvements to the student teaching aspect of education for students. Petra University has changed their focus from a lecture format to a student driven experiential program emphasizing practice. The University of Jordan is also ensuring that students receive experiential opportunities and observation in KG classrooms. Petra University has asked for formal revision to their curriculum and the University of Jordan is considering formal revision. A major goal of the revisions is to ensure that students are able to be in the classroom from the second year forward, and that students are able to teach in Ministry of Education schools as well. Petra University began placing student teachers in Ministry KGs in spring, 2010, and have increased the number of students in Ministry KGs in fall, 2010. The University of Jordan began placing student teachers in Ministry KGS in Spring 2011. The collaboration between the Ministry, UJ, and PU has increased considerably, with the Ministry inviting faculty members to Ministry meetings, and asking faculty from both universities to serve on the early childhood education steering committee, as well as on the training committee for the National Curriculum. Additional outcomes include the completion of the translation of *Developmentally Appropriate Practice* into Arabic; having student teachers placed in Ministry schools; the ongoing collaboration between the Ministry, UJ, and PU; a field supervision conference at the University of Jordan in May, 2010; the planning and development of a proposed student exchange program between PU and USU; the development of a research agenda; the

implementation of new teaching practices and activities in the undergraduate classes; a Regional Conference held in Amman, Jordan in October, 2011; assessment of faculty teaching effectiveness; attendance of one faculty member in an Intensive English Institute and daily work in the Child Development Lab at Utah State University; and attendance at the NAEYC conference for a faculty member at Petra University for an accepted workshop regarding this project.

Serendipitous outcomes:

Unexpected outcomes include the strong friendships that have been developed as a result of this partnership, as well as an amazing team effort put forward by Petra University in hosting the Regional Conference in October. Many team members came together and worked diligently to ensure the conference was a success—their selfless giving and their commitment to the conference was above and beyond what could have been expected. Another unexpected outcome was the acceptance by NAEYC to translate *Developmentally Appropriate Practice* into Arabic. But now this resource will be available throughout the Arabic speaking world as a credible resource for those in early childhood education.

PROGRAM INFORMATION

Original Partnership Objectives [list here]:

- a. Strengthen the existing early childhood education undergraduate programs at two Jordanian universities.
- b. Increase the number of graduates with early childhood theory.
- c. Deliver well-designed practicum experiences for student teachers.
- d. Provide guidance to improve the skills of current kindergarten teachers who mentor students.

1. Did these objectives change during the life of the partnership, and if so, how?

Yes, it was decided early on that students actually do get introduced to early childhood theory, but they don't necessarily get the opportunity to see theory in practice. Thus, a change was made to increase the links between theory and practice so that students could understand how theory is applied. In addition, because the universities work with so many different schools where student teachers are placed, the guidance has been indirect. For example, teachers are often present when field supervisors give feedback to students, and this "mentoring" of teachers is implicit, not explicit. Current kindergarten teachers have been invited to conferences at the University of Jordan and at Petra University. The final objectives agreed upon by the team members were:

- a. To improve the existing curricula and teaching methods at the University of Jordan and Petra University to reflect better training practices for preparing kindergarten teachers.

- b. To increase the appropriateness and effectiveness of student teaching in the practicum year.
- c. To increase the collaboration between the Ministry of Education, the University of Jordan, and Petra University.

2. What has been the partnership's greatest **success(es)**?

The Strengthening Early Childhood Education in Jordan project has accomplished a number of successes. Faculty development and evolution in thinking has been one of the greatest successes of the project. Faculty members have learned and thought about many issues together, which has at times created debate and disagreement. However, all of the faculty members were engaged in this process, and all (including those at Utah State University) have benefitted from thinking together, resulting in a new teaching paradigm for many members.

Another great success has been the translation of the National Association of Education for Young Children's (NAEYC) *Developmentally Appropriate Practice*, which was translated by Dr. Bilal Al-Jayyousi from Petra University. This translation marks the first time that NAEYC has allowed *Developmentally Appropriate Practice* to be translated into another language. This successful translation took close to a year of negotiation, several months for translation, and several months for actual publication.

In addition, team members have increased the amount of time that students spend in kindergarten classrooms. Instead of only going into kindergarten classrooms for the practicum (during the 4th year at the university), now students at both universities go in their second year at the university, as part of course requirements. This revision is not a standard aspect of either university curriculum as yet, but Petra University has requested a formal change to their curriculum so that student observation and assistance in kindergarten classrooms is a required element in all classes beginning the second year at the university. The new dean at the University of Jordan has stated that he will support such a change as well. It is anticipated that this change becomes permanent at both universities in the near future.

Another success is that a number of student teachers now conduct their student teaching semester in Ministry of Education Kindergartens. Up to 8 students a semester at the University of Jordan and 6 at Petra University have conducted their student teaching in Ministry kindergartens. The proximity of Ministry schools is still a barrier, but not as large as it once was.

The conferences held at the University of Jordan in May 2010 and at Petra University in October 2011 are other successful project activities. The conference at the University of Jordan was organized to obtain Ministry of Education and other feedback regarding the student teacher evaluation process. A new field supervision evaluation form was developed in collaboration with Ministry personnel and other stakeholders, such as field supervisors. Approximately 50 participants attended the conference, which was supported by project funds. The conference at Petra University was organized to highlight various early childhood education practices that are strong at the universities, within the Ministry of Education, in schools, and in the private sector. Another purpose of the conference was to increase dialogue and collaboration among those in the early childhood education arena. Approximately 75 professional and an unknown number of student participants attended the conference, which was supported by project funds.

The development of collaborative ties between the University of Jordan, Petra University, and the Ministry of Education is another project success, as at the beginning of the project, there was much mistrust and tension between the universities and the Ministry. Representatives from each university are now serving on Ministry committees to improve the National Curriculum as well as how Ministry staff

members are trained in the curriculum. Two Ministry staff members came to the US in June 2010 to continue to build on team efforts, and two different Ministry staff members came to the US in September 2011 to continue this process. Ongoing collaboration continues with the two staff members who came to the US in June 2010, but there has been little ongoing dialogue with the Ministry staff members who came to the US in September 2011. It is possible that this is because they were not actively collaborating before the trip and had little incentive to continue after the trip.

3. Briefly describe any **programmatic challenges** the partnership faced and how they were addressed.

The turnover in deans at the University of Jordan was particularly challenging, as there were 5 deans over the course of the 3 year partnership. This lack of consistent leadership was difficult for continuity in program objectives work, as the university was continually starting over again with a new dean. Because of the power structure in Jordan, having dean buy-in and commitment is important to the success of any project, and it was difficult to work within a structure where the Jordanian faculty members were having to continually explain what was happening. Luckily, the faculty members at the University of Jordan are very capable and able to be independent as well, and they pushed forward as much as they could.

4. Outline the partnership's **planned activities/expected outcomes** beyond the HED funding period.

USU paid for 2 tickets for Diala Hmaid (University of Jordan) and Aseel al-Shawareb (Petra University) to travel to Orlando, Florida for the NAEYC conference from November 2-5, 2011 to present the results of our partnership. Dr. Jump discussed this trip and USU's willingness to pay for it with the deans at each university in early October, 2011. Unfortunately, the new Dean at the University of Jordan did not allow Diala Hamaidi to attend the conference at the last moment and said somebody else should come because Diala (like all of her team members) had missed 2 days of teaching due to presenting at the Petra University conference in October. The problem with this idea was that after the discussion and apparent satisfaction and permission of the Dean, the ticket was purchased two weeks later and was non-refundable. The name Tagreed abu Taleb was forwarded as the UJ nomination, although she was not a person who expressed any interest in actually conducting work on a NAEYC submission. Utah State University lost \$1,826 as a result of this last minute change. Unfortunately, the University of Jordan had no representation at the NAEYC conference as a result.

It has been anticipated that ongoing collaboration will continue with the University of Jordan and Petra University through submitting additional grant submissions. However, with the latest events at the University of Jordan, it is not clear that such an event will be wise on the part of Utah State University, as several goals were not met by the University of Jordan due to turnover in faculty and deans. There will be ongoing discussions with faculty members at the University of Jordan to determine the best course of action, and expectations for standards that must be met to participate. Through introductions to faculty members at other universities as well, it is hoped that the collaborative circle will expand beyond the original two universities, and team members can build on earlier successes as the early childhood education area continues to be a focus. Team members are discussing the possibility of submitting a grant application that specifically deals with the early childhood science and math curriculum as a follow-up project.

5. If this partnership has received or were to receive follow-on funding, how was/would it be used?

The project has not received follow-on funding, but were we to do so, we would continue to build on the success of the Regional Conference held at Petra University October 10-11, 2011, where a number of universities were represented and expressed interest in collaborating to improve the system of early

childhood education in Jordan. It is believed that there would be specific interest in revising the practicum system at other universities, based on feedback and discussions held.

6. Did your partnership receive a no-cost extension?

No, the project did not receive a no-cost extension.

7. In your opinion, what will be the impact of this partnership on national development goals?

Early childhood education continues to be a very important issue for the Kingdom of Jordan, not only because of the young population, but also because of the importance for later success in school. I believe that changes made through this partnership will help to increase the level of preparedness that education students have when they graduate from the university; it is anticipated that when they graduate in early childhood education, they will be prepared to teach in the kindergarten classroom, rather than needing additional preparation. If this is true, it is hoped that teaching effectiveness will increase. In addition, new collaborations have been forged as part of this project, and it is anticipated that these collaborations will continue to strengthen over time so that universities and the Ministry of Education work much more closely on early childhood education issues, for the benefit of all.

8. In your opinion, the overall partnership outcomes, as stated in the sub-cooperative agreement:

_____ Exceeded expectations

___XX___ Met expectations

_____ Did not meet expectations

_____ Other: _____.

9. Include one or two well-crafted **success stories** related to your partnership. Please include a high resolution photograph for each, if available. (See attached success story template.)

A team member came to Utah for one month to attend an English language Institute during July 2011, and during that time, she also worked daily in the Child Development Laboratory at Utah State University. She found her time in the Lab as well as her time discussing the lab with the director, to be very productive. She feels as if has greatly impacted her work with young children, and that it will greatly benefit the students with whom she works (she is the Practicum Director at Petra University). She has already begun to implement what she has learned in her practice with her students. She has also shared lessons from her time in Utah with other faculty members at both Petra University and the University of Jordan. She has stepped up and become quite a leader over the course of the 3 years in this project. She was told by her Dean at the beginning of the project that her English needed to improve, and she worked diligently to continue to improve her English. When she had the opportunity to come to the US to improve her English and work in the Child Development Laboratory, she jumped and made arrangements with her family so that it was possible (she has 3 sons, one of whom came with her on the trip). She worked hard in her class, and her posttest score was the highest of all participants in the

English Language Institute! But for her, the lessons she learned in the Child Development Lab were among the best she had

The developing collaboration with the Ministry of Education and the two universities is another great success story in this project. In meetings in October 2009, there were tense interactions between the two universities and the Ministry of Education. Both of them discussed their mistrust of the other. For example, the university faculty members discussed how they were left out of decisions made by the Ministry in early childhood pedagogy, among other issues. The Ministry representative said that university students were not prepared to teach in kindergarten classrooms when they graduated and needed much additional training to prepare them to teach. The university faculty members were not happy to hear such news, and it appeared as if the discussion was going downhill. After having a chance to air problems with each other, we refocused the discussion to our common goals: to ensure that young children are educated, and to ensure that those responsible for educating them are as well prepared as possible, using evidence-based practices. Ministry staff attended our workshops in the US in June, and the collaboration has flourished since. The Ministry of Education has included the UJ and PU faculty in their discussion of the 1st grade readiness skills of young children, and they have also asked UJ asked for a member from each university to be on the early childhood education steering committee. For their part, UJ and PU faculty members are reciprocating by attending M of E events, agreeing to participate in the steering committee, and attempting to ensure that student teachers are placed in Ministry schools.

10. Provide one or two **lessons learned** related to your partnership.

I learned of the importance of university engagement in the process in order to move a project forward. Petra University had strong support at every level, including faculty, department head, dean, vice President, and President. As a result, much progress was realized, including addition of courses, revision of courses, an increase in the practicum hours, the development of a kindergarten lab facility and resource room for students and faculty, the beginning of the development of a student exchange program between Petra University and Utah State University, the participation of a faculty member in an Intensive English Language course and work in the Child Development Laboratory at Utah State University, and the Regional Conference held at Petra University in October, 2011. In contrast, there was much turnover in the departmental and college administration at the University of Jordan, which made it difficult for faculty members to make as much progress.

I also learned about the beautiful and welcoming culture of Jordan, which has been one of the best lessons from the project for me personally. I have made new friends, learned new realities, and learned to interact in the context of the Jordanian culture. These lessons and friendships will be with me for the rest of my life. I have learned more about how present spirituality is in all aspects of life in Jordan, whether one is Christian, Muslim, or other, and whether one is congregating with colleagues or friends, in schools, or at home. I respect this culture greatly, and feel very fortunate to have been privileged to learn more, and to have been welcomed with open arms by so many people.

11. We invite you to share any additional information or comments about your partnership.

Leveraged Contributions Made During the Entire HED Funding Period

Contributions	Name of Contributor	Type of Contributor **	Description of Contribution	Estimated Dollar Value of Contribution
Leveraged Contributions not reported as official or proposed cost share. <i>(See Glossary for definitions)</i>	Utah State University	Public sector US	Two trips by USU staff to develop student exchanges and university partnerships	\$5,000
	Utah State University	Public sector US	Funding for 2 Jordanian and 1 USU faculty members to attend NAEYC conference.	\$5,500
	Petra University	Private sector Jordan	Remodeling, retrofitting, and rent for Early childhood Resource Center and Kindergarten	\$20,000***this amount has been estimated, as Petra University has not been able to determine total costs.
	University of Jordan	Public sector US	Remodeling, retrofitting, and rent for Early childhood Resource Center and Kindergarten	Has been committed but not achieved as yet. Do not know total funding amount.

***e.g. Public sector (host country), Public Sector (U.S.), NGO (host country), NGO (U.S.), Private sector (host country), Private sector (U.S.).*

GLOSSARY OF TERMS

Capacity: Usually considered mental and/or physical ability to produce and/or perform; learning, improving; human capacity strengthening focuses on the development of people, not things. Institutional capacity strengthening focuses on institutional changes that will improve the operation of the institution.

Community Institutions - Examples:

- *Government agencies and ministries*
- *Private for profit groups/businesses*
- *Not-for-profit non-government organizations (NGO)*

Cost Share Contributions: Cash and in-kind contributions that are: 1) verifiable from the applicant's records, i.e., auditable; 2) not included as contributions for any other federally-assisted program; 3) reasonable for the accomplishment of partnership objectives; and 4) not paid by the federal government under another grant.

Exchange: An institutional visit by a representative from a host country or U.S. institution for a partnership-related activity (excludes scholarships, internships, and training).

Internship: This service learning activity complements a participant's academic study, training or research and may take place in the U.S., Mexico, or a third country. It is not defined as training.

Leveraged Contributions:

Additional financial or in-kind donations received as a result of an HED partnership beyond the originally anticipated cost share.

Non-Degree Training:

A learning activity taking place in the U.S., the host country or in a third country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently. Non-degree training can consist of short or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning.

Objective Statement:

An objective statement contains two parts that answers two questions: 1) what major activities will occur, and 2) what is expected as the outcome or to change as a result of these activities.

Example:

University partnership faculty from the U.S. and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in 75% of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vasquez.

Outcome/Result: Terms are used interchangeably—an expected change as a consequence of an activity.

Scholarship: Scholarships are tallied in units of two graduate-level academic semesters completed by a single participant; no half scholarships may be counted. (N.B.: An individual who studies three academic semesters is counted as one scholarship; if an individual completes four academic semesters, it is counted as two scholarships.) Summer sessions that are equivalent to a semester at the institution where they are undertaken may be counted toward scholarships.

Appendix E: Final Partnership Evaluation

Strengthening Early Childhood Education in Jordan

A Process Documentation and Evaluation

James F. Akers, Ph.D.
Evaluator

With Documentation and Auxiliary
Information Provided by

Vonda Jump, Ph.D.

8 March, 2012
Utah State University
Utah, USA

Introduction

The purpose of this report is to document and evaluate activities and outcomes for the project, Strengthening Early Childhood Education in Jordan, which was funded from October 2008-2011. One goal is for this report to provide a place to view and review (1) archival information, such as meeting summaries and trip agendas, and (2) summaries of ongoing evaluation efforts. Documentation and evaluations are primarily provided to project staff and participants for reflection—to look back on work completed, both as individuals and as the institutions they represent. Therefore, it is hoped that this report will be seen as an aid in the continual process of advancing the goals for Strengthening Early Childhood Education in Jordan. Data in this report has been provided by project staff at Utah State University, participants, and other cooperating agencies.

There are several fundamental interpersonal, logistical, and politico-social issues to consider when individuals in the role of key stakeholders come together from different organizations to forge new program visions, goals, objectives, policies, and pathways. In our work, we have found the following list useful when assessing the progress and outcomes of a project:

The Seven T's - Collaboration Considerations:

1. Trust – Is there sense of mutual respect and confidence among participants? Trust may be the key to the following six considerations.
2. Turf – Are there concerns about maintenance of personal and institutional spheres of influence? Any institution, especially a long-standing entity, is vulnerable to increased turfism.
3. Tradition – Is there a tendency towards bureaucratic and personal rigidity to create a resistance to new ideas and actions?
4. Time – Has sufficient face-to-face interaction between stakeholders been allowed for?
5. Terminology – Do stakeholders share a common language, a common “micro-culture” within and between universities, both within Jordan and with the US?
6. Turnover – How might losses, gains, or realignments in staffing at all levels impede completion of project activities?
7. Transition – Can changes in institutional protocols and policy hinder progress?

As project partners, the Utah State University project staff were most interested in determining which project activities were working, which were not, and what was the difference; namely how did our successful activities inform our unsuccessful activities? If obstacles existed, how could we improve the processes by which we move forward? In the summaries that follow, the evaluator, James F. Akers, Ph.D., used the list above as an organizer for much of the ongoing work, analysis, and final evaluation discussions.

It is important to note that comments and conclusions offered in this report will not reflect the evaluator's assessments of the quality of activities designed and the decisions made by participants. In other words, it is not intended as a collection of summative judgments made

about project activities. Instead, the focus is on process; the ways in which project staff and participants have been interacting to facilitate the planning of activities and decisions made for guiding the project. There will indeed be some judgments presented with reference to activities and decisions, but these will be opinions expressed primarily by project participants, and to a lesser degree, by Utah State University staff. The desire is that the successes and challenges of this project can inform future work in improving the training and general preparation of those working in early childhood education.

Executive Summary

The Ministry of Education, Petra University, and the University of Jordan completed three years of collaborative work towards strengthening early childhood education in Jordan. The project began in October of 2008. The partnering process for Strengthening Early Childhood Education in Jordan has clearly been successful, albeit while also encountering its fair share of challenges.

Staff from the University of Jordan and Petra University overcame many difficulties to create a productive work group. It has been meeting on a regular basis to promote more effective communication and strengthen the partnership. Some goals have been difficult to realize due to typical challenges that arise in any consensus approach in spite of honorable intentions and commitments by participants.

It appears that all the collaborative caveats outlined above in the Seven T's (namely, turf, tradition, time, trust, turnover, terminology, and transition) have likely lead to less progress than desired. In particular, time available for increasing trust and to get the work done seems to have been less than hoped for. In particular, there have been several changes at departmental and administrative levels that required ongoing reviews and recommitments by new personnel. Concerns likely related to turfism and tradition (i.e., bureaucratic processes) have also arisen prior to and during the life of the project. This led to overlapping and sometimes incongruent initiatives operating at the two partnering universities and the Ministry of Education. This may explain why not all proposed tasks have been fully completed. On the other hand, most of the tasks are well on their way to completion.

It is the opinion of this evaluator that participants from the University of Jordan, Petra University, and the Ministry of Education have done an excellent job overcoming many of the "The Seven T's," those typical barriers that make collaborative efforts such a challenge. I have observed conscientious efforts to foster positive connections, greater commitments and skillful communications between partners in order to move early childhood education forward. In spite of strains on time available and disappointments that have arisen, I have been impressed by the tendency toward gathering the "troops" around positive events that help everyone to notice and celebrate the many accomplishments. The fruits of increased inter-university coordination, and greater willingness to compromise, thus easing the consensus process, have been obvious.

With respect to specific goals and objectives, success was defined as either (1) completion of tasks or activities associated with a goal/objective or (2) tasks or activities were currently ongoing as of the formal end to the project. As shown in Table 1, 6 of 10 proposed goals and objectives had been completed, and 4 of 10 were ongoing. A more detailed and comprehensive summary of activities is presented in Table 2, the Performance and Monitoring Plan.

Table 1: Summary of Success for Proposed Goals and Objectives

Goals and Objectives	Discussed	Began	Partial/ Ongoing	Completed
Formalization of project partnerships	✓	✓		✓
Needs assessment	✓	✓		✓
Curriculum review	✓	✓	✓	
Curriculum revision	✓	✓	✓	
Resource acquisitions	✓	✓		✓
Joint work with creative associates	✓	✓	✓	
Field supervision modifications	✓	✓		✓
Joint research projects	✓	✓	✓	
Workshops and trainings	✓	✓		✓
Face to face meetings between Jordan and USA partners	✓	✓		✓

Results Summaries

Table 2 contains the Performance Monitoring Plan, a grid that first delineated tasks and activities to operationalize project goals and objectives, Strengthening Early Childhood Education in Jordan. Second, this grid was used in the second and third years of the project as a tool to guide the work in specifying objectives, performance indicators and their definitions, methods, baselines, and specific target outcomes. Third, the last column was used to briefly summarize results and findings for the degree to which targeted outcomes for the project were met. Please note that the Summary of Success for Proposed Goals and Objectives in Table 1 summarizes the outcomes of Performance Monitoring Plan in Table 2 below; however, the Proposed Goals and Objectives of Table 1 is not intended to map one-to-one onto the detailed Objectives of Table 2.

Following Table 2, additional information will be added to the brief summaries. They provide yearly outlines and extensive detail about the varied activities that occurred throughout the 3 years of the project. This includes documentation and evaluations of meetings and workshops.

Below is a list of the types of documents and evaluation data included, depending on the nature of the activity or task. Many of these documents are included within the body of this report or in the Appendices.

1. Planning documents
2. Meetings
 - a. Agendas
 - b. Minutes/Summaries
 - c. Correspondence
3. Trainings/Workshops/Seminars/Conferences
 - a. Agendas
 - b. Summaries
 - c. Evaluations
4. Syllabi

Table 2. Performance Monitoring Plan: Strengthening Early Childhood Education in Jordan

Overall Impact of the Program:
1. To improve the existing curricula and teaching methods at the University of Jordan and Petra University to reflect better training practices for preparing kindergarten teachers.
2. To increase the appropriateness and effectiveness of student teaching in the practicum year.
3. To increase the collaboration between the Ministry of Education, the University of Jordan, and Petra University.

Performance Indicator	Definition	Baseline	Target	Data Collection Methods	Frequency; by whom	Long Term Target Outcomes	Status/Findings To Date
Objective 1: To improve the existing curricula at the University of Jordan and Petra University to reflect better training practices for preparing kindergarten teachers.							
Proposals for curricula revisions are drafted and agreed upon by PU and UJ faculty members, Deans of Education, and Ministry of Higher Education.	Faculty members at UJ and PU draft and agree to suggested curricula revisions. Faculty members submit the draft of suggested curricula revisions to the Deans of Education at UJ and PU. The Deans of Education at PU and UJ edit and approve suggested curricula revisions. The Minister of Higher Education receives edits and approves suggested curricula revisions.	Nothing drafted, submitted, or approved.	Draft, submit to Dean, approval by Dean, and approval by Ministry of Higher Education.	Yes/no check	September, 2010; Vonda Jump	Students will have more applied knowledge of teaching before leaving the university setting.	Petra University developed curriculum revisions, which are to be presented to the Ministry of Higher Education in 2012.

Performance Indicator	Definition	Baseline	Target	Data Collection Methods	Frequency; by whom	Long Term Target Outcomes	Status/Findings To Date
The number of new and revised courses offered.	Number of new courses and courses with revised syllabi.	0; 0	1 new course; 3 courses revised	Review of new course syllabi	October 15, 2010; and bi-annually afterward	The revised curricula prepare students for teaching in the kindergarten classroom.	Petra University has implemented three new courses; the University of Jordan has implemented one new course. Both universities have revised practices and assignments in most of their courses to reflect an increased focus on practice, although none of these revisions have been officially approved into the core curriculum.
The level of improvement in faculty teaching practices.	The amount of change in UJ and PU faculty members' teaching styles.	Didactic teaching methods; lecture only in classrooms	At least 20% of time in class is spent in discussions, small group activities, applied activities	Self-report; evaluation of syllabi; observation of university classes; student evaluations at the end of each semester	Each semester; Vonda Jump; faculty members; expert observer; students complete evaluations	Faculty members will focus on active teaching methods that require participation from students; students learn more through applying what they learn	A strong change in teaching philosophy and styles was reported by faculty members, with higher levels of observation, discussion and practice by students indicated. Only one observation was recorded of faculty members, and it reflected a fairly strong emphasis on interactive teaching methods. Student evaluations also reflected this perspective.

Performance Indicator	Definition	Baseline	Target	Data Collection Methods	Frequency; by whom	Long Term Target Outcomes	Status/Findings To Date
Materials available for ongoing professional development of faculty and use as teaching tools in the university classroom.	The amount of materials available for ongoing professional development of faculty and use as teaching tools in the university classroom. The amount of materials available for faculty teaching and student hands-on learning will increase.	Few materials available	10 new materials each year at each university.	Receipts of materials purchased.	October 2010; October 2011; Vonda Jump and partnership coordinator at each university.	Faculty members and students will have increased access to state of the art materials to augment faculty teaching and student learning.	50+ resource books to augment instruction, memberships and associated journals with NAEYC, a translation into Arabic of <i>Developmentally Appropriate Practice</i> , as well as materials for two entire kindergarten classrooms were provided to university staff.
Level of communication and collaboration between field supervisors and faculty members.	Amount of communication and collaboration between field supervisors and faculty members; for example, how often they meet, the level of sharing of information about expectations from faculty members for student teacher knowledge of concepts and practices.	No communication currently at UJ; PU field supervisor is also a faculty member and there is a high level of communication	Meetings monthly/quarterly at UJ; continue as is at PU	Meeting minutes	Monthly/quarterly beginning October 2010; partnership coordinator at UJ	There will be continuity between classes and field supervision at UJ so that student teachers experience a well-focused program.	Noteworthy increases in collaboration and communication occurred at Petra University; the University of Jordan has had 3 field supervisors in 3 years. One field supervisors cooperated greatly with the program.
Amount of faculty exposure to professional development opportunities in the US, Jordan, and other countries.	Amount of faculty exposure to professional development opportunities in the US, Jordan, and other countries; Amount of faculty exposure to new thinking and ideas. Faculty members will be eligible for trips once per year.	0	1 per year	Review of itineraries; conference proceedings.	Annually; Vonda Jump	Faculty members will be introduced to and implement cutting edge standards and practices.	Faculty members were exposed to state of the art thinking and scientifically based research in teaching practices in many areas including a 3-week seminar about brain development. Example topics included play, hands on learning, language and early literacy, assessment, etc.

Objective 2: To increase the links between theory and application of theory through increased practical experiences in high quality classrooms for undergraduate students.

Performance Indicator	Definition	Baseline	Target	Data Collection Methods	Frequency; by whom	Long Term Target Outcomes	Status/Findings To Date
Amount of observation and classroom experiences students have in first 3 years at university	The number of hours that students are required to spend observing young children and actually observing/assisting in the kindergarten classroom during the 3rd year at UJ and PU.	0 hours	70 hours year 3	Attendance records; Signed forms confirming student volunteer hours	Each semester; Field supervisors will certify.	Undergraduate students will be able to apply theories they are learning in the classroom to actual practice with young children.	Faculty members greatly increased the hours of contact between students and kindergarteners, going from 0 hours to 20-30 hrs during students' first 3 years.
Extent of student teacher effectiveness.	Effectiveness of student teachers in the classroom, as evidenced by linkage between theory and applied learning, effectiveness of student teachers to engage young children.	No baseline.	At least 80% proficiency on observation measures (3 out of 5 rating on 80% of items)	Evaluation forms	Each semester; field supervisors and cooperating teachers.	Undergraduate teachers will be effective in teaching young children, and prepared to have their own classrooms.	University of Jordan just finalized an assessment measure. Petra University has a mentoring philosophy with student teachers, and if they are not performing as expected, the field supervisor will spend more time with them to ensure success.
Amount of student hours in KG classroom.	The amount of hours that student teachers spend teaching or assisting in the kindergarten classroom in during their undergraduate career.	Only have exposure in 4 th year.	120 hours spread across 2 nd , 3 rd , and 4 th years.	Attendance records; Cooperating teacher confirm hours	Each semester; field supervisors will certify.	Student teachers will have more practical experience teaching Kindergarten children and will be more prepared to teach in their own classrooms.	Not yet formalized, although students at both universities are going into KG classrooms in the 2 nd , 3 rd , and 4 th years now, instead of only the 4 th .
Amount of focus on assessment of children's progress	The amount of focus on teaching students how to assess children's progress. Students understand how to assess and plan teaching accordingly	0 hours	Course developed	Observation of course; student evaluations; student implementation of assessment with children during student teaching time	Each semester; Expert observer; students; field supervisors	Undergraduate students will graduate with the knowledge about how to conduct assessment, as well as the practical experience implementing assessment.	Petra University developed a course to specifically address assessment. Both universities attended a seminar in Chicago on assessment, and there was a mini-workshop on assessment during Year 2 of the project.

Performance Indicator	Definition	Baseline	Target	Data Collection Methods	Frequency; by whom	Long Term Target Outcomes	Status/Findings To Date
Objective 3: To increase the collaboration between the Ministry of Education, the University of Jordan, and Petra University.							
Number of meetings between Ministry of Education, UJ, and PU.	The number of meetings between early childhood education staff at the Ministry of Education and faculty members at PU and UJ. Each collaborating member will share important relevant documents.	1	4 per year (quarterly)	Meeting minutes	Quarterly; partnership coordinators at each university.	PU and UJ faculty members will have a stronger collaboration with M of E personnel, and kindergarten students at the university will have more evidence-based practices to emulate.	Meetings between Ministry, UJ, and PU personnel increased. Two meetings were held at the Ministry. Faculty from both universities also met with Ministry personnel at each university at least 2 times in the last project year.
Number of UJ and PU field supervisors who attend Ministry of Education training sessions.	The number of PU and UJ field supervisors who attend the training offered by the Ministry of Education for teachers; the M of E has opened up the courses to field supervisors.	0	5 at UJ; 1 at PU	Certificates of completion of training	Annually; partnership coordinator at each university	Field supervisors will have in-depth knowledge of early childhood development and ways to effectively teach young children; they will also have a greater understanding of the importance of parent involvement in children's education.	No field supervisors at either university attended the Ministry training.
Number of students who observe and student teach in Ministry of Education schools.	The number of students who observe and student teach in schools operated by the Ministry of Education (public) versus private kindergartens. The Ministry of Education can provide a list of high quality mentor or cooperating teachers. PU and UJ are requested to support cooperative teachers' efforts.	0	10 at UJ; 5 at PU; this depends on the availability of Ministry schools.	Cooperating teacher and field supervisor sign-off forms	Annually; field supervisors at each university	Student teachers will have experience teaching in high quality kindergarten classrooms and will have greater skills when they begin to teach in their own classrooms.	Eight UJ and 6 PU students taught at Ministry schools by the spring semester of 2011 with expectations of similar, if not higher numbers for the fall. Since Fall 2010, at least 4 students from each university have taught in Ministry schools.

Performance Indicator	Definition	Baseline	Target	Data Collection Methods	Frequency; by whom	Long Term Target Outcomes	Status/Findings To Date
Number of field supervisor trainings conducted by a team of representatives from UJ, PU, and M of E.	Team of trainers from PU, UJ, and M of E to conduct 1 joint training workshop for supervisors of M of E, UJ, and PU each year. Universities and M of E will increase their collaboration.	0	1	Evaluation forms at sessions.	Annually; UJ, PU , and M of E.	Field supervisors will increase their knowledge and expertise in early childhood education supervision and teaching methods.	A joint training did not occur.
Revision of draft KG teacher competencies to fit the actual practices, standards, and behaviors in the Jordanian context. UJ, PU, and M of E will revise and refine expected KG competencies that take into consideration the Jordanian context.	Draft from outside consultant will be revised by UJ, PU, and M of E.	Not revised; draft form	Revised form	Yes/no	Revised document; M of E.	M of Ed will have learning outcomes and universities will focus their training programs around these competencies. Teacher training programs will be revised based on competencies. KG teachers will have a better understanding of expected behaviors and practices.	Faculty members from both universities received the draft KG teacher competencies and provided feedback.

Note: UJ = University of Jordan; PU = Petra University; M of E = Ministry of Education

Summary Details for the Performance Monitoring Plan

The following summary details are presented in the order of the three overarching objectives above (Table 2), and approximately follows the order of the brief summaries in the last column of Table 2.

Objective 1: To improve the existing curricula at the University of Jordan and Petra University to reflect better training practices for preparing kindergarten teachers.

A goal to institute significant curricula revisions was not fully achieved at either the University of Jordan or Petra University as of the end of the project. Petra University developed and sent their curriculum revisions to the appropriate university level committee, which said they would need to wait until the 2012 academic year to institute revisions as part of Ministry of Higher Education requirements; the University of Jordan has yet to submit curriculum revision materials, although they have implemented individual changes in courses (nothing sustainable, however).

As a parallel to curricula revision, there was the aim to create new courses and update courses with revised syllabi. Petra University was successful in implementing three new courses: (1) Developmentally Appropriate Practice, (2) Assessment, and (3) Science and Math Concepts in Kindergarten. The University of Jordan implemented one new course, Child Protection, during the project period. Both universities have revised most of their courses to reflect an increased emphasis on practice in kindergarten classrooms.

A desired result of changes in curricula would be positive changes in teaching styles. This appeared to be the case, as according to faculty members, there were significant improvements in university faculty teaching practices, namely to increase the amount of time spent in class in discussions, small group activities, and applied activities. Self-report by faculty members indicated a strong change in teaching philosophy and styles, observation indicated substantial use of discussion and applied small group activities, and student feedback reflected heavy use of active learning techniques. However, course syllabi did not always specifically show the increased emphasis on practice, as the professor often assigned practice in KG classrooms as homework. Student evaluations and faculty observations were obtained for only one semester, at the end of spring 2011. Student evaluations reflected a high level of emphasis on discussion and practice. Observation of university classes were administered by university faculty members; with observations of faculty conducted by students.

As hoped, materials available for faculty teaching and student hands-on learning substantially increased. Faculty members at both universities have many additional resources, including books in developmentally appropriate practice; practical activities to incorporate in classrooms in math, science, language arts, and other core subjects; and books specific to their course content to draw from for their teaching responsibilities. At least 50 resource books to augment instruction were purchased over the life of the project. The University of Jordan and Petra University faculty have video cameras for use with student teachers. University of Jordan and Petra University faculty members also have a state of the art LCD projector and white board for use in teaching students. All faculty members received 3 year comprehensive memberships to NAEYC, which included the journals *Teaching Young Children* and *Young Children* as well as numerous books on top of those purchased. Additionally, *Developmentally Appropriate Practice* was translated into Arabic by Dr. Bilal al-Jayyoussi at Petra University as part of this project and copies were supplied to both universities for faculty and student use. Both universities purchased materials for a model kindergarten classroom as well as part of this project. The kindergarten classroom is open at Petra

University, after extensive renovation by Petra University administration. The kindergarten classroom awaits renovation at the University of Jordan.

With regards to direct impacts on improving teacher training, there was a desire to foster greater communication and collaboration between field supervisors and faculty members so the level of sharing of information about expectations from faculty members for student teacher knowledge of concepts and practices would increase. Although the faculty members all felt that this was a very important goal to meet, it was not really addressed, perhaps partially due in part to university constraints on the system, and three different faculty members in charge of field supervisors over the course of the program. It was difficult to begin new practices at the University of Jordan, as faculty support seemed to wane as a new partnership coordinator was brought on, which seemed to disrupt ongoing progress during the latter part of the 2nd and the 3rd year of the project. Petra University is a small private university, and the dean, president, and department head actively embraced change to improve their programs. Their ability to move forward may be related to the type and size of Petra University, whereas the University of Jordan may have felt more constrained to make such changes, particularly when the dean position was not stable throughout the project. Finally, the project was successful in introducing faculty members to cutting edge standards and practices. Faculty members were exposed to state of the art thinking and scientifically based research in teaching practices in many areas, including hands-on learning, brain development, student teaching preparation, literacy, social emotional development, assessment, etc. Most faculty members also participated in a 3 week seminar with Dr. Daniel Siegel, an internationally acclaimed brain development expert.

Objective 2: To increase the links between theory and application of theory through increased practical experiences in high quality classrooms for undergraduate students.

To link theory and practice, it was clear in the planning process that a key focus for the project would be to build up the time students worked directly with kindergarteners. Although not formalized, faculty members did greatly increase the number of hours that students visited and worked with kindergarten children in their classrooms. Observation and assistance times went from 0 hours at the beginning of the project to approximately 20-50 in the students' first three years at the university. In addition, there was the intention to increase student teachers' hours in kindergartens during their fourth year at the university, so they would have more practical experience with the children and would be more prepared to teach in their own classrooms. This has not yet been formalized, as the curriculum revisions have not occurred as yet.

An attempt to assess the extent to which student teachers reached higher levels of effectiveness in linking theory and practice and engaging their kindergarteners was not completed. This was a major goal of a field supervision workshop but never occurred. At the University of Jordan, student teachers were evaluated by field supervisors; however, faculty members did not receive any feedback about how they performed in children's classrooms, which would help faculty members better target their university teaching. The situation at Petra University was different in that field supervisors were also faculty members. This system helped ensure that student proficiency is very high before they even begin their student teaching career.

With respect to undergraduate students having sufficient knowledge about implementing and conducting assessment, Petra University developed a course to specifically address assessment. The University of Jordan had not accomplished this goal before fall semester 2011. Both universities did

participate in a seminar in Logan and again in Chicago on assessment that was aimed to increase their familiarity and comfort with assessment.

Objective 3: To increase the collaboration between the Ministry of Education, the University of Jordan, and Petra University.

An important goal to meet Objective 3 was to improve the communication and collaboration between early childhood education staff at the Ministry of Education and faculty members at Petra University and the University of Jordan by increasing the number of formal and informal meetings and other interactions. At the beginning of this project, there was little collaboration between the universities and the Ministry, and in fact, there was outright distrust expressed by both entities. Over time, Ministry personnel did ask the University of Jordan and Petra University faculty members to evaluate several documents and to sit on committees as part of their collaboration. Both universities complied and were very happy to be more involved with the Ministry. At least two meetings were held at the Ministry. Individual faculty members at each university also met with Ministry personnel (at least one person at each university meeting at least two times in the last year of the project).

It was also deemed vital that although historically, trainings offered by the Ministry of Education for teachers were not available to field supervisors, this should change. However, while the trainings offered by the Ministry of Education for teachers were subsequently made available for field supervisors, no field supervisors from either university attended the trainings due to logistical realities. A meeting was held in October 2011 to discuss ways that university faculty and field supervisors could collaborate more with the Ministry to ensure that all expectations from all sides were more congruent. A planned joint conference for field supervisors by a team of representatives from the University of Jordan, Petra University, and Ministry of Education occurred in May 2010. The barrier for field supervisors to attending the Ministry trainings was the fact that they were held in the evening or on the weekends, which was outside of the work week for field supervisors.

Another change encouraged by the Ministry of Education was to have ten University of Jordan and five Petra University students observe and student teach in Ministry of Education schools each semester, something which was not the practice before. While the target numbers were not reached, eight University of Jordan and six Petra University students student taught at Ministry schools in the spring semester of 2011. At the end of the project (fall semester 2011), the numbers weren't yet formalized, but both universities felt the numbers would be similar, if not higher. Students began student teaching in Ministry Kindergartens during the spring of 2010, and continued to be placed there through the end of the project. Students are still being placed in Ministry schools now that the project has ended.

The last goal heavily involving the Ministry of Education was to revise the draft kindergarten teacher competencies to fit the actual practices, standards, and behaviors in the Jordanian context. The Ministry of Education desired the participation of the University of Jordan and Petra University in the revision. Faculty members received the draft competencies and provided feedback to the Ministry of Education.

Yearly Activities
Year 1 Outline of Planned Activities
Oct 15, 2008 to Oct 14 2009

October:

Project start, planning, negotiation

November:

Planning, negotiating

December:

1st visit to Jordan

1. Meetings in office with Ibrahim, Ramzi, Tagreed
2. Joint meeting of the University of Jordan and Petra University at the University of Jordan
3. Joint meeting of the University of Jordan and Petra University at Petra University
4. KG visits
5. Discussions about structure and process.

January – May: Planning, etc

1. Ordering books
2. Reviewing courses and curricula
3. Obtain NAEYC 3 year comprehensive memberships for all faculty involved in SECEJ project
4. Ongoing meetings between Dr. Jump and NAEYC regarding the possibility of having *Developmentally Appropriate Practice* translated into Arabic.

June:

1. Teton Science School Workshop - Place-Based Education: An Introduction for Jordanian Professors
2. Attendance at NAEYC Professional Development Conference on Play in Charlotte, North Carolina
3. Meeting with NAEYC about possibility of Jordanian faculty members translating DAP into Arabic.

July – Sept:

1. Planning, ongoing discussion of project goals and potential revisions after our experiences together in Wyoming and North Carolina. Petra University did have 2 students in Ministry schools during the Fall semester 2009.
2. Ongoing negotiations with NAEYC to translate DAP into Arabic.

First Visit Agenda

Sunday, December 14

Location: University of Jordan

- 9:00 Introductions/overview of project/discussion of areas of research/what would you like to accomplish in this project
- 9:45 Discussion of work plan and ideas for input
Assessment of student progress
How trainers will be involved in this project
- 12:00 Meeting with Dean of Education, Dr. Hamdi
- 1:00 Discussion of strengths and weaknesses of current curriculum
- 2:00 Discussion of Blackboard
- 3:00 Additional issues

Monday, December 15

Location: University of Petra

- 9:00 Introductions/overview of project/discussion of areas of research/what would you like to accomplish in this project
- 9:45 Discussion of work plan and ideas for input
Assessment of student progress
How trainers will be involved in this project
- 12:00 Meeting with President of University of Petra, Dr. Badran
- 1:00 Discussion of strengths and weaknesses of current curriculum
- 2:00 Discussion of Blackboard
- 3:00 Additional issues

Tuesday, December 16

Joint meeting between University of Petra, the University of Jordan, and Utah State faculty members

- 9:00 Introductions/discussion of areas of interest
- 10:00 Discussion of overlap in interest between 2 partners, how we might collaborate
- 11:30 Broader discussion of evaluation and their suggestions for additional evaluation activities
- 1:00 Discussion of possible joint conference
- 2:30 Miscellaneous items—
 - ✓ NAEYC conferences and memberships and other conferences
 - ✓ How to reconcile student teacher issues—student teachers often teach in private schools, but want them to teach at public schools—how to go about doing that.

Wednesday, December 17

8:00 Visit kindergartens for morning hours

1:00 Meeting at Ministry of Education with Ibtisam AMara, ECE Coordinator, Development Coordination Unit, Mohammad Okour, Managing Director of General education and Student Affairs, and Dr. Mohammad Zoubi, Managing Director of Training, Qualifications, and Supervision

3:00 Meeting at Ministry of Higher Education with Mona Taji

4:30 Meeting with Nour Abu Al-Ragheb

Evaluation for Teton Science School Workshop

Place-Based Education:
An Introduction for Jordanian Professors
Year 1, June 8th to June 12th 2008.

The workshop, “Place-Based Education: An Introduction for Jordanian Professors,” was conducted at the Teton Science Schools near Jackson, Wyoming from June 8th to June 12th in 2008. Six participants from Petra University and the University of Jordan attended. Workshop activities focused on the philosophy, curriculum, and practices of staff at the Journeys School, a private non-profit, Pre-K to 12th grade school which is a part of Teton Science Schools.

An evaluation of the workshop was conducted to gain feedback about the effectiveness of the workshop (see Appendix A for full report). The purpose of this evaluation was to assess the perceptions of participants about their experiences with the workshop activities to get a sense of what worked and what did not, what was useful, and what was not. In addition, an assessment was made about the degree to which concepts about place-based education were understood. We also intended for the evaluation to encourage to discussions about best practices in early childhood education and teacher education.

It appeared participants were positive about workshop content and delivery, based on overall ratings and open-ended comments. The open-ended responses were quite varied; however, it did seem clear that participants most favored workshop activities that were focused on early education, whether classroom observations or discussions with classroom teachers (see Appendix A for details).

Year 1: Overall Evaluation

Visit and Meetings

Overall Evaluator Observations, Comments, Recommendation Summaries

There were extensive communications between Utah State University staff (Vonda Jump, PhD) & James Akers, PhD, evaluator and Jordan participants for planning the visit to Jordan to meet staff from the University of Jordan, Petra University, and Ministry of Education. In hindsight, one lesson re-learned was the importance of documenting all communications by letter, email, phone, and face-to-face exchanges. Keeping detailed notes for meetings, creating minutes, and distributing the minutes to all participants for consideration is useful in keeping everyone informed about progress and decisions made. It also fosters a sense of greater responsibility to track and honor past work. This lesson of course applies over time to all aspects of the project.

The first 4 days of the face-to-face meetings in December of 2008 were helpful in narrowing the focus of the project and provided the opportunity for Utah State University staff to gain necessary background information about the Jordan system of education and teacher training. Utah State University project staff also were able to visit two kindergartens to observe effective KG teaching in action. However, the Utah State University staff were not successful with getting all participants on board to implement a major overhaul of students’ practicum experiences; namely, an increase in the amount of classroom experience, and integration of early childhood education theory and practice. The Jordanian faculty members were part of a system that had been in place for some

time, and any mention of change was threatening and difficult to imagine. Dr. Jump realized that there had to be more buy-in from faculty members, and less perceived “imposed” change.

In meetings with the USAID mission, USU faculty quickly understood that distance learning was not a focus of the project as written in the grant proposal. It could be used as a tool to increase communication between faculty members, but there was not a goal to move to distance learning at the universities in Jordan at the current time.

In June of 2009 there were a series of workshops held at Teton Science Schools in Jackson, Wyoming. The training received by the six Jordanian participants appeared to spark a significant shift in perceptions about the value of place-based education and hands-on learning for practices to add to the way KG staff interacted with children. However, it is this evaluator’s opinion that the most important outcome of the workshops was the strengthening of the positive relationships among and between the University of Jordan and Petra University staff, as well as the subtle shifts in attitude.

It appeared that the project team moved from skepticism about need and ability to increase integration between theory and practice to a full sense of desire and commitment to create a “revolution” in the training of kindergarten teachers. In fact, faculty members stated that they felt “ignited” and realized that they needed to revise their practices to focus more on practice rather than strictly theory.

The activities for the first two sets of meetings were less product-oriented and more relationship-based. At times it appeared that talk was excessive, and detrimental to producing desired outcomes within the three-year life of the grant funding. For those who are task oriented, the many hours of talk (approximately 20-25 hrs per visit, but varying by staff member) could have been frustrating. However, it seemed that all staff members from both universities implicitly understood the imperative for building relationships within the project team before moving on to activities aimed at students in the universities and kindergartens.

At this time, faculty members were still not ready to discuss student teaching in Ministry schools, as they felt that a number of barriers existed to prevent such practices from occurring, such as how to arrange travel to ministry schools, the distance from the universities (there are few Ministry schools in Amman), the time available for students to go to Ministry schools, etc. However, Petra University did agree to try to have 2 students in Ministry schools during Fall semester 2009. They were also not ready to discuss actual university curricular revisions, as they felt that the current curricula met the needs of their students.

In the original grant proposal, it was proposed that a “knowledge” test would be developed for 3rd and 4th year students. However, upon reflection on the needs of the universities, the parties determined that what was actually needed was a greater link between theory and practice, and that there must be increased opportunities for students to be in undergraduate classrooms before the fourth year at the university. However, there are a number of barriers to this becoming a reality, including the fact that students are often attending classes at the university and it is not clear how to make it possible for them to be in classes at elementary schools due to time and schedule constraints.

Year 2 Outline of Planned Activities Oct 15, 2009 to Oct 14 2010

October:

1. 2nd visit to Jordan
 - a) Joint Meetings between University of Jordan, Petra University, and Ministry of Education
 - b) Meeting with Creative Associates

November:

1. Summary of Oct 2009 Meetings
2. Assessment of Activities

December – June:

1. Planning, etc
2. Needs assessment
3. Ongoing discussions of curriculum revisions and submissions to university departments. Petra University proposed changes that included new course offerings and additional time in KG classes during years 2 and 3 at the university; University of Jordan proposed to change the name of 2 courses and to drop a course.
4. Increase interaction and communication between UJ, PU, and Ministry of Education early childhood education staff.
5. Planning for one-day workshop for field supervisors
6. Development of a project logo
7. Petra University refurbished 3 rooms to be dedicated to early childhood: a model Kindergarten, a resource room for students, and a teaching classroom.
8. Planning for and attendance at early childhood workshops in Logan, Utah for 7 faculty members and two Ministry of Education staff members.

July-October

Review of summer visits and ongoing planning

1. Petra University faculty conducted a workshop on assessment for students and KG teachers in September 2010.
2. Work on getting University of Jordan director of practicum to join the team and to increase interaction between faculty members and practicum students.
3. Petra University placed 2 student teachers in M of E kindergartens spring 2010 semester and 6 Fall 2010 semester. The University of Jordan had 0 student teachers in M of E KG classrooms in spring 2010, and is negotiating having student teachers placed in M of E Fall 2010 semester.
4. The University of Jordan and Petra University are assigning students to observe in KG classrooms Fall semester 2010. For example, Dr. Diala Hmaidid spent a Saturday with her students observing in KG classrooms, and planned to continue this tradition due to its success.
5. M of E staff provided the UJ and PU faculty members with the draft KG teacher competencies for their input into what additional competencies might be necessary.

Summary of Project Visit Meetings

Amman, Jordan

Year 2, 11 – 14 October 2009

11 October 2009

University of Jordan, Department of Educational Sciences

Discussion of project goals: Nour Abu Al-Ragheb

It was reiterated that the purpose of the project is to improve the curricula at the University of Jordan and Petra University so that graduating teachers are well-prepared to teach in the Kindergarten classroom.

It was noted that because limited funding by USAID, additional compensation for the time that faculty members devote to the project is not allowed and that all travel needed to be focused on staff who teach in the early childhood area.

The partnership coordinator at each university was selected to facilitate communication between all parties, and the partnership coordinator should be intimately involved in the early childhood area, but that all project activities should be reported to the administration at each university.

The University of Jordan and Petra University were complimented on the strengthened partnership that had been developed between the two universities.

Discussion of Ministry of Education's Education Reform for the Knowledge Economy (ERfKE) project plans, goals, discussion, questions, possible points of collaboration Ibtisam Amara, Ministry of Education.

The role of the Ministry of Education (Ministry of Education) in the field of education was discussed. In particular, the role of the Ministry of Education in the Education Reform for the Knowledge Economy (ERfKE) projects funded by USAID was highlighted. Some of the major accomplishments of ERfKE Phase 1 included:

1. The development of national early childhood education (ECE) standards, which were developed in cooperation with many organizations.
2. General and specific learning outcomes for ECE were developed.
3. The interactive national curriculum was developed and revised.
4. Licensing standards for private kindergartens were developed (they have been finalized, but not yet endorsed).
5. Quality assurance standards of public kindergartens were developed.
6. The Early Years Evaluation was implemented to understand the achievement of kindergarten children.
7. 170 kindergartens were renovated and furnished.
8. 390 KGs were provided smart kids software.

9. All KG teachers were trained on the national curriculum and developmentally appropriate practice.
10. A commitment was made to parent involvement in the classroom. Most KGs now have parents volunteering in them.
11. The Better Parenting program was developed to help educate parents and care providers about early child development. Almost 16,000 caregivers have been reached.

The early childhood development priorities in the National Agenda were also discussed. Some of these priorities included (list not complete):

1. Expand public KG availability.
2. Increase public awareness of public KGs and early childhood development.
3. Continue building institutional capacity.
4. Develop licensing components and enforce standards.
5. Continue to develop and revise curriculum.
6. Increase professional development efforts.
7. Develop teacher competency standards with university staff.
8. Establish a system to monitor teaching and training.

There was continued discussion of the goals of ERfKE and the quality of the of early childhood educator preparation. In addition, concerns were voiced about continuing the process of strengthening trust between the Ministry of Education and Petra University and the University of Jordan. All present seemed to desire an increased interest to partner with each other, and to write an agreement to formalize the partnership. Ms. Amara stated that obtaining official permissions should not be difficult to obtain and she agreed that Nour from USAID could call her to discuss how to best proceed to develop the partnerships.

Permissions to translate DAP were preliminarily obtained, and ongoing negotiations between the publisher and NAEYC are occurring. Because communication seems to be stalled from the NAEYC side, Dr. Jump will phone NAEYC upon her return to the US to discuss how to facilitate the process. (Dr. Jump has left a message with Valerie Sheehan from NAEYC and is awaiting a response).

Workshop updates/ongoing planning

The teams at the University of Jordan and Petra University have had regular meetings over the summer to discuss the workshop, facilitated by partnership coordinators Ibrahim Al-Momani at the University of Jordan and Taghreed Abu Hamdan at Petra University. A preliminary proposal has been developed and will be further discussed on Thursday (15 October 2009).

Collaborative research brainstorming

The group took some time to discuss possible joint research topics between the 3 universities. The following is a summary of the topics discussed:

1. Exit portfolio—see changes in attitudes of students over 4 years
2. Idea of partnership—public university in Jordan/private university in Jordan/public university in US

3. Challenges/barriers/successes
4. Needs assessment of current students
5. Student attitudes—1st vs. 2nd vs. 3rd vs. 4th year students—what made them decide to choose this specialization?
6. Joint research with Ministry of Education—teacher effectiveness, level of preparation
7. Compare ECE program at the University of Jordan, Petra University, Utah State University
8. Whether National Curriculum is based on/aligned with National Agenda
9. Survey of current teachers from Petra University and the University of Jordan—what areas do they feel they were particularly well prepared in/what areas would be good to increase skills in?
10. Survey of teacher strengths and challenges

The list was briefly discussed and it was decided that priorities would be determined in the next meeting between the University of Jordan and Petra University.

Project travel based on university goals: Because funds are limited, university staff must focus their goals, and project travel will be based on achieving those goals. A plan for future travel is being discussed and negotiated with university faculty. It is possible that faculty members will come to the US in early 2010 to have a focused workshop, to observe in KGs, and to collaborate and observe US university faculty. A needs assessment was distributed on 13 October 2009. Three responses regarding the needs assessment have been obtained and other team members will send their responses to Dr. Jump as soon as possible.

12 October 2009

Petra University, Department of Educational Sciences

Petra University and the University of Jordan faculty members discussed their goals for students enrolled in the ECE program. They were as follows:

1. Know how to deal with children so children will have positive self-concepts.
2. Be able to apply theory: no theory without practice; no practice without theory.
3. Use developmentally appropriate practices (DAP) in the classroom.
4. Understand and apply principles of classroom management.
5. Understand how and be able to prepare materials.
6. Be able to communicate effectively with children.
7. Be able to establish a climate that is welcoming to children.
8. Communicate well with parents.
9. Understand various types of assessments, and implement them in their practice.
10. Act on the importance of oral language (as well as written) by encouraging it in the classroom.
11. Focus on the whole child.
12. Be able to prepare activities that integrate various aspects of development (cognitive, social,

physical, language, etc).

13. Emphasize preventive and developmental approach to behavior management.
14. Be able to include children with disabilities into the classroom environment.
15. Understand and be able to develop, plan for, implement, and revise curriculum at a global and specific level.
16. Be able to stimulate the playful character of children.
17. Smile, let children know you are happy to be with them and they are important.
18. Be able to think creatively and problem-solve when aspects of curriculum do not work, children act differently than expected, etc.

Evaluation of successes/challenges of current ECE programs at the University of Jordan and Petra University:

Successes:

1. Students understand code of ethics.
2. Students understand how to plan for and how to use materials.
3. Students know how to make activities for listening/reading/writing.
4. Professors are able to problem solve in the classroom.
5. Professors are successful in changing negative attitudes of students into more positive attitudes.
6. Having Dr. Aseel as a field supervisor is a strength.
7. Small classes at Petra University.
8. Professors are able to impact the belief systems of students.
9. Students are fairly open-minded.

Challenges:

10. Class sizes at the University of Jordan.
11. Motivation of students.
12. Link between universities and Ministry of Education.
13. Professors are separated from practicum students at the University of Jordan.
14. Field supervisors at the University of Jordan are not specialized in ECE.
15. Need more practicum/hands on experiences throughout university career.
16. Students don't speak English and there are few quality materials in Arabic.
17. Financial issues may impact on the ability to expand practicum experiences.

Discussion of Utah State University ECE program: Vesna Jenkins, Director of Field Supervision at Utah State University met with the University of Jordan and Petra University staff, and USU.

There was a presentation of the progression of undergraduate students through the ECE curriculum at Utah State University. Students begin observing in the kindergarten classroom their first semester at the university (5 hours per week), increased to 120 hours in a semester their second year, spend 200 hours in a semester in the classroom in their 3rd year, and student teach for 14 weeks in one semester during their 4th year at the university, and spend another 14 weeks teaching in a preschool classroom in another semester. Ms. Jenkins discussed the rigorous evaluation students undergo

during their 4 years at the university, and discussed the development of a Portfolio during their university career that culminates in a final portfolio to be turned in the week before they graduate.

What information from Utah State University program is helpful/would be useful to think about implementing? What information does not apply?

The university faculty members at the University of Jordan and Petra University asserted that they would like to revise their current curricula to increase the amount of practical experience that their undergraduate students would have during their 4 years at the university. They noted that they have tried to increase the number of practical hours in the classroom, but they have met barriers of resistance in the past. They feel that they will not be able to adequately prepare their students without allowing them more time in the classroom. It was determined that they would begin to develop a proposal for possible revisions to the university curriculum.

There is a draft from Petra forthcoming, and another being finalized from the University of Jordan.

Of the information that is useful, what will help it to be implemented? What are the barriers to implementation (political/little will to make it happen/student resistance/other reasons??)

Several of the challenges listed above relate to this question. Faculty members felt a dramatic change in their curricula would be difficult, however, they plan on dreaming about what should be happening and seeing what the university administration and the Ministry of Education and Higher Education will accept.

13 October 2009

University of Jordan, Faculty of Educational Sciences: Dr. Tagreed Abu Taleb, Dr. Rimawi, Dr. Jump

There was a brief discussion of our collaborative work together, assisting Dr. Rimawi in understanding the goals of the project, as he was recently named the new Dean.

Proposal planning

Faculty members spent time discussing specifics of changes to be made in their curricula but felt that they should meet again soon to finalize a proposal. Since then, it was agreed that now it will be done separately, then be reviewed and then forwarded to their respective administrations.

14 October 2009

Meetings with Creative Associates International staff: Dr. Ibrahim, Dr. Bilal, and Dr. Vonda met with Eileen St. George and Manar Shukrai

Meetings were for discussion about the respective projects and to find possible areas of collaboration or joint work with Creative Associates was discussed. There was a desire for a day-long workshop with the University of Jordan and Petra University to outline more information regarding Creative Associates and the Ministry of Education's work to improve the early childhood education arena during ERfKE II. All parties are committed to improving the quality of education for young children in Jordan, and discussed working together to ensure that children's outcomes are

optimized.

Kindergarten Visits: Dr. Diala, Dr. Ramzi, and Dr. Jump

A tour of a 3-4 private Kindergarten was organized. High quality programs were observed. The director also provided Dr. Ramzi with suggested Arabic learning resources for students. Dr. Ramzi was to follow up with Dr. Aseel to discuss additional material purchases. Dr. Aseel purchased materials during the 2nd year of the project, but the University of Jordan was not ready with their list until the end of the 3rd year of the project, due to Dr. Ramzi's departure on sabbatical and new faculty members becoming part of the team.

15 October 2009

Petra University
Faculty of Educational Sciences

Meeting with Dr. Mohammed Rimawi, the interim Dean of the College of Educational Sciences at the University of Jordan

Team members from the University of Jordan and Petra University summarized the successful collaboration and upcoming plans with respect to partnership that developed between the University of Jordan, Petra University, and Utah State University. Preparation of student teachers was also discussed, with potential methods to improve preparation outlined. There was support expressed by Dr. Rimawi for proposed alterations to the curriculum. Faculty members were asked to submit a proposal. A field supervisor from the University of Jordan discussed the lack of preparation and consistency of field supervisors who supervise student teachers. Potential solutions to this problem were suggested.

Undergraduate Workshop planning

There was continued discussion of the upcoming workshop to be held in June 2010 for fourth year students; namely, general plans, potential faculty participants, and cost/logistic issues. A needs assessment was developed to be distributed to student teachers and recent graduates to determine the areas of workshop focus.

The needs assessment was to be completed in the next month or so, and workshop concentration areas to be developed using the results of the needs assessment. Faculty members would begin to plan for materials needed (paper/pens/bags/etc.), and Dr. Jump would support as needed. Between this meeting and March of 2010, Dr. Tagreed Abu Taleb became partnership coordinator for the University of Jordan. The focus of the workshop changed from students to field supervisors.

Needs Assessment – Project Workshops and Trainings Early Childhood Development - Kindergarten Education

Amman, Jordan

Year 2, Mid November, 2009

Purpose: To document the needs and desires of project team members for training, on-site

observations, and review of relevant resources (see Appendix B for protocol)

Process: For each of the areas listed below, please list the kinds of activities and foci you would like to see included in your next visit to the United States. Note: The areas listed below are not meant to be unique or complete, but only to prompt a variety of responses.

1. **Presentations:** Summaries of current theory, research findings, and evolving standards of best practices with respect to early childhood development and education.

Areas of foci for the next visit to USA:

- a. Knowledge, skills and sensitivity to interact successfully with not only the young child, but also parents, guardians, paraprofessionals, community organizations and others whose actions affect children (ACEI, 2001).
 - b. I hope that the University of Jordan and Petra University will be able to develop culturally relevant competency-based teacher licensing standards for undergraduate early childhood education and when we get the chance to meet with Utah State University we can revise it and add their input.
 - c. I would like to have a deeper look at kinds of tasks student- teachers perform at kindergartens during their practicum, particularly during the first two years of study. In addition, I would like to see how university professors and supervisors connect theoretical courses with practical assignments in the field.
 - d. Different systems of child assessment in K.G and how to orchestrate various tools(checklist, rating scales, rubrics and portfolios) the present state of neuroscience and its relation to child development literacy through play examples of textbooks, handbooks, guides and manuals that simplify developmental and psychological theories, and relate them to every day practice in the classroom.
2. **Workshops/trainings:** To develop skills related to teacher training and education (for both pre-service and in-service programs and for theory and practical skills)
 - a. Curriculum, or the content of what is being taught (Training should provide up-to-date information regarding what is new in ECED knowledge. For example, some ideas of some good resources that may help us in our teaching in the University of Jordan. To facilitate this, maybe we can see some syllabi and how the professors in Utah State University facilitate those courses by suggesting their techniques and their way in choosing the required materials for courses.
 - b. techniques for socializing children in the repertoire of cognitive and affective skills required for successful functioning in the society that education is designed to promote methodology, or the way in which teaching is done
 - c. To develop skills related to teacher training and education (for both pre-service and in-service programs and for theory and practical skills)
 - d. I would prefer if we attend two workshops in two different topics (one week each). I would suggest having an intensive training to go in-depth in the topic, so it will be theoretically covered and we will be provided with so many practical ideas on how to train student-

teachers or teachers. Suggested topics may include "Child Brain Development, Theory and Practice", "Methods of Enhancing Children's Social and Emotional Development", "Methods of Assessing Children's Development: Authentic Assessment".

As university professors or teachers we are programmed to lecture think that we need to be trained to be trainers.

3. **On-site visits:** To observe kindergarten classrooms, and interact with the teachers and supervisors from those classrooms.
 - a. In my opinion, this a great area to focus on especially to interact with kindergarten teachers and supervisors regarding the following areas:
 - (1) Planning
 - (2) Time management
 - (3) Transition from one of the learning centers to another one
 - (4) Preparing and choosing the appropriate materials that serve the learning objectives
 - (5) Discipline techniques and
 - (6) Their ideas regarding assessing the child's growth and to see some actual example of the children's work
 - (7) To observe kindergarten classrooms, and interact with the teachers and supervisors from those classrooms.
 - b. Observing the implementation of practicum in some schools
 - c. Visiting schools that represent different approaches to early child education
 - d. Attending classes in universities to have ideas about teaching strategies.
 - e. I would like to have some school visits, but I would prefer that the main emphasis will be on the workshops.
4. **Other:** Activities not suggested by areas above.
 - a. Design and implement a reflective culminating student teaching experience.
 - b. Promoting the repertoire of cognitive and affective characteristics and skills that the young child needs to move down the path from natal culture to school culture to the culture of the larger society.
 - c. Highlight the powerful capabilities and essential social skills that develop during the earliest years of life.
 - d. Emphasize the growth of self-regulation.

Your Top Priorities: Please consider *all* the activities that you described in the four areas above and tell us your top three desired activities across all three areas. Do this by marking your highest priority above with a **large**, "#1." Then mark your second and third priorities with a "#2," and "#3."

Year 2, Review of Syllabi

1. Practicum
 - a. Bus students to schools - transportation
 - b. Videotape KGs

- c. Degree to which students have opportunities to observe classes.
 - d. Cohorts observe as a group.
 - e. Smaller groups visit and bring back examples and videos to share with others
2. Four-year plan - results of break-outs, ½ hr out, then back for ½ hr.
- a. Group 1
 - i. Monday – theory 3 courses (e.g., curriculum, intro, psych, problems)
 - ii. Wed – practice in KG –
 - iii. Re-describe courses
 - b. Group 2
 - i. Year 1 lower % of time
 - ii. Other years – higher %
 - iii. Courses mostly in 3rd and 4th
 - c. Need to prioritize course, sequencing
 - d. Use Fridays for practicum at the University of Jordan MW 3 courses, Tuesday/Thursday 2 courses
 - e. KG only in morning
 - f. 4 days at university,
 - g. One day for only practicum => 16 days of practicum per semester, starting from 2nd year.
 - h. Go to kindergarten at any time
 - i. Ratios
 - i. Yr 1 15-20% of course for practicum
 - ii. 48 hrs/semester for 3 credit hr course
 - iii. Monday & Wed 1:30
 - iv. Sunday & Tues 1:30
 - j. Write proposal next week -
 - k. Research to cite for support of increased practicum time.
 - l. “This will be a revolution”
 - m. Training of cooperating teachers necessary
 - i. Have documents
 - ii. Use of triads

Report of Jordanian Delegation Visit to Utah State University

Strengthening Early Childhood in Jordan project
Logan, Utah, USA
Year 2, June 5-20, 2010

Introduction

From June 5-June 20, 2010, representatives from the University of Jordan (4), Petra University (3), and the Jordanian Ministry of Education (2) traveled to Utah State University in Logan, Utah, to meet for continuing activities of the “Strengthening Early Childhood Education in Jordan (SECEJ)” program. This meeting was fruitful in many regards, but very importantly, it provided an avenue of sustained discussion around early childhood education issues and sustained interaction between the university and Ministry representatives. From this experience, the professionals were able to get to know each other on a more personal level and to develop relationships that will transfer back to Jordan as they continue their work together and develop a partnership between the universities and the Ministry of Education. The purpose of this document is to provide a summary of the trip activities for team members who were not able to participate as well as for funding agencies.

Agenda Activities

June 6, 2010

Seven team members arrived from Amman. Unfortunately, two participants were delayed by several hours, and two participants did not receive their luggage (the luggage was not retrieved during the entire trip). Dr. Jump met them at their hotel to ensure that the accommodations were satisfactory and to assist in resolving any issues (such as the suitcase).

June 7, 2010

As a result of the delayed arrival of 2 participants, we began our sessions later in the morning than originally planned so that participants could relax for the morning. Dr. Jump welcomed all team members to Utah and asked them to review the planned agenda, and to comment on additional goals they would like to have met. She noted that she used their needs assessments from the fall of 2009 to plan the trip. Team members were enthusiastic about the planned activities and asked for additional information in several areas. Team members expressed a desire to observe in university education classes. Dr. Jump explained that she also had that desire, but no education classes are held in the summer. She further noted that a September trip would be ideal for such purposes. Team members also expressed a desire to talk to faculty members who works with children with disabilities or learning disorders, and Dr. Jump was able to set up such a time later in the week. Dr. Jump mentioned a disappointment that it was not possible to attend a lecture on brain development by Dr. Dan Siegel, but said that it appeared there would be a class called brain development for educators in September that perhaps all team members could participate in together, as it is an online course. Team members were enthusiastic about this possibility.

June 8, 2010

Curricular revisions: Team members from the University of Jordan and Petra University explained the planned revisions to their curricula so that other team members would understand them. Petra

University is increasing their focus on practical, applied exposure in the Kindergarten classroom beginning in Year 1, and increasing during Year 2 and onward. They are beginning to require students to go into the K classroom to better understand the practical application of theoretical concepts they are learning in the university classroom. They are also hoping to have a K model classroom open at the university in the fall. The planned revisions have been presented to their Dean, who is formally requesting the change in the curriculum.

The University of Jordan has added a course (child protection) to their list of required courses, and has revised the titles of several courses. Unfortunately, they felt they were not able to make more substantial changes to their curriculum due to a number of political and personal reasons. This seems like a severe missed opportunity, as according to the University of Jordan faculty members, they can only request curriculum revisions every 4 years. The University of Jordan is also hoping to open a Kindergarten classroom on the university classroom in the fall.

*Note: Later discussions with the University of Jordan team members led to a decision to try to revise their curriculum further this summer, and to petition to have the changes implemented. Potential revisions are currently being Monitoring and evaluation: considered.

Brainstorming questions for Kindergarten panel: Team members spent time preparing a rich list of questions for the kindergarten teachers, who they were meeting on Thursday the 10th of June.

Team members went through some items on the Monitoring and Evaluation plan to ensure that everybody is okay with the tasks and expected deadlines. There were several revisions to the planned tasks and deadlines, and the revised plan is attached to this document.

Meeting with DeeVon Bailey, Associate Vice President for International Research at Utah State University: Team members met with DeeVon Bailey, to discuss Dr. Bailey's role in assisting and facilitating international partnerships, to help Dr. Bailey better understand the SECEJ project, and to dream about additional partnership ideas.

Wednesday, June 9, 2010

Collaboration with Ministry of Education: Ibtisam and Samira, team members from the Ministry of Education, assisted in leading the discussion of the 3rd objective from the Monitoring and Evaluation plan, which is to increase the collaboration between the University of Jordan, Petra University, and the Ministry of Education. They first outlined some of the upcoming Ministry activities around early childhood, and invited the University of Jordan and Petra University faculty members to join in the activities. They also discussed possibilities for putting a formal collaboration in place. The team members determined that it would be useful to add additional tasks for the "Increase collaboration between the Ministry of Education, the University of Jordan, and Petra University" objective from the Monitoring and Evaluation plan. (See the attached plan).

There was also a discussion about possible ways to have university students go to Ministry schools to observe and conduct their practicum, and the universities seemed willing to increase their presence in Ministry schools. Unfortunately, due to time constraints, further discussion had to be delayed.

Thursday, June 10, 2010

Continued discussion of objectives from Monitoring and Evaluation Plan

Faculty members spent a great deal of time discussing the teaching evaluation section of the plan. Faculty members like the idea of obtaining feedback from their students, and from an outside observer. However, rather than have somebody who is a stranger come to their courses, they discussed another plan whereby a colleague would come into their course to observe and to evaluate their teaching. This option must be discussed with the outside evaluator.

Meeting with Dr. Martha Dever, Department Head, Teacher Education and Learning program at USU

Dr. Dever discussed the framework of the USU program from the first year onward so that faculty members could think about how to revise their current programs so that teachers obtain more practical experience in kindergarten classrooms before graduating. Faculty members had a number of questions for Dr. Dever about the logistics of setting up the program have occurred, how they can ensure students can arrange their schedules to fit going into the schools, and how the system works for USU students and faculty members (how prepared are students for teaching when they graduate, for example).

Meeting with Dr. Cyndi Rowland, Associate director of Center for Persons with Disabilities

Dr. Rowland discussed working with children with disabilities (physical and learning) in the school setting. She discussed laws, mainstreaming, inclusion, and barriers to effectively teaching young children with disabilities. Dr. Rowland provided the Jordanian faculty members and Ministry of Education staff with videotapes and the SPIES curriculum developed here at USU. Faculty and Ministry members were engaged in the dialogue regarding working with exceptional children.

Kindergarten teacher panel

The faculty members and Ministry of Education staff members had a rich and fruitful discussion with the Kindergarten teacher panel, including 5 K teachers with various levels of experience as well as Ms. Vesna Jenkins, the student teacher field coordinator at USU. The teachers discussed their preparation at USU, what they would do to improve their preparation, how they deal with various issues in the classroom, and many other pertinent issues.

Friday, June 11, 2010

Montessori preschool visit

The Jordanian delegation visited a Montessori preschool in Salt Lake City, as requested by Dr. Qutami, the Dean of the Faculty of Educational Sciences at the University of Jordan. We all noted the similarity of Montessori programs around the world, with many comments about the materials and teaching strategies. Most interesting to some participants was the toddler room for 2 year-olds.

Visit to Temple Square

After leaving the Montessori school, we traveled to Temple Square so that the Jordanians could see

the Mormon temple in Salt Lake City.

Mosque prayer

After visiting Temple Square, some members of the team went shopping and others went to Mosque prayer.

Shopping and dinner with Wafa Kadoura, translator for SECEJ

After Mosque prayer, Wafa Kadoura, who translates for the SECEJ project, arranged a meeting with the Middle Eastern Center on the University of Utah campus. Participants learned about the multiple activities occurring at the center and the strong tradition of programs at the center. Afterward, we had an incredible dinner prepared by Wafa and then went shopping.

Saturday, June 12, 2010

Travel to Bear Lake

We left for Bear Lake in the afternoon, stopping at a couple of locations in Logan Canyon to enjoy the beauty of the canyon.

Sunday, June 13, 2010

Nelson Maylone, workshop on assessment

Nelson Maylone from Eastern Michigan University presented a theoretical discussion on the origin and use of assessment in education, and had faculty members conduct some practical exercises around assessment.

Monday, June 14, 2010

Vonda Jump, workshop on assessment

Vonda Jump continued the workshop on assessment due to a family emergency experienced by Dr. Maylone. Participants assessed young children, discussed the use of observation in assessing children, and how to relate assessment of young children to actual teaching practices.

Tuesday, June 15, 2010

Emilia Reggio preschool visit

We visited an Emilia Reggio preschool in Salt Lake City, and participants were engaged in visiting the various classrooms and understanding how teachers follow children's interests as they develop their lesson plans. Faculty members were particularly interested in this approach to teaching, and spent a considerable amount of time talking to teachers and the director about this approach and how it actually works in the classroom. We visited 2 year-old through kindergarten classrooms, and participants took many pictures and were given a number of materials by the director. The director also emailed additional materials to participants.

Wednesday, June 16, 2010

Attendance at “motivating all readers” workshop

The Jordanian delegation attended the “Motivating all readers” workshop and learned a number of new strategies for motivating young children in literacy activities, as well as teaching strategies that could be used at the university level to engage students in the process. Numerous hands-on activities were used to engage teachers in advancing their teaching strategies, and hopefully, the Jordanians will adapt and use these strategies in the undergraduate classrooms as needed.

Thursday, June 17, 2010

Attendance at “motivating all readers” workshop

The Jordanian delegation attended the “Motivating all readers” workshop and learned a number of new strategies for motivating young children in literacy activities. Numerous hands-on activities were used to engage teachers in advancing their teaching strategies, and hopefully, the Jordanians will adapt and use these strategies in the undergraduate classrooms as needed.

Canoeing in evening

Several Jordanian visitors chose to go canoeing and enjoyed themselves thoroughly! We may have spun round and round for some time, but we eventually made it back to the dock! (Everybody was wearing life jackets).

Summerfest art fair and festival

Several Jordanian visitors went to the annual Summerfest art fair in downtown Logan and enjoyed the artwork available for sale, but they noted that their suitcases were too full and the art was too expensive to purchase.

Unfortunately, 5 members of the delegation had to leave this evening, as their flights leave early in the morning from Salt Lake. We sadly said good bye and will happily look forward to the next visit.

June 18, 2010

Shelley Lindauer, Director of Child Development Laboratory

Dr. Shelley Lindauer, the Director of the Child Development Laboratory on USU’s campus spent the entire morning discussing the preparation of undergraduate students for their teaching practicum. Participants observed in the lab, had the opportunity to watch a supervisory review session after children left for the day, asked students questions, and asked Dr. Lindauer numerous questions about teaching supervision, mentoring of students, preparation of students, etc. Dr. Lindauer also gave the faculty members the titles of reference books she finds particularly useful. I believe this was undoubtedly the most useful component of the entire trip, and am quite sad that Dr. Lindauer was not available before today to be with the delegation.

Meeting with Mary Hubbard, Vice Provost for International Education

The remaining Jordanian delegation had lunch with Dr. Mary Hubbard, Vice Provost for International Education, to discuss potential collaborations and opportunities to continue our work

together. Dr. Hubbard was positive about the possibilities of future work together between the Jordanian universities and USU.

June 19, 2010

Meeting regarding Petra University project activities at American West Heritage Center.

Petra University faculty members and Dr. Jump planned potential activities for Petra University and USU to develop together. We also discussed the next phase of this project and how to ensure continued success. Specific plans included having an open house in October for the new model kindergarten at Petra University and how to go about providing Petra University students with a theory based but practically applied coursework framework. We will reconvene in October and discuss the success of the curriculum revisions which will be implemented, and continue to adapt to further meet the needs of students.

Petra University faculty members return to SLC to prepare for return trip.

Unfortunately, it is time for another goodbye until October.

Analysis of visit: The visit was successful in several ways. First and foremost, the faculty from the universities and the staff members from the Ministry of Education came to a common understanding about some of the challenges inherent in the Jordanian education system, developed relationships with each other that will assist them in making difficult decisions and changes in the Jordanian system, and developed a partnership that will hopefully last for a long time. This is a big achievement, as in October 2009, the faculty and Ministry staff had a large amount of distrust in the other. It is likely that challenges will continue as this partnership progresses, but it is anticipated that all parties will attempt to work for the betterment of the education system, and thus, come together to solve the problem.

Another success is that all visitors returned to Jordan with new knowledge, techniques, and energy in their quest to continue improving their work. They also returned with many new materials and supplies to assist them in this endeavor, and ordered many more after their return to Jordan.

Still another success is that Petra University will be piloting a new way of teaching undergraduate students in the fall of 2010, with an emphasis on practical application of theoretical concepts learned in the classroom. It is hoped that the University of Jordan will follow Petra University in this regard fairly quickly. Faculty from both universities feel that such change is necessary, and it is hoped that the University of Jordan will find the way to make such changes happen.

Year 2: Overall Evaluation

Evaluator Observations, Comments, Recommendation Summaries Visit and Meetings

There were similarities between the second round of meetings and activities during the visit by Utah State University staff in October 2009 and the meetings and activities of December 2008. There were also differences. Similarities were mainly around the continued relationship and trust-building processes that occurred, and also continued fine tuning of goals, objectives, and activities to guide future work. The primary difference between the 2008 and 2009 meetings was the sense that a working structure had formed and the University of Jordan and Petra University staffs were enthusiastically approaching the work at hand. In her opening comments, Nour Abu Al-Ragheb specifically complimented both universities on the degree to which the partnering process had been strengthened since the 2008 meetings. It is also noted that regular meetings were held in the intervening summer months between Petra University and the University of Jordan. Another indicator of the increased commitment felt by university staff from were the concerns brought forward about being sure the process of strengthening trust between the Ministry of Education and Petra University and the University of Jordan universities was continued by creating a formal partnership agreement.

There were many instances of productive discussion between project participants from Petra University, the University of Jordan, and the Ministry of Education. During a discussion of goals of ERfKE with Ibtisam Amara on the first day, there was what appeared to be open, sincere, and candid discussion about the quality of the of early childhood educator preparation in Jordan. Similarly, a sharing of perceived successes and challenges of current ECE programs at the University of Jordan and Petra University pointed to common and unique positive attributes at both universities to build on as well as common and unique challenges requiring new ideas and action to be applied in order to build on the excellent existing programs. It seemed clear that there was a refreshing presence of mutual support between members of Petra University and the University of Jordan.

A very helpful input was a needs assessment (see summary above for results) completed after the last Utah State University visit to Jordan in 2009. This need assessment documented the priorities of a number of the project participants. Because input was not received from all project staff, it might be valuable to use the findings as a jumping off point for further discussions to finalize plans for the remainder of the project.

There appear to be some project tasks yet to be completed. These include (1) the submission of a proposal from each university for changes to early childhood education curricula, additional (2) plans for collaborative efforts between the universities and joint work with Creative Associates, primarily with respect to improving early childhood education during ERfKE II, (3) review of course syllabi, (4) and creation of a formal contract with regards to the partnership between, Petra University, the University of Jordan, and the Ministry of Education.

One more aspect of the project deserves comment. Speaking in terms of the Seven T's , it seems both turnover and it's close relative, transition, may have had a significant impact on progress of the project. The University of Jordan added three faculty members in Year1, one member was absent Year 2 for a sabbatical, another was absent Year 3 for a sabbatical, and one more faculty member was added in Year 3. Petra University lost a faculty member Year 2, then two faculty members were gained Year 3 (one returning after being absent Year 2). In addition, during the three years of

the project, the University of Jordan had a change in five deans, with three of those changes occurring within one year. As a result, it seems there was some loss of continuity in policy and leadership with respect to work on this project. With the increased need for staff at the University of Jordan to redirect energy towards the transitions in the college, little energy was available to move the project forward at the same level as before. This in turn impacted efforts to choose an appropriate new University of Jordan partnership coordinator. It became a long process to determine a new partnership coordinator, and therefore other project activities were delayed. In addition, there was apparently some degree of discomfort among some University of Jordan faculty about the selection process. Turnover and transitions are inevitable in most organizations, and therefore as we move forward, difficulties arising must be approached with mindset of adaptability, creativity, and patience.

On the other hand, this project has a limited duration in which to accomplish desired goals and objectives. It is recommended that a first order of business would be for all parties to meet and draw up a prioritized list of objectives that are (1) clearly defined that can (2) realistic, given the project time frame, and (3) have individuals in Jordan who can take the leadership in seeing the tasks through to completion.

Year 3 Outline of Planned Activities

Oct 15, 2010 to Oct 14 2011

1. Completion and publication of translation of developmentally appropriate practice into Arabic.
2. Ongoing planning of regional early childhood education conference in October 2011.
3. Planning and development of Memorandum of Understanding with University of Jordan and Petra University for student exchanges
4. Observe and evaluate University of Jordan and Petra University faculty teaching
5. University of Jordan and Petra University faculty members travel to US for workshops
6. University of Jordan faculty finalize student teaching evaluation
7. One faculty member from University of Jordan and Petra University come to Utah State University for 1-2 months for Intensive English Institute (Petra University) and work in Child Development Laboratory (University of Jordan and Petra University)
8. Regional conference
9. Ongoing work on curriculum revisions

Student Observations of University Classroom Instruction

Amman, Jordan
Spring, 2011

Results of Student Observations

For 11 courses related to theory and appropriate practices for kindergarten teachers, a total of 235 students from UJ and PU rated the quality of their professors' skills and effectiveness in teaching. Ratings by the students were made on a 1-4 scale (corresponding to response categories, Poor, Fair, Good, Excellent), and were applied to 33 different skills and effectiveness items (see Table 3 for questionnaire items and Appendix C for additional displays of summarized data). As the distribution in Figure 1 indicates, most students (approximately 90%) rated their professors' skills and effectiveness as "Good" or "Excellent". The mean rating by all students and across all 33 skills was 3.54 (range: 3.2 – 3.8), which means that, on average, students typically rated their professors between "Good" and "Excellent" on all skills/effectiveness.

Probably more useful than absolute ratings is the ability to compare ratings on various classroom activities. As the sorted ratings on Table 3 show, the highest rating (3.82) was for lecturing ability, with similarly high ratings for preparation and answering questions (3.75, 3.74, respectively). The lowest rating (3.15) was for having opportunities for small group discussions, with similar ratings for opportunities for other large and small group activities (3.16, 3.23, 3.23, respectively). These highlighted results appear to reflect a positive acknowledgement on the one hand for professors' abilities to present theory and practice in a traditional teaching style. However, on the other hand, students would appear to appreciate more opportunities to participate in classroom discussion with the professor and with each other. To be fair, it seems that the teaching styles that occur in the classrooms of Petra University and University of Jordan are typical of university classrooms worldwide. Yet, given the assumed desire to train new kindergarten teachers in a way that emphasizes high levels of ongoing interaction with their very young students, it might be helpful for professors to aim for greater modeling of interactive styles of teaching in their classrooms.

There was an opportunity to estimate the possible impact of the project on professors' teaching skills and effectiveness. For seven different courses at Petra University, 35 students rated three professors who participated in the project and 71 students rated four professors who did not participate in the project. The overall mean ratings for participating professors was statistically significantly greater than for the non-participating professors ($M = 3.70, 3.43$, respectively; $SD = 1.3, 1.6$; $p = 0.0003$), and had a very substantial standardized mean effect size (Cohen's D) of 1.9. While it needs to be noted that the above results may have several threats to statistical validity, it certainly suggests a possibility for a positive effect over the three years of this project. In addition, while we did not have a comparison group of non-participating professors at the University of Jordan, it is noteworthy that the mean ratings for participating University of Jordan professors was also higher than the nonparticipating professors at Petra University ($M = 3.47, 3.43$, respectively).

In summary, these results point to positive influence of the project activities on professors' teaching styles. At minimum, these data can provide a baseline for future efforts to document changes in students' ratings of professors' skills and effectiveness. In addition, the ratings protocol could be employed as a valuable conversation starter, a tool to prompt more in-depth discussions about current training practices. It is recommended that data be collected in an ongoing, systematic, and inclusive manner, including all who touch university students' academic lives. Compilation and

analysis should also include use of data structures that are not prematurely aggregated; namely, be sure to enumerate data by each and every responders and by all questionnaire items, this in order to provide the greatest opportunity to tease out effects of training activities.

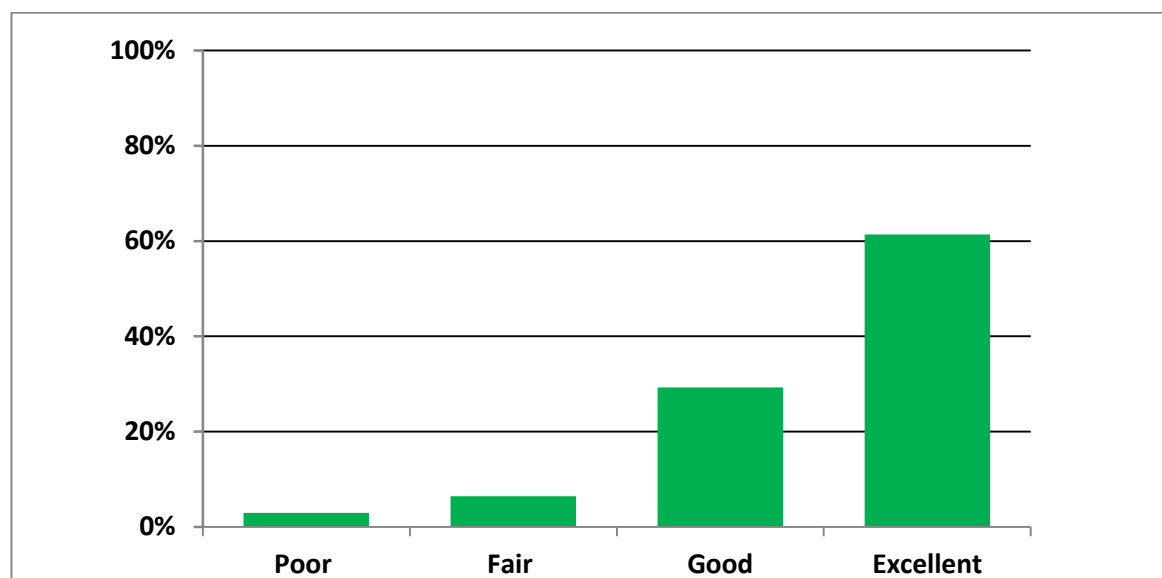
Table 3: Student Observations of Professors Skills and Effectiveness, Sorted by Rating

For each of the following, please rate the quality.	Mean rating
Opportunities for small group discussions	3.15
Opportunities for large group activities	3.16
Opportunities for large group discussions	3.23
Opportunities for small group activities	3.23
Professor's encouragement for students to visit if they are having difficulty with this course.	3.40
Opportunities to practice the skills learned.	3.41
Professor's effectiveness in using multiple teaching strategies.	3.43
Opportunities for students to discuss how course material relates to their experiences	3.45
Professor's help in developing students' confidence abilities.	3.47
Professor's ability to facilitate group discussion.	3.49
Value of group discussions in this course.	3.50
Amount of learning which occurred in this course compared to other college courses.	3.50
Professor's preparation of students for teaching in the classroom.	3.52
Professor's use of questions requiring response from students	3.53
Opportunities for students to practice skills with hands on activities	3.53
Opportunities for applied activities	3.53
Professor's concern for students' mastery of course content.	3.55
Professor's encouragement for students to practice their new knowledge/skills.	3.57
Professor's use of new information when discussing education.	3.61
Overall rating for this course.	3.63
Professor's ability to make students comfortable to express ideas freely and easily.	3.63
Opportunities to ask questions in class.	3.65
Professor's encouragement for students to participate in class discussion	3.66
The mix of didactic lecture and interactive discussion	3.67
Opportunities to make comments or express opinions.	3.68
Professor's enthusiasm.	3.68
Professor's ability to help students learn the subject matter.	3.69
Professor's ability to relate course concepts to students' lives	3.70
Professor's use of examples.	3.72
Professor's responses to students' questions.	3.74
Professor's preparation for the class.	3.75

Professor's lecturing ability	3.82
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Note. 4-point Rating Scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent
n = 235

Figure 1. Ratings across all student observations of all professors' skill and effectiveness.



Enhancing Teaching and Learning in the Kindergarten Classroom: A Series of Workshops and Related Activities

Chicago, Illinois, USA
Year 3, September 1-8, 2011

Introduction and Purpose

A series of workshops focused on professional development and team building for those who are responsible for producing skilled kindergarten teachers in Jordan. In particular, the purpose was to present content aimed at knowledge and related skills in teacher education, social and brain development in children, and assessment of students, so that those from teacher training institutions (1) would gain greater understanding about how teachers can use their knowledge of social and brain development to optimally teach young children, and (2) gain additional knowledge for how teachers can use assessment to determine the course of day-to-day teaching for each child in a classroom.

The workshops were provided by experts in the fields of early childhood development and education from the University of California, Santa Barbara, California; Saint Xavier University, Chicago, Illinois; and the Erikson Institute, Chicago, Illinois (see Appendix D for schedule and workshop outlines). A series of evaluation surveys were administered to the ten participants from Petra University, the University of Jordan, and the Jordan Ministry of Education. The workshop activities took place September 1st to 8th, 2011 in Chicago, Illinois, at the Hotel Palomar, Erikson Institute, the Chicago Public Schools Administration Offices, and Claremont and Volta elementary schools.

Summary of Evaluation Findings

While there were some stronger differences in satisfaction of individual workshop instructors (see full report in Appendix E), participants' overall ratings of each workshop activity's usefulness and responses to open-ended items about workshop content were consistently positive. Open-ended responses were quite varied, yet it did seem clear that workshop presentations that featured examples of personal experience, video examples, and visits to classrooms were most favored.

Workshop participants compared, contrasted, and reflected on differences within the US as well as differences between the US and Jordan for several important aspects of kindergarten teacher training and practice. This included a look at several accepted theoretical frameworks and general principles, as well as discussions about appropriate practices for teacher training. In addition, many practical examples offered to illustrate differing applications of theory to the classroom.

As shown by prior evaluations, a primary priority of workshop participants was for activities maximally focused on the experiential and minimally focused on the theoretical. This experiential component can take many forms and yet still be perceived as highly useful. For these participants, it was the real examples of practice. For example, the videos for teacher-child interactions appeared to be appreciated as much as having the opportunity to view those interactions at the schools. Showing and demonstrating the use of actual assessment tools was also clearly greatly appreciated. The "teachers-of-teachers" model works best. If at all possible, future efforts will increasingly train the trainers-of-trainers with strong encouragement to prioritize the use of practical examples, including any and all the many forms that examples can take.

Year 3: Professional Meeting and Regional Conference

October, 2011

The final meetings of the SECEJ teams focused on the purchase of materials for the University of Jordan, final preparations for the Regional Early Childhood Education Conference, the conference, and meeting with stakeholders from the Ministry and Creative Associates for UJ and PU faculty members to discuss with them ways that the collaborative would continue after the end of the project.

The “First Early Childhood Regional Conference” (see program and additional details in Appendix F) was held at Petra University from the 10th-11th of October, 2011. This conference was very successful, with approximately 100 professional participants and a similar number of students, although students were not required to sign in. Fifteen universities (9 in Jordan, 2 in Egypt, 1 in Saudi Arabia, 1 in Kuwait, 1 in Iraq, and 1 in Lebanon) presented papers, as did the Ministry of Education, Save the Children, Noor Al-Hussein Institution, Support of Educational Reform program, and the Jordan International Schools. Conference staff and participants reported being in engaged in lively discussion about the paper topics, were able to make new connections, and nurture old connections. The Petra University faculty and staff organized a wonderful conference program, assisted by on the ground collaboration with the University of Jordan faculty as facilitators.

Year 3: Overall Evaluation

Evaluator Observations, Comments, and Recommendation Summaries

The final year for the project, Strengthening Early Childhood Education in Jordan, saw many goals and objectives come to fruition. For example, there was the completion of the translation of *Developmentally Appropriate Practice*, curriculum revisions that were completed or initiated, an important two-week series of workshops, “Enhancing Teaching and Learning in the Kindergarten Classroom,” in Chicago, and the offering of the “First Early Childhood Regional Conference.” In addition, the University of Jordan faculty members met with Ministry of Education personnel in October, 2011 and finalized the student teaching evaluation form that was revised the previous year at a workshop held at the University of Jordan, and a faculty member from Petra University came to Utah State University in July and August, 2011 for Intensive English Institute and work in the Child Development Laboratory. The Associate Vice Provost for Global Education at USU visited both Petra University and the University of Jordan in October 2010 to attempt to develop a Memorandum of Understanding with each university (Utah State University covered the cost of this trip). A formal Memorandum of Understanding was developed between Petra University and Utah State University to develop an ongoing student exchange partnership between the universities. Unfortunately, policies and procedures at the University of Jordan prevented the development of a Memorandum of Understanding at this time. A Utah State University Arabic professor visited Petra University in May 2011 to further solidify the planned exchange program (USU bore the cost of this trip as well).

There were two disappointments: the development of a student exchange program between the University of Jordan and Utah State University did not go forward because the University of Jordan could not participate at that point in time. Also, no University of Jordan faculty were able to visit

Utah State University for the additional July-August 2011 time working in the Child Development Laboratory due to scheduling conflicts with their own teaching in the summer.

While recognizing that relative success can only be judged in a qualitative manner, this evaluator has been highly impressed with the degree to which the many goals and objectives have been achieved, particularly in the final year. Although the Seven T's of trust, turf, tradition, time, terminology, and transitions seemed to impact project participants, that key positive factor, mutual trust, seemed to increase over the three years for most project participants. Therefore, the other negative factors appeared less intrusive. Dr Jump impressed this evaluator with maintaining a healthy mix of quiet aggressiveness and patience when promoting the completion of target goals and objectives. Dr Jump was also a model of equanimity, cultural awareness, and sensitivity when it came to promoting consensus between the many personalities that came into play in this project. Even with intentions that were wholly positive, international partnerships can be vulnerable to considerable misunderstandings. Dr Jump wove a productive path.

The success of the First Early Childhood Regional Conference seems an excellent example for demonstrating how cumulative inter- and intra-university periods of time spent by participants can bolster increased commitment and sense of trustworthiness among participants. The development, planning, and management of the conference both fostered greater trust and was a sign of greater trust - trust which had increased prior and increased during the conference itself. It seemed as though this final year saw fewer instances of turfism and other bureaucratic bumps in the road than prior years. Of course, challenges continued to arise, e.g., periods where key staff members were unavailable, or when priorities seemed to shift unexpectedly. Project participants are to be commended for minimizing the negative effects over the course of this third and last year, and therefore promoting many successes in adding to the knowledge and skills of university staff for the preparation of kindergarten teachers in Jordan.

A Summary of Summaries: Successes and Challenges

As a closing review of the project, Strengthening Early Childhood Education in Jordan, the following list of major successes and challenges may provide a useful final overarching view of the project.

Major Successes

- Willingness of staff to consider students' need to have more exposure to kindergarten children before their student teaching experiences. Increased focus on practice to augment theory.
- Willingness of staff to consider having students observe and student teach in Ministry of Education kindergartens (occurred after learning and working with Ministry of Education faculty in Logan, Utah, where they were able to develop relationships with each other).
- Increased knowledge and exposure to new ideas for faculty members and Ministry of Education personnel through workshops and seminars in the US—combination of learning and laughing together in a new cultural environment helped them to become closer.
- Purchase of new books and learning resources, LCD projector and whiteboard, video cameras for filming students and prime examples of good teaching, and materials for Kindergarten classroom. Both universities now have state of the art equipment and resource materials to continue to improve their university teaching.

- Refurbishing of Petra University space for model Kindergarten.
- Workshop conducted for field supervisors at University of Jordan.
- Regional Conference held at Petra University.
- Increased informal (professor syllabus) requirements for students to observe and work in Kindergarten classrooms.
- Placement of university students in Ministry schools.
- Increased trust and decreased turfism indicated by increased collaboration between universities and Ministry of Education.
- Publication of translation into Arabic of Developmentally Appropriate Practice.
- Student feedback regarding faculty teaching practices was obtained for the first time in the 3rd year of the project.
- Three new courses offered at Petra University and one new course offered at the University of Jordan.

Major Challenges

- Turnover of deans with parallel transitions in policy at the University of Jordan (5 deans in 3 years) prevented ongoing continuity in project at University of Jordan.
- Turnover of faculty members of in project leading to increased time revisiting project goals and rationale, as well as reviewing prior activities
- Strains due to transitions in priorities due to new faculty members having differing ideas for how to proceed on project goals, and not being aware of prior project activities.
- Lessened faculty availability at the University of Jordan seemed to decrease during the end of the second year and throughout the 3rd year of the project as two major collaborators were lost to sabbatical.
- Resistance to change in the traditional practices at beginning of project was substantial. However, this became strength as university faculty members and Ministry began collaborating.
- Lack of formalized curricular revision.
- Time. More could have been accomplished had there been more time, particularly at the University of Jordan, where status quo had to dominate due to the many structural changes occurring at the faculty and dean level.

Appendices

Appendix A

Place-Based Education: An Introduction for Jordanian Professors Workshop Evaluation

Teton Science Schools Workshop

June 8-12 2009, USA

Workshop Evaluation

*Place-Based Education:
An Introduction for Jordanian Professors*

*Teton Science Schools Workshop
June 8-12, 2009*

Introduction and Purpose

In order to provide feedback about the effectiveness of activities for the workshop, “Place-Based Education: An Introduction for Jordanian Professors,” a survey was administered to the seven participants from Petra University and the University of Jordan. The workshop activities took place from June 8th to June 12th, 2008 at the Teton Science Schools near Jackson, Wyoming. The activities focused on the philosophy, curriculum, and practices of staff at the Journeys School, a private non-profit, Pre-K to 12th grade school which is a part of Teton Science Schools.

The purpose of this evaluation was to assess the perceptions of participants about their experiences with the workshop activities by asking for their reactions to a mix of survey questions. Our intent was to get a sense of what the seven participants felt worked and what did not, what was useful, and what was not, and what they would have liked to see more of, and what they would have liked to see less of. In addition, it was our interest to discover the degree to which the concepts understood by participants of place-based education were congruent with workshop staff. We also intend for this evaluation will be a spring-board to further discussions about best practices in early childhood and teacher education.

Methods and Analysis

The survey was administered as a self-report, paper-pencil assessment during a break in travel on the day following the close of the workshop. The survey administration was delayed in order to allow a short period of reflection following the close of the workshops, and also to avoid effects of fatigue apparent immediately after the very full agenda of the workshop.

The survey items (see supplemental materials) offered were a combination of quantitative excellence and usefulness rating items, as well as several open-ended questions. The quantitative and qualitative data collected from the surveys were entered and organized within a standard spreadsheet format. This facilitated analysis for both the numerical data and the observations and comparisons of qualitative responses across participants. Quantitative data were analyzed using typical aggregation and summary methods, including both numerical displays of quantitative items, and simple statistical estimates of central tendency. Analysis of qualitative results was based on the organized displays and examination of individual responses and/or summaries of open-ended items, followed by a search for themes/commonalities across responses.

Data Summaries, Results, and Conclusions

Note that data summaries, results, and conclusions are presented in a combined form below. The order generally follows the order of presentation in the survey. In addition, for this iteration of the

evaluation report, the overall conclusions drawn are the evaluator's alone.

Overall Summary

It appeared that overall, participants' ratings and open-ended comments about workshop content and delivery were positive. The open-ended responses were also quite varied, with few offered by more than one individual. However, it did seem clear that activities focused on early education, whether classroom observations or discussions with classroom teachers, were favored over "off-topic" activities such as the presentation about wolves or the Teton Science School Graduate program

Results and tentative summaries and conclusions now follow for each survey section.

Favored Activity Content:

Based on the somewhat mixed responses to open-ended items A1-A4 as well as B14-B15 (see Tables A1/4, B14/15), it appears that some of the most useful workshop activities were those that involved direct observation of the teachers in their classrooms or in the field (see Table A1/4). In addition, being able to talk with the teachers about their work and the hand-on activities were deemed helpful. Responses to the usefulness ratings and associated comments from the next part of the survey also seemed to support the above findings; however, the exact activities being referenced in comment were not always unambiguous.

With respect to what specifically did and did not go well, there were a variety of responses. However, it seemed clear that activities not directly related to early childhood education were not seen as useful as those that were directly related to early childhood education. Activities deemed unrelated included the Kelly Campus visit and the time spent learning about wolves.

Noteworthy were the mention by name, of individual presenters from the Teton Science Schools staff. These included including Shannon, Travis, and Kelli.

Perceptions about Place-Based Education:

There was agreement that place-based education could be a useful framework for education in Jordan. However, most participants voiced the idea that the implementation of place-based education in Jordan would need to differ from how it is practiced at the Journeys School.

There were a variety of responses to the questions about the meaning of place-based education and how it might be implemented in Jordan (Table A5/6). It appeared that most participants saw place-based education as a framework that emphasizes the use of opportunities available in the immediate environment and culture as a catalyst for any specific topics required by standard curricula.

If there is an interest in making place-based education a part of early childhood education in Jordan, the evaluator would recommend an ongoing and in-depth discussion among teachers about place-based education. First, there should be an effort to create a consensus about the language used to describe place-based education and agreement on the criteria used to estimate the degree to which place-based education practices are in place. Second, if place-based education is deemed a valuable concept, it would be helpful to assess the readiness of current early education institutions in Jordan to implement place-based education. Third, much might be gained from imagining what kinds of first steps that might be effective to support a shift to the principles of place-based education.

Table A1/4. Favored Content of Workshop Activities, Items A1 – A4

A1 What was most useful for you?	f	A1a Why?	f	A2 What did not go so well?	f	A3 What would you like to have seen more of?	f	A4 What would you like to have seen less of?	f
classroom observations, TSS teacher planning	1			not prepared for some activities	1	context of curriculum	1	Kelly campus	1
curriculum integration	1		1	too many classroom observations	1	"Science as a discipline was not reflected well"	1	"It was a short visit anyway" [?]	1
new method of teaching children	1	see it applied, see success through children's happiness.	1	nature tour did not apply to early childhood, not enough time	1	teaching in Pre-K and K	1	Phil Cameron.	1
meetings with teachers, games with children, visits to Journeys School	1	"Because in the meetings there was an opportunity to see rationale behind activities, how teachers plan and work together. The visits reflected the harmony and sequences in implementing with students."	1	Kelly campus activities - tree planting for older students.	1	Adult teaching approaches [?]	1		
tree planting field trip, Pre-K play activities	1	related to learning by doing and learning through play	1	nothing	1	activities for place-based education	1	nothing	1
Workshops with Travis and Shannon, and Kelli	1	provided hands-on activities and practical ideas	1	Lecture with Phill Cameron not very useful	1	hands-on activities/workshops	1	"...every kind of experience has something useful in it. However, some experiences are more useful than others."	1

Note. *f* = frequency of response; Responses verbatim if contained within quotation marks.

Table A5/6. Results for Place-Based Education Items (A5 - A6)

A5 What does “placed-based education” mean to you?	A6 Do you believe place-based educ is a useful framework for education in Jordan?	A6a Why or why not?	A6b If you answered yes above, what might be one way a place-based framework could be used right away in Jordan?
"good relationships with the environment"	[yes?]	"must have in our schools to build a good sense of our place"	
"It means connecting students with the natural world."	Yes	"Because the idea is not for a specific country, all pupils around the world have to be connected with the natural world."	"Get support from more experience people."
"a. relevance b. involvement c. identity d. reconnecting with nature which is neglected in our region of the world."		"In some areas it is very useful. In other areas we have to inspire it's spirit although the context might be different from Wyoming"	"Historical sizes" [sic]
"It is an enjoyable way of teaching and it gives students opportunities to gain different kinds of skills."	Yes	"Yes, but it needs a lot of work in order to find ways of dealing with the fact that we do not have a similar nature in Jordan."	"I think it is good to start with a pilot experience in one or two schools. I [would] use action research methodology in order to evaluate it an develop it."
"It means find different ways to link curriculum (in Jordan) to children's culture and surrounding and make learning meaningful, enjoyable, and useful. It also means demonstrated education in life learning approach and develops different skill to make education to student's life learning."		"It might be useful if teachers are provided with training how to use it, provided with space and flexibility to plan and implement the activates."	"Provide resources, change teachers' attitudes towards teaching and learning, and modify the curriculum. At university we can introduce the approach to teachers, train on applying it and try to partner with one KG at least to test the framework and see how teachers can apply it."
"Education is [...]. I was very convinced to teach children in this way that teach them [sic] and make them happy."	Yes	"We need it, it will be useful, but how to apply it will be another story."	"to begin with us, those who visited and saw it. Then to try step by step convince people with it's effectiveness."

Usefulness Ratings:

Participants' usefulness ratings were, for the most part quite positive for most activities (Figure A1 and Distributions 1-13 provide two ways to summarize the responses from B1-B13). Ratings on the 4-point activity usefulness scale were generally in the top two categories, namely, "Somewhat Useful" or "Very Useful."

On the other hand, it might be helpful to base evaluation of workshop activities on a more stringent "cut-off" assessment rather than on the labels used for response categories. Evaluations by businesses for product often invoke a very high cut-off standard. They judge quality or usefulness on whether the top level rating (e.g., "Very Useful," is endorsed by at least 80% of respondents. Business considers it a problem if a product does not meet or beat the 80% shut-off standard. For this current survey analysis, the workshop activities are being treated as the "product" being evaluated. With the current number of survey respondents, it would now mean that to meet the desired 80% cut-off, there can be no more than one rating lower than "Very Useful." Using that that standard, the following three activities had the highest ratings and fully met the 80% with 100% of responses in the top rating of, "Very Useful")

1. Tour of Journeys School with Nate McClennen (B3)
2. Discussions with Journeys School Lower Elementary Faculty, Travis Gay and Shannon Shuptrine (B6)
3. Nature as an Integrating Context with Shannon Shuptrine and Travis Gay (B11)

Of course this also means that the other ten activities did not meet the 80% standard. We would appreciate further feedback on those items.

Usefulness Ratings of Workshop Activities (1-4 scale: Not At All, Not Very, Somewhat, Very)

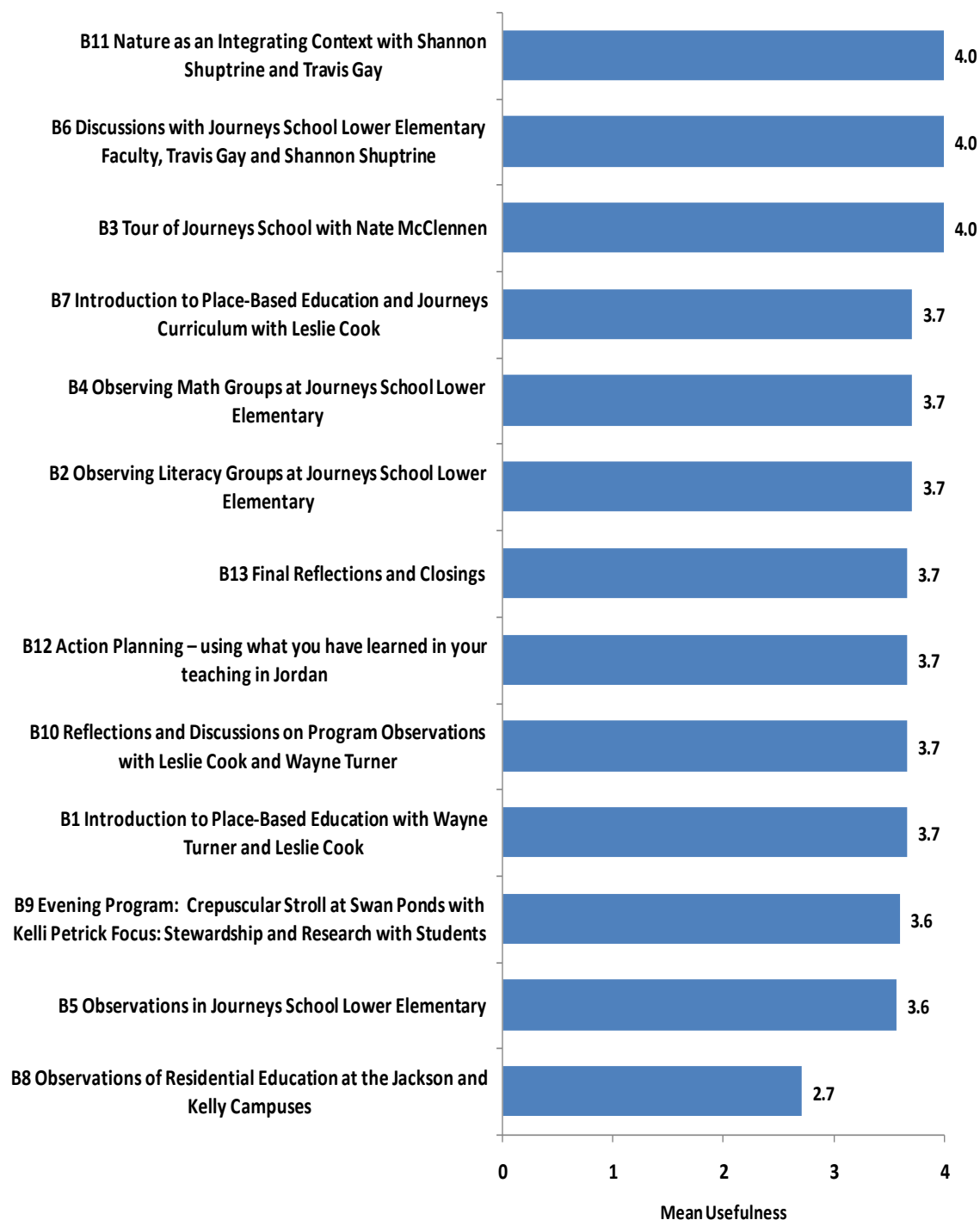
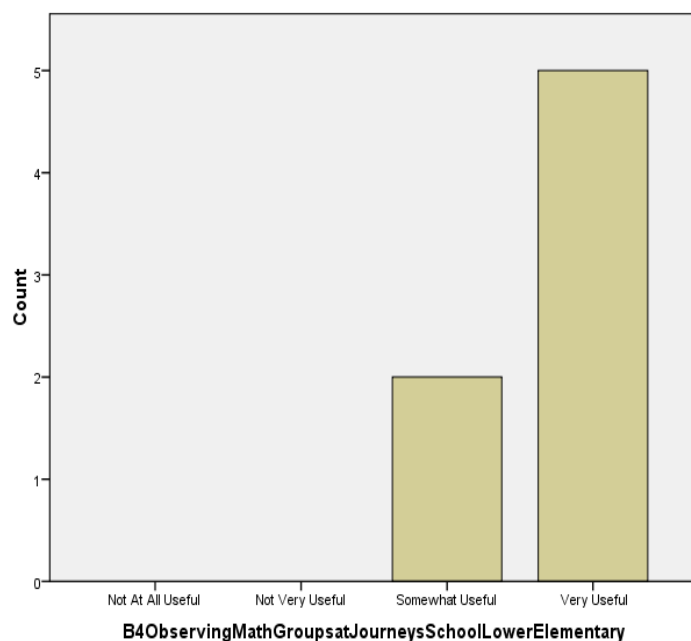
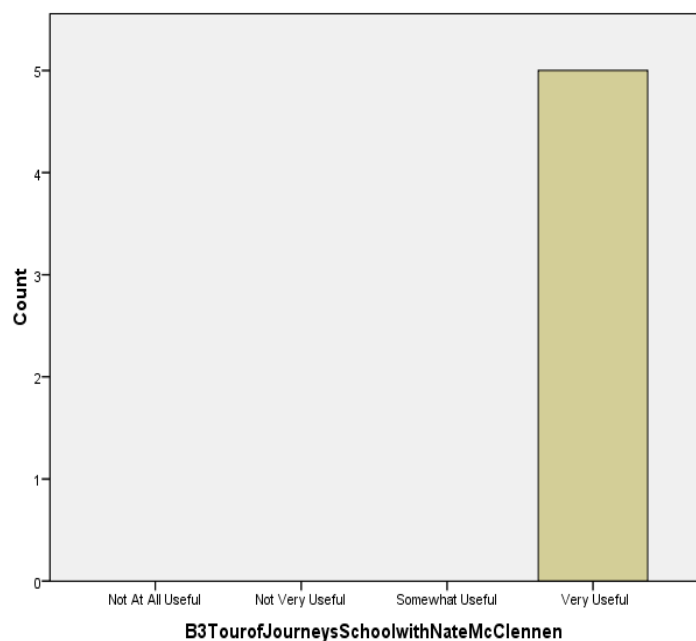
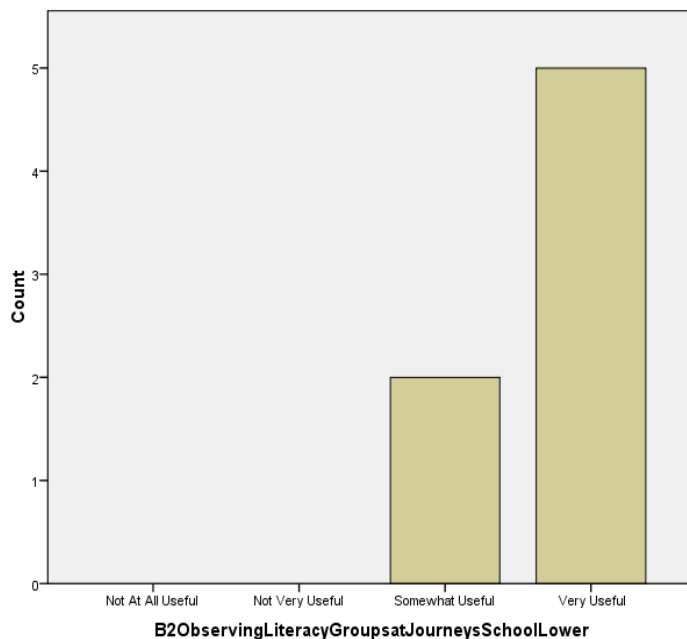
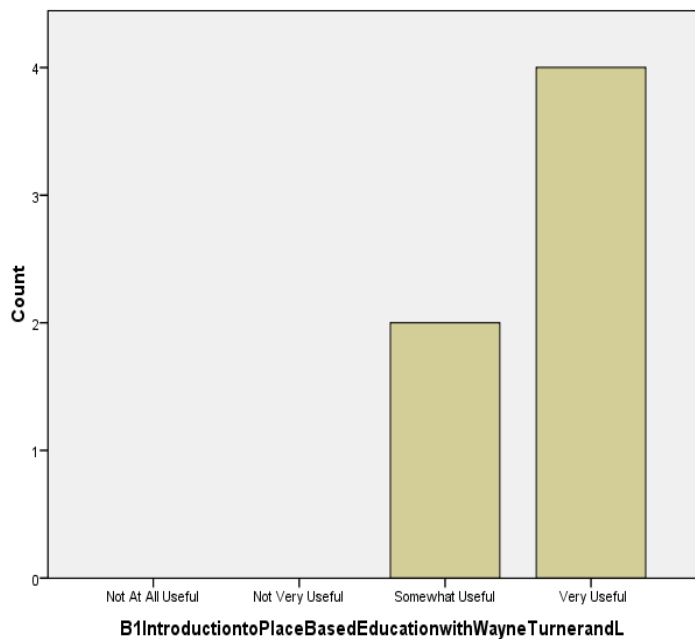
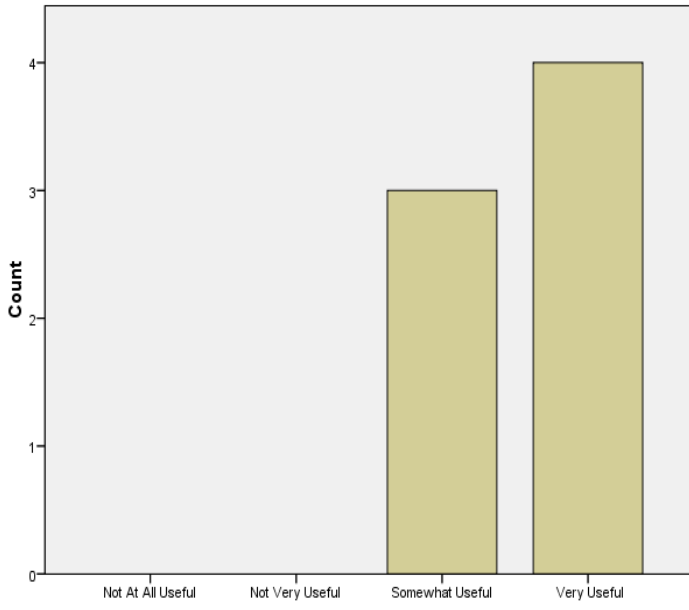


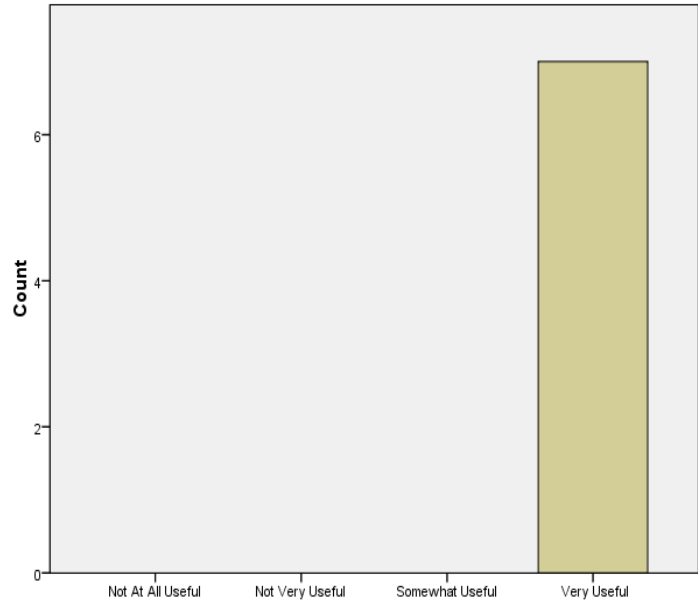
Figure A1. Perceptions about the usefulness of specific workshop activities (Items B1 – B13).

Distributions 1 – 13: Distributions of Responses for Items B1 to B13 about the Usefulness of Workshop Activities (Note the varying “Count” scales).

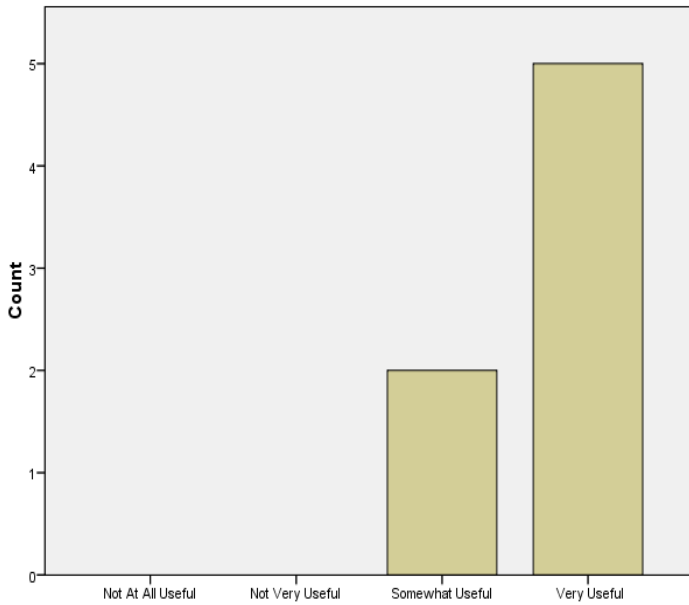




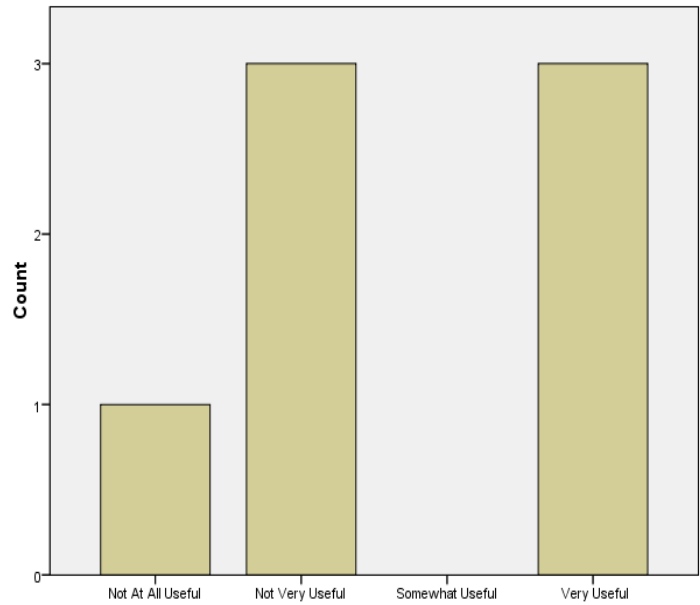
B5 Observations in Journeys School Lower



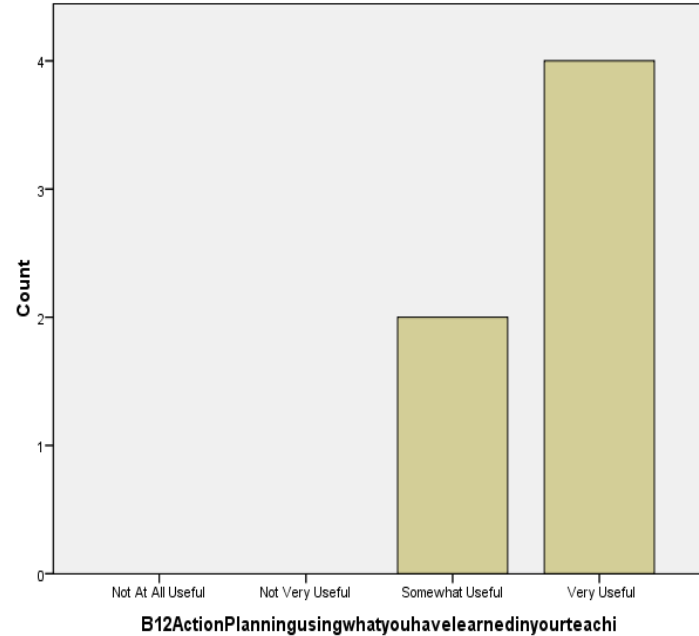
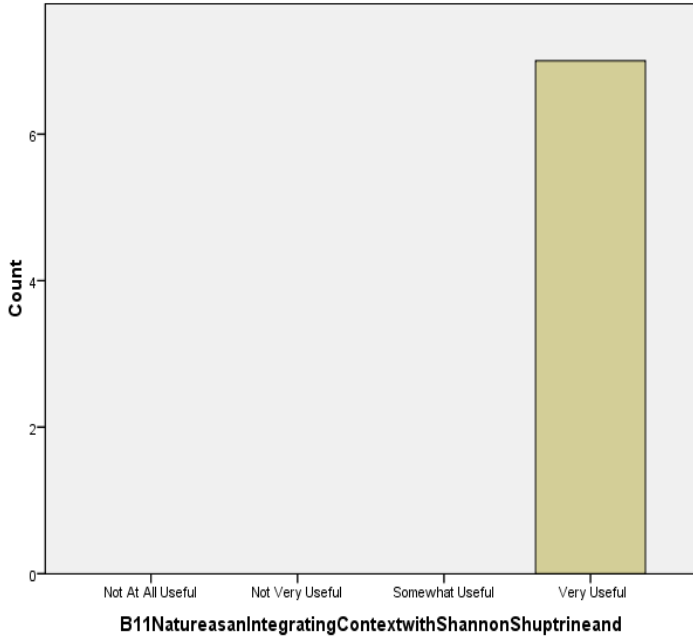
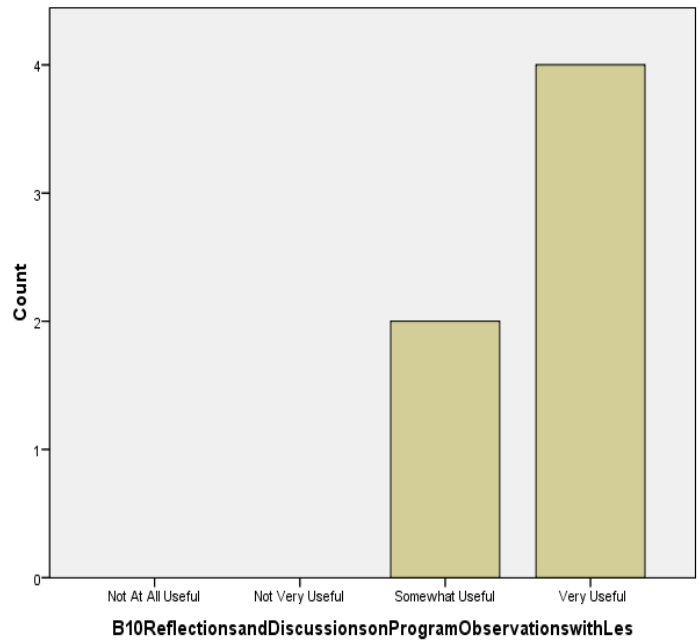
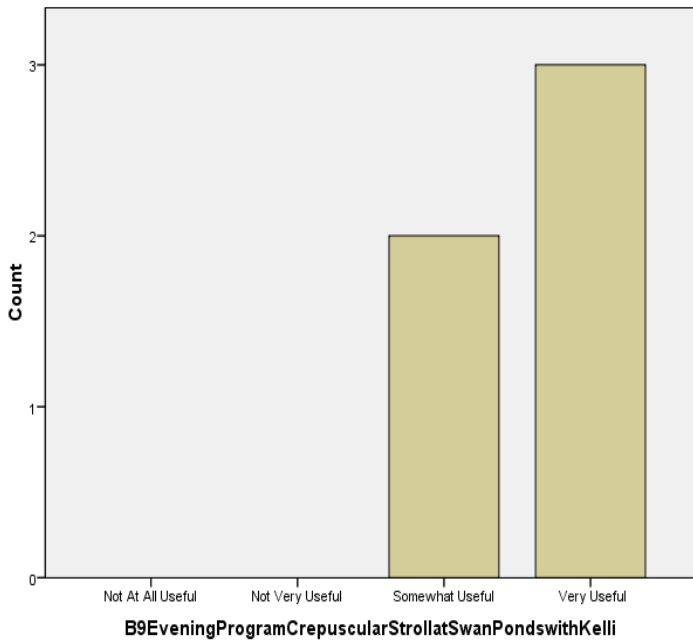
B6 Discussions with Journeys School Lower Elementary Faculty T

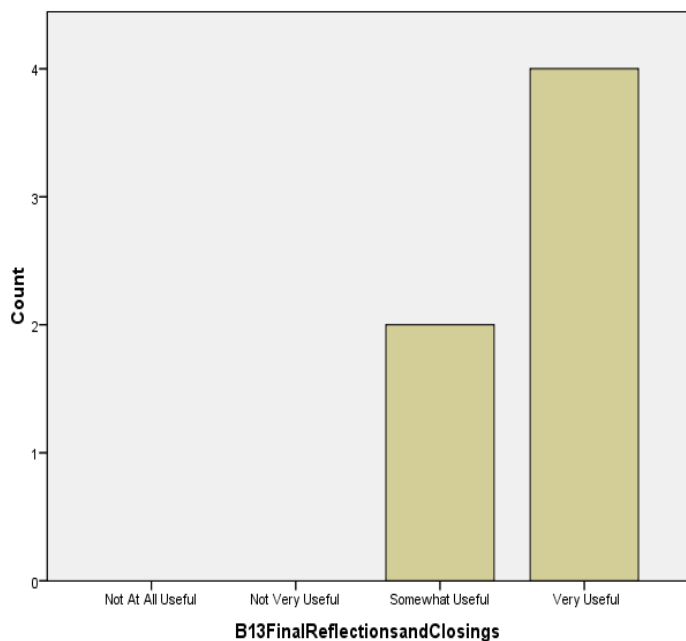


B7 Introduction to Place Based Education and Journeys Curriculum



B8 Observations of Residential Education at the Jackson and Kell





Tables B14/15: Further Comments Offered about Activities Listed in B1-B13, or other activities listed by respondent

B14 Any further comments about any of the above activities?	Freq
Kelly museum tour very good	1
better if involved in more long workshops in place-based-education	1
more workshops with hands-on activities	1
concentrate more on the know-how	1
observations of teachers work and interaction with students/children were excellent	1
workshops reflected good planning, excellent prep and demonstration of the experiences of children	1
no comment	3

B15 Any other activities you would like to rate/comment on?	Freq
session about wolves not useful nor important	2
no comment	4

Overall Excellence Ratings

Participants were asked to give overall ratings for three aspects of the workshop (Table C1/3 and Distributions C1 – C3):

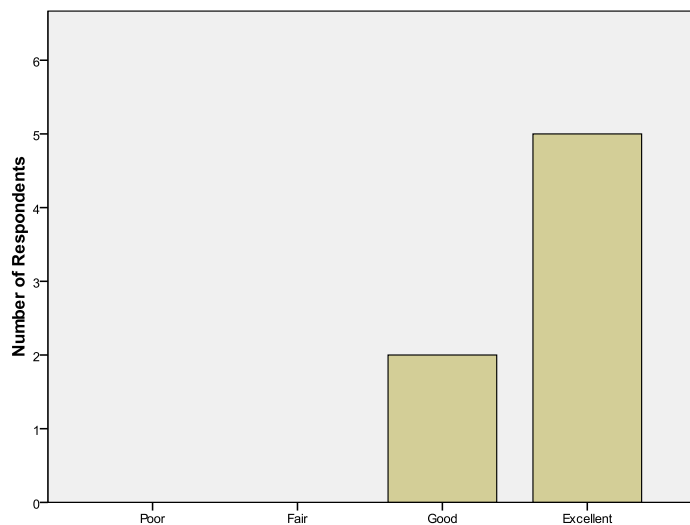
1. Quality of presentations.
2. Usefulness/relevance of activities to their work in Jordan.
3. Organization of workshop activities.

Five of seven participants (71%) rated the “overall quality of presentations” and the “organization of workshop activities” as “Excellent,” while the other two (28%) rated them as “Good.” In contrast, only two of seven rated “Organization of workshop activities” as “Excellent.” More feedback about concerns with workshop organization would be appreciated in order generate improvements. As discussed above with usefulness ratings, if business standards of positive results are used, none of the three items meet the 80% criteria.

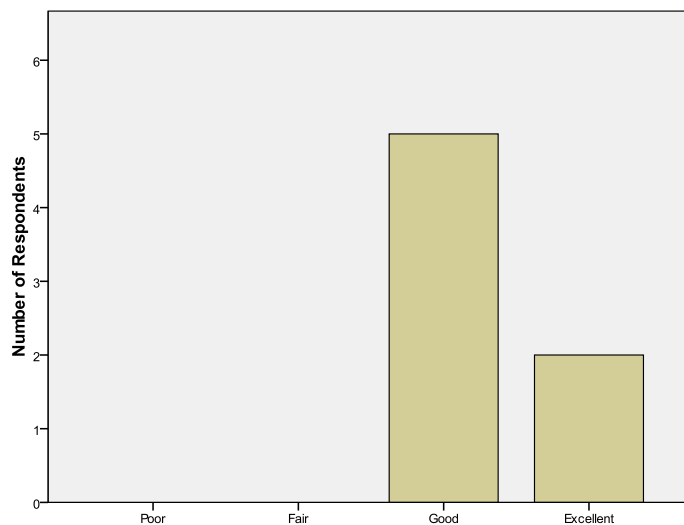
Table C1/3. Workshop Activities Excellence Ratings (Items C1 – C3, 1-4 scale; Poor, Fair, Good, Excellent)

Excellence Ratings	Means on 4-Pt Scale
Overall quality of presentations	3.8
Overall usefulness/relevance of activities to your work in Jordan	3.3
Organization of workshop activities	3.8

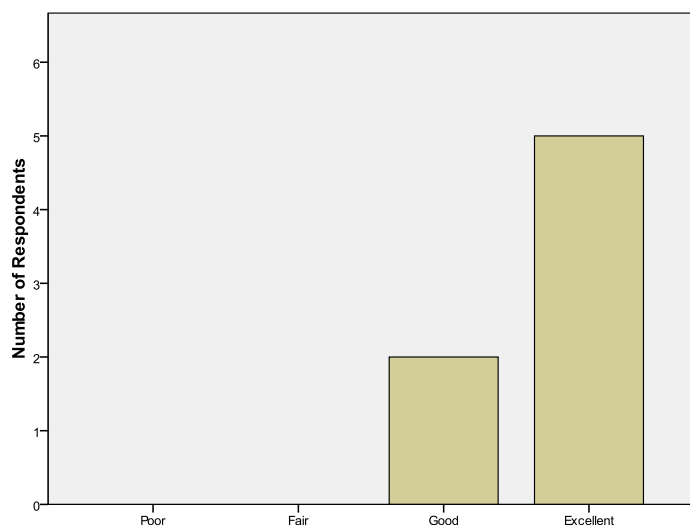
Distributions C1-C3: Distributions of Activities Excellence Ratings (1-4 scale; Poor, Fair, Good, Excellent) Note the varying “Number of Respondents” scales.



C1OverallQualityOfPresentations



C2OverallUsefulnessrelevanceActivitiesToYourWorkInJordan



C3OrganizationOfWorkshopActivities

Supplemental Material
Workshop Evaluation

Workshop Evaluation
Place-Based Education: An Introduction for Jordanian Professors

Teton Science Schools June 8-12, 2009

A. Thinking back over the workshop activities of the last three days, please respond to the following:

1. What was most useful for you?

Why?

2. What did not go so well?

3. What would you like to have seen more of?

4. What would you like to have seen less of?

5. What does “placed-based education” mean to you?

6. Do you believe place-based education is a useful framework for education in Jordan? _____

a. Why or why not?

b. If you answered yes above, what might be one way a place-based framework could be used right away in Jordan?

B. Please indicate the usefulness of each of the following activities:

	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	Not Applicable
Tuesday					
1. Introduction to Place-Based Education with Wayne Turner and Leslie Cook	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	NA
2. Observing Literacy Groups at Journeys School Lower Elementary	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	NA
3. Tour of Journeys School with Nate McClennen	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	NA
4. Observing Math Groups at Journeys School Lower Elementary	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	NA
5. Observations in Journeys School Lower Elementary	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	NA
6. Discussions with Journeys School Lower Elementary Faculty, Travis Gay and Shannon Shuptrine	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	NA
7. Introduction to Place-Based Education and Journeys Curriculum with Leslie Cook	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	NA
Wednesday					
8. Observations of Residential Education at the Jackson and Kelly Campuses	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	NA
9. Evening Program: Crepuscular Stroll at Swan Ponds with Kelli Petrick Focus: Stewardship and Research with Students	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	NA
Thursday					
10. Reflections and Discussions on Program Observations with Leslie Cook and Wayne	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	NA
11. Nature as an Integrating Context with Shannon Shuptrine and Travis Gay	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	NA
12. Action Planning – using what you have learned in your teaching in Jordan	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	NA
13. Final Reflections and Closings	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	NA

14. Any further comments about any of the above activities?

15. Any other activities that you would like to rate and/or comment on?

C. Overall Ratings for this workshop - please rate each of the following:

	Poor	Fair	Good	Excellent	Not Applicable
1. Overall quality of presentations	Poor	Fair	Good	Excellent	NA
2. Overall usefulness/relevance of activities to your work in Jordan	Poor	Fair	Good	Excellent	NA
3. Organization of workshop activities	Poor	Fair	Good	Excellent	NA

Thank you!

Appendix B

Needs Assessment Protocol Project Workshops and Trainings Early Childhood Development - Kindergarten Education

Amman, Jordan
Mid November, 2009

Needs Assessment – Project Workshops and Trainings Early Childhood Development - Kindergarten Education

Purpose: To document the needs and desires of project team members for training, on-site observations, and review of relevant resources.

Process: For each of the areas listed below, please list the kinds of activities and foci you would like to see included in your next visit to the United States. Note: The areas listed below are not meant to be unique or complete, but only to prompt a variety of responses.

1. **Presentations:** Summaries of current theory, research findings, and evolving standards of best practices with respect to early childhood development and education.
2. **Workshops/trainings:** To develop skills related to teacher training and education (for both pre-service and in-service programs and for theory and practical skills)
3. **On-site visits:** To observe kindergarten classrooms, and interact with the teachers and supervisors from those classrooms.
4. **Other:** Activities not suggested by areas above.

Your Top Priorities: Please consider *all* the activities that you described in the four areas above and tell us your top three desired activities across all three areas. Do this by marking your highest priority above with a **large**, “#1.” Then mark your second and third priorities with a “#2,” and “#3.”

**Summary and Evaluation of Activities
Jordanian Delegation Visit to Utah State University
Strengthening Early Childhood in Jordan project
June 5-20, 2010**

Introduction

From June 5-June 20, 2010, representatives from the University of Jordan (4), Petra University (3), and the Jordanian Ministry of Education (2) traveled to Utah State University in Logan, Utah, to meet for continuing activities of the “Strengthening Early Childhood Education in Jordan (SECEJ)” program. This meeting was fruitful in many regards, but very importantly, it provided an avenue of sustained discussion around early childhood education issues and sustained interaction between the university and Ministry representatives. From this experience, the professionals were able to get to know each other on a more personal level and to develop relationships that will transfer back to Jordan as they continue their work together and develop a partnership between the universities and the Ministry of Education. The purpose of this document is to provide summaries and evaluation of the trip activities for team members who were not able to participate as well as for funding agencies.

Agenda activities

June 6, 2010

Seven team members arrived from Amman. Unfortunately, 2 participants were delayed by several hours, and 2 participants did not receive their luggage (the luggage was not retrieved during the entire trip). Dr. Jump met them at their hotel to ensure that the accommodations were satisfactory and to assist in resolving any issues (such as the suitcase).

June 7, 2010

As a result of the delayed arrival of 2 participants, we began our sessions later in the morning than originally planned so that participants could relax for the morning. Dr. Jump welcomed all team members to Utah and asked them to review the planned agenda, and to comment on additional goals they would like to have met. She noted that she used their needs assessments from the fall of 2009 to plan the trip. Team members were enthusiastic about the planned activities and asked for additional information in several areas. Team members expressed a desire to observe in university education classes. Dr. Jump explained that she also had that desire, but no education classes are held in the summer. She further noted that a September trip would be ideal for such purposes. Team members also expressed a desire to talk to faculty members who works with children with disabilities or learning disorders, and Dr. Jump was able to set up such a time later in the week. Dr. Jump mentioned a disappointment that it was not possible to attend a lecture on brain development by Dr. Dan Siegel, but said that it appeared there would be a class called brain development for educators in September that perhaps all team members could participate in together, as it is an online course. Team members were enthusiastic about this possibility.

June 8, 2010

Curricular revisions: Team members from the University of Jordan and Petra University explained the planned revisions to their curricula so that other team members would understand them. Petra University is increasing their focus on practical, applied exposure in the Kindergarten classroom beginning in Year 1, and increasing during Year 2 and onward. They are beginning to require students to go into the K classroom to better understand the practical application of theoretical concepts they are learning in the university classroom. They are also hoping to have a K

model classroom open at the university in the fall. The planned revisions have been presented to their Dean, who is formally requesting the change in the curriculum.

The University of Jordan has added a course (child protection) to their list of required courses, and has revised the titles of several courses. Unfortunately, they felt they were not able to make more substantial changes to their curriculum due to a number of political and personal reasons. This seems like a severe missed opportunity, as according to UJ faculty members, they can only request curriculum revisions every 4 years. The UJ is also hoping to open a Kindergarten classroom on the university classroom in the fall.

*Note: Later discussions with UJ team members led to a decision to try to revise their curriculum further this summer, and to petition to have the changes implemented. Potential revisions are currently being considered.

Brainstorming questions for Kindergarten panel: Team members spent time preparing a rich list of questions for the kindergarten teachers, who they were meeting on Thursday the 10th of June.

Monitoring and evaluation: Team members went through some items on the Monitoring and Evaluation plan to ensure that everybody is okay with the tasks and expected deadlines. There were several revisions to the planned tasks and deadlines, and the revised plan is attached to this document.

Meeting with DeeVon Bailey, Associate Vice President for International Research at Utah State University: Team members met with DeeVon Bailey, to discuss Dr. Bailey's role in assisting and facilitating international partnerships, to help Dr. Bailey better understand the SECEJ project, and to dream about additional partnership ideas.

Wednesday, June 9, 2010

Collaboration with Ministry of Education: Ibtisam and Samira, team members from the Ministry of Education, assisted in leading the discussion of the 3rd objective from the Monitoring and Evaluation plan, which is to increase the collaboration between the University of Jordan, Petra University, and the Ministry of Education. They first outlined some of the upcoming Ministry activities around early childhood, and invited UJ and PU faculty members to join in the activities. They also discussed possibilities for putting a formal collaboration in place. The team members determined that it would be useful to add additional tasks for the "Increase collaboration between the M of E, UJ, and PU" objective from the Monitoring and Evaluation plan. (See the attached plan).

There was also a discussion about possible ways to have university students go to Ministry schools to observe and conduct their practicum, and the universities seemed willing to increase their presence in Ministry schools. Unfortunately, due to time constraints, further discussion had to be delayed.

Thursday, June 10, 2010

Continued discussion of objectives from Monitoring and Evaluation Plan

Faculty members spent a great deal of time discussing the teaching evaluation section of the plan. Faculty members like the idea of obtaining feedback from their students, and from an outside observer. However, rather than have somebody who is a stranger come to their courses, they discussed another plan whereby a colleague would come into their course to observe and to evaluate their teaching. This option must be discussed with the outside evaluator.

Meeting with Dr. Martha Dever, Department Head, Teacher Education and Learning program at USU

Dr. Dever discussed the framework of the USU program from the first year onward so that faculty members could think about how to revise their current programs so that teachers obtain more practical experience in kindergarten classrooms before graduating. Faculty members had a number of questions for Dr. Dever about the logistics of setting up the program have occurred, how they can ensure students can arrange their schedules to fit going into the schools, and how the system works for USU students and faculty members (how prepared are students for teaching when they graduate, for example).

Meeting with Dr. Cyndi Rowland, Associate director of Center for Persons with Disabilities

Dr. Rowland discussed working with children with disabilities (physical and learning) in the school setting. She discussed laws, mainstreaming, inclusion, and barriers to effectively teaching young children with disabilities. Dr. Rowland provided the Jordanian faculty members and Ministry of Education staff with videotapes and the SPIES curriculum developed here at USU. Faculty and Ministry members were engaged in the dialogue regarding working with exceptional children.

Kindergarten teacher panel

The faculty members and Ministry of Education staff members had a rich and fruitful discussion with the Kindergarten teacher panel, including 5 K teachers with various levels of experience as well as Ms. Vesna Jenkins, the student teacher field coordinator at USU. The teachers discussed their preparation at USU, what they would do to improve their preparation, how they deal with various issues in the classroom, and many other pertinent issues.

Friday, June 11, 2010

Montessori preschool visit

The Jordanian delegation visited a Montessori preschool in Salt Lake City, as requested by Dr. Qutami, the Dean of the Faculty of Educational Sciences at the University of Jordan. We all noted the similarity of Montessori programs around the world, with many comments about the materials and teaching strategies. Most interesting to some participants was the toddler room for 2 year-olds.

Visit to Temple Square

After leaving the Montessori school, we traveled to Temple Square so that the Jordanians could see the Mormon temple in Salt Lake City.

Mosque prayer

After visiting Temple Square, some members of the team went shopping and others went to Mosque prayer.

Shopping and dinner with Wafa Kadoura, translator for SECEJ

After Mosque prayer, Wafa Kadoura, who translates for the SECEJ project, arranged a meeting with the Middle Eastern Center on the University of Utah campus. Participants learned about the multiple activities occurring at the center and the strong tradition of programs at the center. Afterward, we had an incredible dinner prepared by Wafa and then went shopping.

Saturday, June 12, 2010

Travel to Bear Lake

We left for Bear Lake in the afternoon, stopping at a couple of locations in Logan Canyon to enjoy the beauty of the canyon.

Sunday, June 13, 2010

Nelson Maylone, workshop on assessment

Nelson Maylone from Eastern Michigan University presented a theoretical discussion on the origin and use of assessment in education, and had faculty members conduct some practical exercises around assessment.

Monday, June 14, 2010

Vonda Jump, workshop on assessment

Vonda Jump continued the workshop on assessment due to a family emergency experienced by Dr. Maylone. Participants assessed young children, discussed the use of observation in assessing children, and how to relate assessment of young children to actual teaching practices.

Tuesday, June 15, 2010

Emilia Reggio preschool visit

We visited an Emilia Reggio preschool in Salt Lake City, and participants were engaged in visiting the various classrooms and understanding how teachers follow children's interests as they develop their lesson plans. Faculty members were particularly interested in this approach to teaching, and spent a considerable amount of time talking to teachers and the director about this approach and how it actually works in the classroom. We visited 2 year-old through kindergarten classrooms, and participants took many pictures and were given a number of materials by the director. The director also emailed additional materials to participants.

Wednesday, June 16, 2010

Attendance at "motivating all readers" workshop

The Jordanian delegation attended the "Motivating all readers" workshop and learned a number of new strategies for motivating young children in literacy activities, as well as teaching strategies that could be used at the university level to engage students in the process. Numerous hands-on activities were used to engage teachers in advancing their teaching strategies, and hopefully, the Jordanians will adapt and use these strategies in the undergraduate classrooms as needed.

Thursday, June 17, 2010

Attendance at "motivating all readers" workshop

The Jordanian delegation attended the "Motivating all readers" workshop and learned a number of new strategies for motivating young children in literacy activities. Numerous hands-on activities were used to engage teachers in advancing their teaching strategies, and hopefully, the Jordanians will adapt and use these strategies in the undergraduate classrooms as needed.

Canoeing in evening

Several Jordanian visitors chose to go canoeing and enjoyed themselves thoroughly! We may have spun round and round for some time, but we eventually made it back to the dock! (Everybody was wearing life jackets).

Summerfest art fair and festival

Several Jordanian visitors went to the annual Summerfest art fair in downtown Logan and enjoyed the artwork available for sale, but they noted that their suitcases were too full and the art was too expensive to purchase.

Unfortunately, 5 members of the delegation had to leave this evening, as their flights leave early in the morning from Salt Lake. We sadly said good bye and will happily look forward to the next visit.

June 18, 2010

Shelley Lindauer, Director of Child Development Laboratory

Dr. Shelley Lindauer, the Director of the Child Development Laboratory on USU's campus spent the entire morning discussing the preparation of undergraduate students for their teaching practicum. Participants observed in the lab, had the opportunity to watch a supervisory review session after children left for the day, asked students questions, and asked Dr. Lindauer numerous questions about teaching supervision, mentoring of students, preparation of students, etc. Dr. Lindauer also gave the faculty members the titles of reference books she finds particularly useful. I believe this was undoubtedly the most useful component of the entire trip, and am quite sad that Dr. Lindauer was not available before today to be with the delegation.

Meeting with Mary Hubbard, Vice Provost for International Education

The remaining Jordanian delegation had lunch with Dr. Mary Hubbard, Vice Provost for International Education, to discuss potential collaborations and opportunities to continue our work together. Dr. Hubbard was positive about the possibilities of future work together between the Jordanian universities and USU.

June 19, 2010

Meeting regarding PU project activities at American West Heritage Center.

Petra University faculty members and Dr. Jump planned potential activities for Petra University and USU to develop together. We also discussed the next phase of this project and how to ensure continued success. Specific plans included having an open house in October for the new model kindergarten at Petra University and how to go about providing PU students with a theory based but practically applied coursework framework. We will reconvene in October and discuss the success of the curriculum revisions which will be implemented, and continue to adapt to further meet the needs of students.

PU faculty members return to SLC to prepare for return trip.

Unfortunately, it is time for another goodbye until October.

Analysis of visit: The visit was successful in several ways. First and foremost, the faculty from the universities and the staff members from the Ministry of Education came to a common understanding about some of the challenges inherent in the Jordanian education system, developed relationships with each other that will assist them in making difficult decisions and changes in the Jordanian system, and developed a partnership that will hopefully last for a long time. This is a big achievement, as in October 2009, the faculty and Ministry staff had a large amount of distrust in the other. It is likely that challenges will continue as this partnership progresses, but it is anticipated that all parties will attempt to work for the betterment of the education system, and thus, come together to solve the problem.

Another success is that all visitors returned to Jordan with new knowledge, techniques, and energy in their quest to continue improving their work. They also returned with many new materials and supplies to assist them in this endeavor, and ordered many more after their return to Jordan.

Still another success is that Petra University will be piloting a new way of teaching undergraduate students in the fall of 2010, with an emphasis on practical application of theoretical concepts learned in the classroom. It is hoped that the University of Jordan will follow Petra University in this regard fairly quickly. Faculty from both universities feel that such change is necessary, and it is hoped that the University of Jordan will find the way to make such changes happen.

Appendix C

Observation Protocols and Compiled Data Collected from University Classes

Petra University
University of Jordan

Amman, Jordan
Spring, 2011

Petra University non SECEJ faculty (4 participants)

Your professor is participating in a project called “Strengthening Early Childhood Education in Jordan”. As part of these activities, we hope to improve the teaching process. We request that you respond to the following items regarding the quality of your professor’s skills and effectiveness in teaching this course. Your evaluation or comments will be kept confidential and will not affect your grade in any way. Thank you for your help.

Poor	Fair	Good	Excellent	For each of the following, please rate the quality.
1	1	21	46	Overall rating for this course.
0	6	30	35	Amount of learning which occurred in this course compared to other college courses.
0	5	20	46	Professor’s responses to students’ questions.
1	2	19	49	Professor’s use of examples.
2	3	21	45	Professor’s ability to help students learn the subject matter.
5	4	22	40	Professor’s encouragement for students to practice their new knowledge/skills.
3	5	17	45	Professor’s enthusiasm.
2	1	20	48	Professor's preparation for the class.
2	6	17	46	Opportunities to ask questions in class.
1	5	19	44	Opportunities to make comments or express opinions.
0	6	19	46	The mix of didactic lecture and interactive discussion
6	5	13	47	Professor's ability to make students comfortable to express ideas freely and easily.
2	5	19	44	Professor's encouragement for students to participate in class discussion
1	5	19	45	Professor's use of new information when discussing education.
2	4	28	37	Professor's concern for students' mastery of course content.
6	8	21	32	Professor's encouragement for students to visit if they are having difficulty with this course.
1	7	32	31	Professor's ability to facilitate group discussion.
3	5	27	31	Opportunities to practice the skills learned.
1	7	27	36	Value of group discussions in this course.
4	8	23	38	Professor's help in developing students' confidence abilities.
1	8	23	38	Professor's preparation of students for teaching in the classroom.
3	10	19	38	Professor's effectiveness in using multiple teaching strategies.
1	7	29	32	Opportunities for students to discuss how course material relates to their experiences
0	6	13	50	Professor's ability to relate course concepts to students’ lives
1	4	25	40	Opportunities for students to practice skills with hands on activities
3	6	21	40	Professor’s use of questions requiring response from students
3	8	30	29	Opportunities for small group discussions
5	12	23	30	Opportunities for large group discussions
5	10	25	27	Opportunities for large group activities
4	8	26	31	Opportunities for small group activities
3	5	13	49	Opportunities for applied activities
1	0	13	56	Professor's lecturing ability

Petra University SECEJ faculty scores (3 faculty members)

Your professor is participating in a project called “Strengthening Early Childhood Education in Jordan”. As part of these activities, we hope to improve the teaching process. We request that you respond to the following items regarding the quality of your professor’s skills and effectiveness in teaching this course. Your evaluation or comments will be kept confidential and will not affect your grade in any way. Thank you for your help.

Poor	Fair	Good	Excellent	For each of the following, please rate the quality.
0	1	6	28	Overall rating for this course.
0	1	12	22	Amount of learning which occurred in this course compared to other college courses.
0	0	4	31	Professor’s responses to students’ questions.
0	1	4	30	Professor’s use of examples.
0	0	6	29	Professor’s ability to help students learn the subject matter.
0	1	9	25	Professor’s encouragement for students to practice their new knowledge/skills.
1	0	2	32	Professor’s enthusiasm.
0	0	4	31	Professor's preparation for the class.
0	0	6	29	Opportunities to ask questions in class.
0	0	6	29	Opportunities to make comments or express opinions.
0	0	6	28	The mix of didactic lecture and interactive discussion
0	0	7	28	Professor's ability to make students comfortable to express ideas freely and easily.
0	0	7	28	Professor's encouragement for students to participate in class discussion
0	0	8	27	Professor's use of new information when discussing education.
0	0	11	23	Professor's concern for students' mastery of course content.
0	1	13	21	Professor's encouragement for students to visit if they are having difficulty with this course.
0	0	10	25	Professor's ability to facilitate group discussion.
0	1	14	19	Opportunities to practice the skills learned.
0	0	9	26	Value of group discussions in this course.
0	0	14	20	Professor's help in developing students' confidence abilities.
0	0	13	21	Professor's preparation of students for teaching in the classroom.
0	2	9	23	Professor's effectiveness in using multiple teaching strategies.
1	1	9	23	Opportunities for students to discuss how course material relates to their experiences
0	0	7	27	Professor's ability to relate course concepts to students’ lives
0	0	13	19	Opportunities for students to practice skills with hands on activities
0	0	13	21	Professor's use of questions requiring response from students
0	2	17	15	Opportunities for small group discussions
0	0	15	19	Opportunities for large group discussions
0	1	12	21	Opportunities for large group activities
0	1	13	20	Opportunities for small group activities
1	0	12	20	Opportunities for applied activities
0	0	4	29	Professor's lecturing ability

University of Jordan feedback from students (4 participants)

Your professor is participating in a project called “Strengthening Early Childhood Education in Jordan”. As part of these activities, we hope to improve the teaching process. We request that you respond to the following items regarding the quality of your professor’s skills and effectiveness in teaching this course. Your evaluation or comments will be kept confidential and will not affect your grade in any way. Thank you for your help.

Poor	Fair	Good	Excellent	For each of the following, please rate the quality.
1	4	62	59	Overall rating for this course.
1	4	55	69	Amount of learning which occurred in this course compared to other college courses.
0	7	17	105	Professor’s responses to students' questions.
0	8	25	96	Professor’s use of examples.
0	2	35	91	Professor’s ability to help students learn the subject matter.
	3	30	95	Professor’s encouragement for students to practice their new knowledge/skills.
0	5	26	98	Professor’s enthusiasm.
0	1	28	99	Professor's preparation for the class.
1	7	34	86	Opportunities to ask questions in class.
1	7	24	97	Opportunities to make comments or express opinions.
0	5	34	76	The mix of didactic lecture and interactive discussion
1	5	25	97	Professor's ability to make students comfortable to express ideas freely and easily.
0	2	35	91	Professor's encouragement for students to participate in class discussion
1	10	44	73	Professor's use of new information when discussing education.
2	4	38	79	Professor's concern for students' mastery of course content.
2	11	40	75	Professor's encouragement for students to visit if they are having difficulty with this course.
2	10	49	67	Professor's ability to facilitate group discussion.
2	13	45	65	Opportunities to practice the skills learned.
4	15	46	63	Value of group discussions in this course.
0	10	38	80	Professor's help in developing students' confidence abilities.
0	5	46	77	Professor's preparation of students for teaching in the classroom.
3	14	48	60	Professor's effectiveness in using multiple teaching strategies.
4	9	45	69	Opportunities for students to discuss how course material relates to their experiences
0	10	27	91	Professor's ability to relate course concepts to students’ lives
2	9	42	76	Opportunities for students to practice skills with hands on activities
1	12	27	87	Professor’s use of questions requiring response from students
28	18	45	37	Opportunities for small group discussions
19	21	41	46	Opportunities for large group discussions
30	19	46	29	Opportunities for large group activities
30	21	27	49	Opportunities for small group activities
6	7	34	79	Opportunities for applied activities
1	1	21	106	Professor's lecturing ability

Appendix D

Participant Perceptions of Program Quality: Enhancing Teaching and Learning in the Kindergarten Classroom

Workshop Outlines

Chicago, Illinois, USA
September 1-8, 2011

Hi Jim:

It was a pleasure speaking with you today regarding your visit to Chicago and Erikson Institute.

As promised, please find below the entire schedule for the program, Tuesday through Thursday, September 6-8. Additionally, I've listed a number of important locations, and have attached the school profiles to this email. All of the information listed here will be available for our guests in packets they will receive upon their arrival at Erikson on Tuesday, September 6.

Please be advised that all individuals must show photo ID when arriving at Chicago Public Schools Central Office on Wednesday, September 7. Upon arrival, you will be greeted by Joyce Davidson who will then escort you to your meeting.

Erikson Institute Professional Development Program
Enhancing Teaching and Learning in the Kindergarten Classroom

Itinerary – Tuesday, September 6, 2011

8:45 a.m.	Arrive at Erikson Institute; Welcome from Deborah Mantia, Director of Professional Development
9 a.m. - 12 p.m.	Social/Emotional Development with Dr. Colette Davison <i>Overview of Frameworks and 'Big Ideas' in Development</i>
12 p.m. - 12:45 p.m.	Lunch, served at Erikson Institute
1 p.m. - 4 p.m.	Assessment with Dr. Pamela Epley <i>Overview of Assessment in Kindergarten and Influences on Practice</i>
4 p.m.	Close

Itinerary – Wednesday, September 7, 2011

GROUP ONE: Claremont Academy

8:10 a.m.	Depart Hotel Palomar for Claremont Academy
8:45 a.m.	Meeting with Ms. Marybeth Padezanin, Assistant Principal
9:15 a.m. – 10:15 a.m.	Classroom Observation
10:20 a.m. – 11:20 a.m.	Classroom Observation
11:30 a.m.	<ul style="list-style-type: none"> ▪ Depart Claremont Academy ▪ Return to downtown Chicago for lunch on your own
1:45 p.m.	Arrive at Chicago Public Schools Central Office, located at: 125 South Clark Street Chicago, Illinois 60603
2 p.m. – 3 p.m.	Meeting with Joyce Davidson, Office of Early Childhood Education
3 p.m.	Close

GROUP TWO: Volta School

8:10 a.m.	Depart Hotel Palomar for Volta School
9 a.m.	Meeting with Mr. Roger T. Johnson, Principal
9:15 a.m. – 10:15 a.m.	Classroom Observation
10:20 a.m. – 11:20 a.m.	Classroom Observation
11:30 a.m.	<ul style="list-style-type: none"> ▪ Depart Volta School ▪ Return to downtown Chicago for lunch on your own
1:45 p.m.	Arrive at Chicago Public Schools Central Office, located at: 125 South Clark Street Chicago, Illinois 60603
2 p.m. – 3 p.m.	Meeting with Joyce Davidson, Office of Early Childhood Education
3 p.m.	Close

Itinerary – Thursday, September 8, 2011

8:45 a.m.	Arrive at Erikson Institute
9 a.m. - 12 p.m.	Social/Emotional Development with Dr. Colette Davison <i>The Role of Kindergarten in Social/Emotional Development</i>
12 p.m. - 12:45 p.m.	Lunch, served at Erikson Institute
1 p.m. - 4 p.m.	Assessment with Dr. Pamela Epley <i>Assessment for Learning in Kindergarten: Using Assessment to Enhance Teaching Practice</i>
4 p.m.	Close

Important Locations

Hotel Palomar Chicago

505 North State Street
Chicago, Illinois 60654
Phone: [\(312\) 755-9703](tel:3127559703)

Erikson Institute

451 North LaSalle Street
Chicago, Illinois 60654
Phone: [\(312\) 755-2250](tel:3127552250)

Chicago Public Schools – Central Office

125 South Clark Street
Chicago, Illinois 60603
Phone: [\(773\) 553-1000](tel:7735531000)

Volta School

4950 North Avers Avenue
Chicago, Illinois 60625
Phone: [\(773\) 534-5080](tel:7735345080)

Claremont Academy

2300 West 64th Street
Chicago, Illinois 60636
Phone: [\(773\) 535-8110](tel:7735358110)

Thanks again, Jim, and we look forward to having you and the group with us.

Best regards—

Matthew R. Zaradich

Professional Development Manager

Erikson Institute

[Graduate school in child development](#)

451 North LaSalle Street
Chicago, Illinois 60654-4510
[312 893-7171](tel:3128937171) (Tel)

Please note new fax: [312 460-3866](tel:3124603866) (Fax)

www.erikson.edu/professionaldevelopment

Day 1 - Getting at learning

9:00- 10:15 Teaching metaphor

Break

10:30-12:00 “Getting good at something” interviews

12:00-1:00 Lunch

1:00-2:15 Continue with interview writing and discussion.

Break

2:30-4:00 Develop list of claims about learning

HW: Read David Hawkins, “Living in Trees”

Day 2 - What do these ideas about learning mean for teaching?

9:00-10:15 Discuss Hawkins reading and connect to claims about learning

Break

10:30-12:00 Video analysis

Given what you believe about learning, identify warm and cold spots.
Where are places it could have gone differently?

12:00-1:00 Lunch

1:00-2:00 Read Deborah Ball, “Dilemmas of teaching elementary school math”
a. Discussion - relate to claims about learning.

2:00 – 3:00 Discussion: Given these claims about learning, what are concerns for teaching? Implications for teaching?

Break

3:15-4:00 Revisit teaching metaphor

Erikson Institute

Colette Davison, Ph.D.

Outline for discussion of social and emotional development at Kindergarten level

Day 1: Tuesday Sept 6th 9.00-12.00 (11.00 break for coffee)

Overview of frameworks and “big ideas” in development: What should kindergarten teachers know, and why are the following ideas and concepts important to understand? How might they influence practice?

- Continuous interaction between biology and experience in development
- Self-regulation as a cornerstone of development
- Child as an active participant in their own development
- Central role of culture
- Child as an active participant in their own development
- Role of relationships in development, including attachment
- Significance of Individual differences
- Risk and resilience in development
- Effective intervention can impact development-teachers can help

Models and concepts for thinking about development:

- Biopsychosocial model
- Concept of biobehavioral shifts : the 5 to 7 year shift in particular
- Ecological frameworks-paying attention to the wider context
- Importance of underlying/unconscious meaning in behavior: how this changes interpretations of behavior
- Temperament and “goodness of fit”

Day 2: Thursday Sept 8th 9.00-12.00 (11.00 break for coffee)

The role of kindergarten in social and emotional development

Contextual issues:

- The kindergarten context: what are the social and emotional demands?
- Kindergarten as a cultural/socializing agent: What is the teacher’s role?
- Anticipating and beginning the five-to –seven year shift: The role of kindergarten in the developmental transition
- Significance of culture in social and emotional development: kindergarten teachers interacting with children and parents from varied social and cultural backgrounds
- Understanding the child’s meaning to their parents

Developmental issues:

- Expanding relationships and social competence: adults, peers, and the group setting
- Central role of verbal abilities: narrative self, autobiographical self, and social self
- Importance of mastery
- Culture and emotions
- Psychological understanding, self-understanding, and identity development
- Understanding, expressing, and regulating emotions
- Anticipating and beginning the five-to –seven year shift: The role of the kindergarten year as a transitional period

Erikson Institute

Pamela Epley, Ph.D.

Outline for discussion of assessment in kindergarten

Day 1: Tuesday Sept 6th 1:00-4:00 (2:30 break for coffee)

Overview of assessment in kindergarten, what teachers need to know about assessment and how it influences practice

- Conceptualizations of school readiness
- Kindergarten assessment methods
- Assessment of and for learning
- Consideration for assessing students with diverse backgrounds and needs
- Developmental screening in kindergarten

Day 2: Thursday Sept 8th 1:00-4:00 (2:30 break for coffee)

Assessment for learning in kindergarten: Using Assessment to enhance teaching practice

- Observational and performance-based assessment in kindergarten
- Assessing the content and process of children's learning
- Assessing the kindergarten classroom environment and quality
- Linking assessment to teaching and learning
- Data-based decision-making and Response-to-Intervention (RtI)

**Outline for Workshop on Teacher Preparation That Enhances Student Success:
Facilitating and Embracing Change**

9/2/11

9 am to 12 pm

Anne George, Ph. D.

Outline of Activities:

- A. 9-9:05—Introduction of participants
- B. 9:05 –9:15—Reflection-individual work
- C. 9:15-10:40--Interactive lecture
- D. 10:40-10:50—Break
- E. 10:50- 11:20- Lecture/Suggestions for practical implementation
- F. 11:20-11:40 Small group discussion
- G. 11:40-12: Report out/large group discussion

Outline of Content:

1. Effective Teacher Preparation
2. What Teachers Should Know
3. What This Means for Teacher Preparation
4. Learning to Teach
5. Practices that Facilitate Teaching Expertise
6. High-Quality Field Experiences
7. Characteristics of Successful Clinical Experiences
8. Mentoring and Monitoring Clinical Experiences
9. Performance Tasks for Clinical Practice
10. Analyzing Teaching Artifacts
11. Policy and Practice
12. What Accredited Programs Should Demonstrate
13. Licensure Requirements
14. Facilitating Change: The Eight Step Process of Successful Change- Based on: Kotter, J. K., & Rathgeber, H. (2005). *Our iceberg is melting : Changing and succeeding under any conditions*. New York: St. Martin's Press.

Outline for Small Group Discussions:

1. Identify practices that you currently engage in, that you consider to be effective in preparing your candidates to teach in kindergarten.
2. Why do you think these practices are effective? How are you defining effectiveness?
3. What practices from today's presentation do you think would enhance your candidates' effectiveness as teachers?
4. What barriers do you see (institutionally, system-wide or otherwise) hindering the implementation of effective practices?
5. How can you overcome these barriers, keeping the 8-step model of change in mind?

Appendix E

Participant Perceptions of Program Quality: Enhancing Teaching and Learning in the Kindergarten Classroom

Workshops and Related Activities Evaluation

Chicago, Illinois, USA
September 1-8, 2011

Workshop Evaluation

Participant Perceptions of Program Quality: Enhancing Teaching and Learning in the Kindergarten Classroom

**A Series of Workshops and Related Activities
Supported by:**

USAID

**Participants:
University of Jordan
Petra University**

Utah State University

**Chicago, Illinois
September 1-8, 2011**

Introduction and Purpose

In order to provide feedback about the effectiveness of activities for the workshops provided by experts in the fields of early childhood development and education from the University of California, Santa Barbara, Lincoln University, Pennsylvania, and the Erikson Institute, Illinois, a series of evaluation surveys were administered to the ten participants from Petra University, the University of Jordan, and the Jordan Ministry of Education (see list in Appendix I). The workshop activities took place September 1st to 8th, 2011 in Chicago, Illinois, at the Hotel Palomar, Erikson Institute, the Chicago Public Schools Administration Offices, and Claremont and Volta elementary schools.

The workshops focused on professional development and team building for those who are responsible for producing skilled kindergarten teachers in Jordan. In particular, the purpose was to present content aimed at knowledge and related skills in teacher education, social and brain development in children, and assessment of students, so that those from teacher training institutions (1) would gain greater understanding about how teachers can use their knowledge of social and brain development to optimally teach young children, and (2) gain additional knowledge for how teachers can use assessment to determine the course of day-to-day teaching for each child in a classroom (see workshop instructors' outlines in the Appendix III)

This evaluation was designed to assess the perceptions of participants about their experiences with the workshop activities by asking for their reactions to a mix of survey items (Appendix II). The intent was to acquire a sense of what the ten participants felt worked and what they felt did not

work in the assorted activities. We also hoped that this evaluation will be a spring-board to further discussions within the team from Jordan about best practices in early childhood education and teacher education. Please note that it was not an objective of this evaluation to assess achievement, namely the degree to which these participants did or did not increase their knowledge about early childhood development and skills with respect to teacher training and team building.

Methods and Analysis

The surveys were administered in an anonymous self-report, paper-pencil assessment format at the end of each activity or activities. The survey items included a combination of a quantitative usefulness rating and several open-ended questions about participant perceptions of what did and did not work, by asking what was most and least useful, and what they would have liked to see more of less of. Data collected from the surveys were compiled and organized within a tabular format similar to the summary tables displayed below. This facilitated analysis of the text responses by participants by a sequence of repeated review and notations from the individual, single page survey sheets. The quantitative item that assessed perceived overall usefulness of a given workshop activity was analyzed and presented in simple frequency and percentage distributions and estimates of central tendency. In all analyses, qualitative examinations of the text and numerical results were aimed at a discernment of patterns of participant responses. There was a final item that asked how newly gained knowledge would be implemented in Jordan. However, the responses to this item were deemed too inconsistent to warrant analysis.

Data Summaries, Results, and Conclusions

Overall Summary

It appeared that while there were some stronger differences in satisfaction of individual workshop instructors (See data summary Tables 1-9) participants' overall ratings of each activity's usefulness and responses to open-ended items about workshop content were consistently positive. Open-ended responses were quite varied, yet it did seem clear that workshop presentations that featured, examples of personal experience, video examples, and visits to classrooms were most favored.

Results and tentative summaries and conclusions follow below the following tables for evaluation surveys, presented within and across workshops and field-trip activities.

First-Stage Summaries of Workshop Activity Evaluation Data

For the most part, the tables below contain the qualitatively summarized results for each of the workshop activities. They are organized sequentially by date and time of activity. Results follow from the structure of the evaluation protocol, "Activity Evaluation"(see Appendix II).

Listings under the item summaries from the protocol for "Most useful," "Not as useful," "Like more of," and "Like less of," usually, but not always, required at least three similar responses. If that requirement was not met but in the opinion of the evaluator the response was still useful and/or significant, then it was included. "Notable Quotes" were chosen if they (1) were representative of a least a few similar comments or (2) if they were unique, and in the opinion of the evaluator, offered interesting, useful ideas.

Note: To preserve language challenges, quotes are sometimes truncated, yet always verbatim unless an error in spelling or grammar was transparent.

Table 1
Friday 9/2/11
Palomar Hotel (n=10)

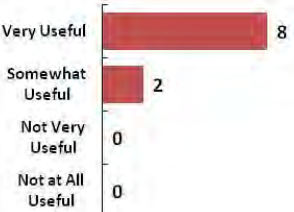
<p>9 am to 12 pm</p> <p>Teacher Preparation That Enhances Student Success: Facilitating and Embracing Change</p> <p>Anne George, Ph. D.</p>	<p>Overall Usefulness: 80% Very Useful; 20% Somewhat Useful</p>  <p>Most useful: practicum, personal field experiences, working with cooperative teachers and students</p> <p>Not as useful: listings of main points</p> <p>Like more of: examples, videos, practice, portfolios, models</p> <p>Like less of: didactic lecture</p> <p>Notable quotes: “The most useful part was when she talked about practicum” “...field experiences integrated in each course.” “It was ok, over all it was well done” “It must present new subject that mentioned in the modern literature like action research and modern curriculum (emergent curriculum and place based curriculum and brain based curriculum”</p>
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Table 2
Saturday 9/3/11
Palomar Hotel (n=10)

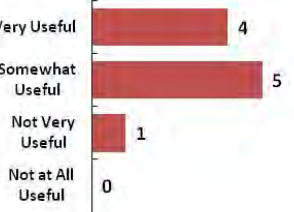
<p>9 am to 4 pm</p> <p>Getting at learning</p> <p>Eva Maria Oxelson, Ph.D.</p>	<p>Overall Usefulness: 40% Very Useful 4/10; 50% Somewhat Useful 5/10; Not Very Useful” 1/10</p>  <p>Most useful: interactive approach, group work, reflection, discussion, information about MoE</p> <p>Not as useful: Lack of structure, too much discussion</p> <p>Like more of: examples, videos, models, rethinking practices</p> <p>Like less of: talking by participants (“free talking”)</p> <p>Notable quotes: “I learned from her good way to teach adults!!” “You teach in the manner you want your students to teach when they become teachers” “What would you have liked ...More of? ‘Talking’ Less of? ‘Listening’” “The way she stimulate the answers from the audience. It was effective”</p>
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Table 3
Sunday 9/4/11
Palomar Hotel (n=10)

<p>9 am to 4 pm</p> <p>What do these ideas about learning mean for teaching?</p> <p>Eva Maria Oxelson Ph.D.</p>	<p>Overall Usefulness: 50% Very Useful; 50% Somewhat Useful</p> <table border="1"> <thead> <tr> <th>Usefulness Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Useful</td> <td>5</td> </tr> <tr> <td>Somewhat Useful</td> <td>5</td> </tr> <tr> <td>Not Very Useful</td> <td>0</td> </tr> <tr> <td>Not at All Useful</td> <td>0</td> </tr> </tbody> </table> <p>Most useful: reflection, discussion/sharing, critical thinking, interaction, Not as useful: Lack of structure, too much discussion Like more of: lecture, examples, videos Like less of: talking/discussion by participants Notable quotes: “Socratic way of teaching” [most useful] “...the way Dr EVA express and reflect the other opinions” “...did her best to guide us to think differently” “...how to explore the student answer on question”</p>	Usefulness Category	Count	Very Useful	5	Somewhat Useful	5	Not Very Useful	0	Not at All Useful	0
Usefulness Category	Count										
Very Useful	5										
Somewhat Useful	5										
Not Very Useful	0										
Not at All Useful	0										

Table 4
Tuesday 9/6/11
Erikson Institute of Professional Development Program (n=10)

<p>9 am to 12 pm</p> <p>Social/Emotional Development: Overview of Frameworks and ‘Big Ideas’ in Development</p> <p>Colette Davison, Ph.D.</p>	<p>Overall Usefulness: 100 % Very Useful</p> <table border="1"> <thead> <tr> <th>Usefulness Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Useful</td> <td>10</td> </tr> <tr> <td>Somewhat Useful</td> <td>0</td> </tr> <tr> <td>Not Very Useful</td> <td>0</td> </tr> <tr> <td>Not at All Useful</td> <td>0</td> </tr> </tbody> </table> <p>Most useful: systematic/clear objectives and presentation, valuable content Not as useful: main points listing Like more of: examples, videos, discussion Like less of: lecture Notable quotes: “she is very good” “calm and excellent” “using a mixture of Power Point and video” “the way of lecture, it’s very emassing, she try to summary every thing”</p>	Usefulness Category	Count	Very Useful	10	Somewhat Useful	0	Not Very Useful	0	Not at All Useful	0
Usefulness Category	Count										
Very Useful	10										
Somewhat Useful	0										
Not Very Useful	0										
Not at All Useful	0										

Table 5
Tuesday 9/6/11
Erikson Institute Professional Development Program (n=10)

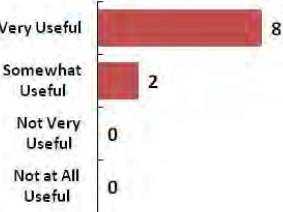
<p>1 pm to 4 pm</p> <p>Assessment: Overview of Assessment in Kindergarten and Influences on Practice</p> <p>Pamela Epley, Ph.D.</p>	<p>Overall Usefulness: 80% Very Useful; 20% Somewhat Useful”</p>  <p>Most useful: content re title, assessment tools, Not as useful: Like more of: examples, videos, time!, connect assessment with KG curriculum Like less of: repetitiveness in making some points Notable quotes: “smiley face...charismatic” “...presentation was so balanced between theory and practice, lecture and interaction” “this professor knows exactly the field” “she expressed more than one example and this enriched the lecture” “it was perfect” “modern style of assessment” “in lecture” [most useful]</p>
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Table 6
Wednesday 9/7/11 School Visits
Group 1: Claremont Academy (n=4)

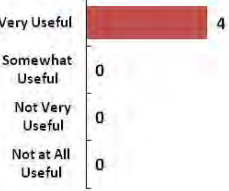
<p>9am-10 am</p> <p>Introduction and facillitation:</p> <p>Rebecca Stimson, Principal</p> <p>Marybeth Padezanin, Assistant Principal</p>	<p>Overall Usefulness: 100% Very Useful</p>  <p>Most useful: meeting the principal and teachers, seeing the classrooms in action, “the extent to which a school can challenge the surrounding environment” Like more of: school visits Notable quotes: “Great experience” “Very helpful and useful” “it helps to know different ways of teaching”</p>
<p>11am – 12 am</p> <p>Classroom Observations</p> <p>Jennifer Gregory, Teacher</p> <p>Tamara Jackson-Cooper, Teacher</p>	

Table 7
Wednesday 9/7/11 School Visits
Group 2: Volta School (n = 6)

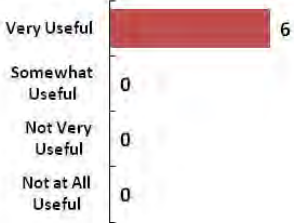
<p>9am-10 am</p> <p>Introduction and facilitation</p> <p>Roger T. Johnson, Principal</p>	<p>Overall Usefulness: 100% Very Useful</p>  <table border="1"> <thead> <tr> <th>Usefulness Rating</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Useful</td> <td>6</td> </tr> <tr> <td>Somewhat Useful</td> <td>0</td> </tr> <tr> <td>Not Very Useful</td> <td>0</td> </tr> <tr> <td>Not at All Useful</td> <td>0</td> </tr> </tbody> </table>	Usefulness Rating	Count	Very Useful	6	Somewhat Useful	0	Not Very Useful	0	Not at All Useful	0
Usefulness Rating	Count										
Very Useful	6										
Somewhat Useful	0										
Not Very Useful	0										
Not at All Useful	0										
<p>11:00:00 AM</p> <p>Classroom Observations</p> <p>Summer Othamn, Teacher</p> <p>Anisha Bhim, Teacher</p> <p>Lisa Warren, Teacher</p>	<p>Most useful: being with teachers in classrooms, learning new things about ECE, seeing three different ways of working with children, see diversity and multiple languages</p> <p>Like more of: seeing assessments with children, more time observing, see more examples in more classrooms</p> <p>Like less of: na</p> <p>Notable quotes: “I found that the private school in Jordan are very similar to the way that Volta deal with children but not the common school”</p>										

Table 8
Wednesday 9/7/11 Administrative Office Visit
Chicago Public Schools Central Office (n=8)

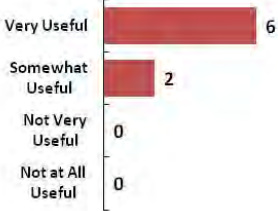
<p>2:00 pm</p> <p>Office of Early Childhood Education</p> <p>Joyce Davidson</p>	<p>Overall Usefulness: 75% Very Useful; 25% Somewhat Useful</p>  <table border="1"> <thead> <tr> <th>Usefulness Rating</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Useful</td> <td>6</td> </tr> <tr> <td>Somewhat Useful</td> <td>2</td> </tr> <tr> <td>Not Very Useful</td> <td>0</td> </tr> <tr> <td>Not at All Useful</td> <td>0</td> </tr> </tbody> </table> <p>Most useful: Information/demographics about schools city-wide, learning about district policy and education system for Chicago, more about KG, differences between public and private teacher salaries in US and Jordan</p> <p>Notable quotes: “Very helpful and open to our questions and concerns. They give us wonderful information and handouts”</p>	Usefulness Rating	Count	Very Useful	6	Somewhat Useful	2	Not Very Useful	0	Not at All Useful	0
Usefulness Rating	Count										
Very Useful	6										
Somewhat Useful	2										
Not Very Useful	0										
Not at All Useful	0										

Table 9
Thursday 9/8/11
Erikson Institute Professional Development Program (n=8)

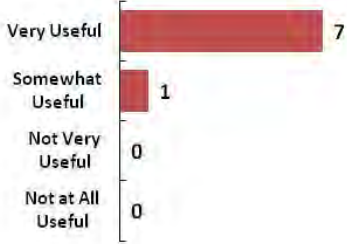
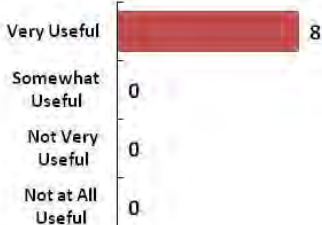
<p>9 am to 12 pm</p> <p>Social/Emotional Development: The Role of Kindergarten in Social/Emotional Development</p> <p>Colette Davison, Ph.D.</p>	<p>Overall Usefulness: 87.5% Very Useful; 12.5% Somewhat Useful</p>  <p>Most useful: content re title, organization, videos, ABC technique, story web</p> <p>Not as useful: lecture</p> <p>Like more of: group discussion, examples, videos, “lecture from the amazing teacher we have”</p> <p>Like less of: lecture</p> <p>Notable quotes: “is a smart professor. I like her style of teaching” “gave us an excellent information about developing emotional competence and solving problems as well and about the social development” “provide inspiration on applying practices in different development domains at kindergarten level”</p>
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Table 10
Thursday 9/8/11
Erikson Institute Professional Development Program (n=8)

<p>1 pm to 4 pm</p> <p>Assessment: Assessment for Learning in Kindergarten: Using Assessment to Enhance Teaching Practice</p> <p>Pamela Epley, Ph.D.</p>	<p>Overall Usefulness: 100% Very Useful</p>  <p>Most useful: content re title, clear, interactive, ESI, Bridging</p> <p>Not as useful: na</p> <p>Like more of: examples/applications, videos (that would play correctly), demonstrate assessments with children, connect assessment with curriculum</p> <p>Like less of: lecturing</p> <p>Notable quotes: “Dr Pam is wonderful. She did a great job and responded to our interests and questions” “the topics that were addressed today were very relevant and related to our work.”</p>
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Noteworthy Findings By and Across Activities

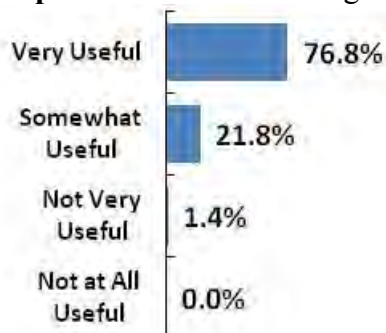
Favored Activity Content:

Per above tables, the highest scores for usefulness were for the workshops or activities that involved direct observation of kindergarten teachers in their classrooms. Next highest scores were for workshop presentations featuring an instructor’s real-life, such as sharing actual child assessments, videos illustrating teacher-child interactions, or descriptions of personal experiences. These styles of teaching were generally rated higher than didactic presentations that emphasized theories and general principals. Being able to view the kindergarten teachers at work and seeing the examples of practice were deemed most helpful in part, as several indicated, because much of the academic knowledge presented by instructors had previously been acquired by these participants. On the other hand, some participants apparently did enjoy the lecturing style of some presenters, not only for the content but also because it provided models of classroom teaching that was deemed useful in their university classrooms, a context where expectations are high for imparting significant theory and principles. For example, one commented, it was the “the way of lecture, it’s very emassing, she try to summary every thing” (note that per above, this and further quotes are given verbatim, therefore they reflect the language challenges even for this group of highly accomplished academicians, wherein English is not a primary language).

Workshop Session and Instructor Ratings and Comments

With respect to satisfaction of content provided by instructors, and using a business model for interpreting such ratings, the ratings of usefulness indicated by participants were always quite high. Eighty percent of the time, respondents gave the highest possible rating, i.e., “Very Useful,” for all workshop activities and their instructors except one. In addition, for these three most highly rated instructors, no rating was below the second highest level, i.e., “Somewhat Useful.” In fact, for all but three of seven workshop sessions led by the three top instructors, “Very Useful” was the indicated rating 89.5% of the. Even when all sessions for all teachers were included, the average was 73.9 “Very Useful,” 25.4% “Somewhat Useful,” 1.7% “Not so Useful,” and none were “Not At All Useful.” These data suggest that participants perceptions of usefulness of the workshop sessions was quite positive overall, and especially positive for most of the instructors.

Graphic 1 Usefulness Ratings Across Sessions (i.e., sessions are the unit of analysis) (n = 7)



Note: If averages are computed by instructor (n=4) rather than by session (n=7), the percentage results are essentially identical (greatest deviation = 0.4%).

It may be helpful to note that there may have been one primary reason for the lesser ratings of the lowest rated instructor. It appeared that the instructor very much desired to teach in a very interactive style that emphasized reflective processes over content, and at a level that was desired and appropriate for a teacher in a classroom of kindergarten children. Salient comments included, on the positive side,

1. “You teach in the manner you want your students to teach when they become teachers,”
2. “I learned from her good way to teach adults!!,” and
3. “The way she stimulate the answers from the audience. It was effective.”

On the other hand, there can be a potential downside to such a fully interactive style, including small-group discussions. For example, one person said they would have liked less “free talking.” Another participant succinctly reflected a similar sentiment for some others by responding to item #3 in the following way (response bolded):

3. What would you like to have seen...
 - a. More of? **Talking**
 - b. Less of? **Listening**

For a group of high level university level participants, there may have been a greater expectation of high density content from the instructor rather than a focus on interaction (i.e., maybe in the vein of “I want to hear what you have to say, not my peers. I already know what they will say.”).

School and Administration Office Visit Ratings and Comments

The visits of teachers at work in their kindergarten classrooms at one of two elementary schools, Claremont and Volta, gained universal, 100% top ratings of “Very Useful.” Three comments seemed to sum up the very positive experiences with the kindergarten visits:

1. “Great experience”
2. “Very helpful and useful”
3. “It helps to know different ways of teaching”

This evaluator can also add the informal observation that having the chance to meet for substantial periods of time with the principals from both schools was also very important to the participants. The positive effect of strong leadership by a principal was driven home, and evidenced from, “the extent to which a school can challenge the surrounding environment,” and the fact that both schools were located in areas of Chicago with high poverty rates.

The visit to the Chicago Administrations generated slightly less enthusiasm, with top ratings at 75%. However, as one participant offered, “[the two administrators interviewed were] very helpful and open to our questions and concerns. They give us wonderful information and handouts”

Conclusions and Recommendations

Using a primarily qualitative review across the many activities, it was clear to this evaluator that in the perceptions of these Jordanian participants, the time was well spent in Chicago with the university and institute professors, the school administrators, and kindergarten teachers. The

participants were able to compare, contrast, and reflect on differences within the US as well as differences between the US and Jordan for several salient aspects of kindergarten teacher training and practice. This included accepted theoretical frameworks and general principles and appropriate practices for teacher training. In addition, there were many practical examples offered to illustrate differing applications of theory to the classroom.

What was also apparent from these evaluations results is that there will almost always be a desire from workshop participants for activities that are focused minimally on the theoretical and maximally focused on the experiential. This experiential component can take many forms and still be perceived as highly useful. For these participants, it was about real examples of practice. For example, the videos for teacher-child interactions appeared to be just as appreciated and as useful as having the opportunity to view those interactions at the schools. Showing and demonstrating the use of actual assessment tools was clearly greatly appreciated. As always, it was important that supporting technology operated according to plan, For example, playback of video demonstrations of child assessment administrations wasn't always fully successful. The "teachers-of-teachers" model worked well, yet was also instructive to the differences between the ideal and the realities of interaction with real students (in this case adults) and the context taught within. If at all possible, future efforts will increasingly train the trainers-of-trainers with strong encouragement to prioritize the use of practical examples, including any and all the many forms that examples can take.

Appendices

Appendix I

Workshop Participants

1. **Diala Abdul Hadi Hamaidi**, Assistant Professor, University of Jordan
2. **Iman Betawi**, Assistant Professor, University of Jordan
3. **Hala Alshawa**, Assistant Professor, University of Jordan
4. **Aseel Akram Slamah Al-Shawareb**, Assistant Professor, Petra University
5. **Moh'd Bilal Awni Zuhdi Aljayyousi**, Associate Professor, Petra University
6. **May Saleen Al-Taher**, Assistant Professor, Petra University
7. **Taghreed Abu Hamdan**, Associate Professor, Petra University
8. **Suhair Sudani**, Associate Professor, Petra University
9. **Eman Al Zboon**, Ministry of Education, Jordan
10. **Islam Al Naimat**, Ministry of Education, Jordan

Appendix II Activity Evaluation

Name of Activity (or Lead Person): _____ **Activity Date:** _____

1. What was **most useful** in this activity for your work in Jordan?

a. **Why?**

8. What was **not so useful**?

a. **Why?**

b. How might it have been **done differently**?

9. **What** would you like to have seen...

a. **More of ?**

b. **Less of?**

10. **Overall Usefulness:** How useful was this activity for your work in Jordan? (please check one)

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

4 Very useful

3 Somewhat useful

2 Not very useful

1 Not at all useful

11. Any additional comments or suggestions?

12. Briefly **describe how you will implement** what you have learned in this activity into your work in Jordan. If this activity was **not** applicable to your work in Jordan check here: _____

Appendix III Workshop Instructor Outlines

Outline for Workshop on Teacher Preparation That Enhances Student Success: Facilitating and Embracing Change 9/2/11 9 am to 12 pm Anne George, Ph. D.

Outline of Activities:

- H. 9-9:05—Introduction of participants
- I. 9:05 –9:15—Reflection-individual work
- J. 9:15-10:40--Interactive lecture
- K. 10:40-10:50—Break
- L. 10:50- 11:20- Lecture/Suggestions for practical implementation
- M. 11:20-11:40 Small group discussion
- N. 11:40-12: Report out/large group discussion

Outline of Content:

- 15. Effective Teacher Preparation
- 16. What Teachers Should Know
- 17. What This Means for Teacher Preparation
- 18. Learning to Teach
- 19. Practices that Facilitate Teaching Expertise
- 20. High-Quality Field Experiences
- 21. Characteristics of Successful Clinical Experiences
- 22. Mentoring and Monitoring Clinical Experiences
- 23. Performance Tasks for Clinical Practice
- 24. Analyzing Teaching Artifacts
- 25. Policy and Practice
- 26. What Accredited Programs Should Demonstrate
- 27. Licensure Requirements
- 28. Facilitating Change: The Eight Step Process of Successful Change- Based on: Kotter, J. K., & Rathgeber, H. (2005). *Our iceberg is melting : Changing and succeeding under any conditions*. New York: St. Martin's Press.

Outline for Small Group Discussions:

- 6. Identify practices that you currently engage in, that you consider to be effective in preparing your candidates to teach in kindergarten.
- 7. Why do you think these practices are effective? How are you defining effectiveness?
- 8. What practices from today's presentation do you think would enhance your candidates' effectiveness as teachers?
- 9. What barriers do you see (institutionally, system-wide or otherwise) hindering the implementation of effective practices?
- 10. How can you overcome these barriers, keeping the 8-step model of change in mind?

Eva Maria Oxelson, Ph.D.

Sept. 3-4 Workshop outline Eva's Sept. 3-4 Workshop outline

Day 1 - Getting at learning

9:00- 10:15 Teaching metaphor

Break

10:30-12:00 “Getting good at something” interviews

12:00-1:00 Lunch

1:00-2:15 Continue with interview writing and discussion.

Break

2:30-4:00 Develop list of claims about learning

HW: Read David Hawkins, “Living in Trees”

Day 2 - What do these ideas about learning mean for teaching?

9:00-10:15 Discuss Hawkins reading and connect to claims about learning

Break

10:30-12:00 Video analysis

Given what you believe about learning, identify warm and cold spots.

Where are places it could have gone differently?

12:00-1:00 Lunch

1:00-2:00 Read Deborah Ball, “Dilemmas of teaching elementary school math”

b. Discussion - relate to claims about learning.

2:00 – 3:00 Discussion: Given these claims about learning, what are concerns for teaching? Implications for teaching?

Break

3:15-4:00 Revisit teaching metaphor

Pamela Epley, Ph.D.

Outline for discussion of assessment in kindergarten

Day 1: Tuesday Sept 6th 1:00-4:00 (2:30 break for coffee)

Overview of assessment in kindergarten, what teachers need to know about assessment and how it influences practice

Conceptualizations of school readiness

Kindergarten assessment methods

Assessment of and for learning

Consideration for assessing students with diverse backgrounds and needs

Developmental screening in kindergarten

Day 2: Thursday Sept 8th 1:00-4:00 (2:30 break for coffee)

Assessment for learning in kindergarten: Using Assessment to enhance teaching practice

Observational and performance-based assessment in kindergarten

Assessing the content and process of children's learning

Assessing the kindergarten classroom environment and quality

Linking assessment to teaching and learning

Data-based decision-making and Response-to-Intervention (RtI)

Colette Davison, Ph.D.

Outline for discussion of social and emotional development at Kindergarten level

Day 1: Tuesday Sept 6th 9.00-12.00 (11.00 break for coffee)

Overview of frameworks and “big ideas” in development: What should kindergarten teachers know, and why are the following ideas and concepts important to understand? How might they influence practice?

- Continuous interaction between biology and experience in development
- Self regulation as a cornerstone of development
- Child as an active participant in their own development
- Central role of culture
- Child as an active participant in their own development
- Role of relationships in development, including attachment
- Significance of Individual differences
- Risk and resilience in development
- Effective intervention can impact development-teachers can help

Models and concepts for thinking about development:

- Biopsychosocial model
- Concept of biobehavioral shifts : the 5 to 7 year shift in particular
- Ecological frameworks-paying attention to the wider context
- Importance of underlying/unconscious meaning in behavior: how this changes interpretations of behavior
- Temperament and “goodness of fit”

Day 2: Thursday Sept 8th 9.00-12.00 (11.00 break for coffee)

The role of kindergarten in social and emotional development

Contextual issues:

- The kindergarten context: what are the social and emotional demands?
- Kindergarten as a cultural/socializing agent: What is the teacher’s role?
- Anticipating and beginning the five-to –seven year shift: The role of kindergarten in the developmental transition
- Significance of culture in social and emotional development: kindergarten teachers interacting with children and parents from varied social and cultural backgrounds
- Understanding the child’s meaning to their parents

Developmental issues:

- Expanding relationships and social competence: adults, peers, and the group setting
- Central role of verbal abilities: narrative self, autobiographical self, and social self
- Importance of mastery
- Culture and emotions
- Psychological understanding, self-understanding, and identity development
- Understanding, expressing, and regulating emotions
- Anticipating and beginning the five-to –seven year shift: The role of the kindergarten year as a transitional period.

Appendix F

First Early Childhood Regional Conference Schedule

Amman, Jordan
October 10-11, 2011



First Early Childhood Regional Conference Petra University 10th-11th of October/2011

Towards Better Practices in Supporting the Development and Education of Children in Jordan

Session Schedule

First Day: Monday, 10 October, 2011

08.30-9.00	Participants' Registration (Petra Hall)
09.00-09.30	Opening Session (Petra Theater) Dr. Vonda Jump/ Project Coordinator: Strengthening Early Childhood Education Project in Jordan Utah State University/USA. Ms. Susan Ayari/ Educational Team Leader /USAID/ Jordan. Prof./ Dr. Mohammad Anani/ Dean of the Faculty of Arts and Sciences Prof. /Dr. Adnan Badran/ President - Petra University
Opening of the Educational Exhibition+ Coffee Break 09:30- 10:00	
Amman Hall (3101)	Session One
Paper Presentation	
Chair: Dr. Fakhri Khader National Efforts and Initiatives in the Field of Early Childhood in Jordan.	10:00- 11:45
Dr. Alia Arabiyat Ministry of Education	National Efforts and Initiatives in Children's Education.
Dr. Hala Al Yamani Beit Lahem University	Current Trends and Relations between Educational Institutions, Parents and the Local Community as an Important Step Towards Developing the Early Childhood Sector.
Dr. Taghreed Abu Talib Dr. Omayya Bakir Dr. Hala Shawa Dr. Diala Humaidi Ms. Eman Mefleh University of Jordan	Early Childhood Education B.A. Program at the University of Jordan: Achievements and Expectations.

Ms. Laila Hussein Save the Children Institution	Parent and Child Centers: Initiating the Role of Parents in Preparing Children for School.
<i>Al Quds Hall (3102)</i>	
Chair: Dr. Mohammad Bilal Al Jayyousi Theme: Early Childhood and Future Challenges.	
Dr. Suhaila Abu-alsameed Petra University	The Child's Right to Live in Knowledge society.
Ms. Muna Abbas The Support of Educational Reform Program	The Ministry of Education's Support of Developing Children's Readiness for Learning.
Dr. Sami Al Mahasees Ministry of Education	Space Networks, Modern Mass Media and The Child.
Dr. Naheel Al Jaberi Petra University	Kindergarten Children in the Age of Information Technology.
Coffee Break	11.45-12.00
<i>Amman Hall (3101)</i>	
Chair: Prof. Mahmoud Ata Theme: Child Counseling and Early Mainstreaming Programs.	12.00-01.30
Dr. Layla Karam Eddin Ain Shams University- Egypt	Modern Approaches in the Care and Education of Special Needs Children.
Dr. Ahmad Qazaqzeh & Dr. Mahmoud Shudiefat Al-Jouf University-Kingdom of Saudi Arabia	The Efficacy of Self-Monitoring Techniques in Treating Attention Problems in Children with Learning Difficulties.
Dr. Majeda Obaid University of Irbid – Jordan	The Inclusion of Children with Special needs in Early Childhood Stage.
Dr. Diala Hamaidi & Ms. Inas Al Sayyed University of Jordan	The Effect of Housemaids on Child-Up bringing from the Perspective of Jordanian Mothers.
<i>Al Quds Hall (3102)</i>	
Chair: Dr. Taghreed Abu-Talib Theme: Child Counseling and Early Mainstreaming Programs	
Prof. Dr. Khalid Al Najjar University of Cairo- Egypt	Children's Emotional Play: Applications of the Theory of Emotional Intelligence.
Prof. Dr. Mahmoud Ata Petra University & Dr. Mimas Kamour Arab Open University	A Suggested Counseling Program Based on Emotional Intelligence to Alleviate Post-Traumatic Disorders.
Dr. Jalal Damra Noor Al Hussein Institution-Jordan	A Survey of the Status of Behavioral and Psychological Problems in a Sample of Iraqi Children in Jordan.
Dr. Haitham Baibars Jordan University-Jordan	Children's Common Fears During the Early Childhood Stage.
Dr. May Al Taher Petra University	The Necessary Guidance Skills for Kindergarten Teachers.

Second Day Tuesday, October 11, 2011	
<i>Amman Hall (3101)</i>	Session One
Chair: Dr. Khalil Al Najjar Theme: Educating Children During Early Childhood.	09.30-11.00
Prof. Mohammad Anani Petra University	The Underlying Structures of Adult-Child Utterances in Conversational Interactions.
Prof. Dr. Amin Al Kukhun University of Jordan	Children's Songs in Wissam Magazine and How to Address Them: Ali Bateri's "The Prettiest" As an Example
Dr. Akram A. Al Basheer Hashemite University	Social Factors Affecting Preschooler's Language in Kindergartens in Jordan.
Dr. Fat'hi Humaidy Hashemite University	The Status of Preparing and Organizing Reading and Writing Settings.
<i>Al Quds Hall (3102)</i>	
Chair: Prof. Layla Karam Eddin Theme: Educating Children During Early Childhood.	
Dr. Najla Bashour American University- Beirut	Brain Research and the Project Method.
Dr. Ziad Nimrawi Al Zaytoonah University	A Suggestion for Implementing the Reggio- Emilia Program in Teaching Mathematics During Early Childhood in Jordan.
Dr. Aseel Al Shawareb Petra University	Analyzing the Status of the Scientific Expertise Provided by the Reggio-Emilia Program During Early Childhood.
Coffee Break	11.45-12.00
<i>Amman Hall (3101)</i>	Session Two
Chair: Dr. Aseel Al Shawareb Theme: Educating Children During Early Childhood.	12.00-01.00
Dr. Mahmoud Al Hawamdeh Yarmouk University & Dr. Zaid Al Adwan Al Balqa Applied University-Jordan	Status of Qualifying Children Teachers Program.
Dr. Taghreed Abu Talib & Dr. Diala Hamaidi/ University of Jordan	Evaluating the Early Childhood Education Training Program in Jordan University from the Student's Practical Perspectives.
Ms. Da'ad Hidayat The Support of Educational Reform Program	Kindergarten Teachers' Capabilities.
Dr. Bilal AlJayyousi Dr. Aseel Shawareb Petra University	Situated Learning: Strengthening Early Childhood Education Project in Jordan As An Example
<i>Al Quds Hall (3102)</i>	12.00-1.00
Chair: Dr. Najla'a Bashour Theme: Educating Children During Early Childhood.	

Prof. Dr. Muna Buhairi & Dr. Fawziyyah Kubaisi University of Baghdad	The Extent of Educational Guided Imagery Strategies in University Early Childhood Departments.
Dr. Shahir Abu Shriakh / University of Jerash- Jordan	The Efficacy of Interactive Activities and Multimedia during Early Childhood in Teaching and Instilling Islamic Concepts and Developing Religious Morals.
Dr. Aseel Al Shawareb/ Petra University And Ms. Rula Abu Yousef/ Jordan International Schools	Using Interactive Board in Kindergarten as Seen By Jordan International School Teachers.
Concluding Session and Recommendations	01.00-01.30

Conference Committees

Conference Chair: Prof. Dr. Mohammad Anani

Committee Chair: Dr. Fakhri Khader

A. Academic Committee

- Prof. Dr. Mohammad Anani
- Prof. Dr. Mahmoud Ata
- Dr. Mohammad Bilal Al Jayyousi
- Dr. Suhaila Abu Al Sameed
- Dr. Aseel Al Shawareb

B. Organizing Committee

- Dr. Saheer Sudani
- Dr. May Taher
- Dr. Iman Gaith
- Dr. Taghreed Abu Hamdan
- Ms. Lamyia Jwainat
- Ms. Hayfa Barakat

C. Media Committee

- Dr. Nahil Al Jaberi
- Dr. Mahmoud Al Salkhi
- Dr. Hisham Al-Umyan



Participating universities for the First Early Childhood Regional Conference

1. Petra University
2. University of Jordan
3. Beit Lahem University
4. Ain Shams University-Egypt
5. Al Jouf University—Saudi Arabia
6. University of Irbid
7. University of Cairo—Egypt
8. Arab Open University—Kuwait
9. Hashemite University
10. American University of Beirut (Lebanon)
11. Al Zaytoonah University
12. Yarmouk University
13. Al Balqa Applied University
14. University of Baghdad—Iraq
15. University of Jerash

Eva Maria Oxelson, Ph.D.

Sept. 3-4 Workshop outline Eva's Sept. 3-4 Workshop outline

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9:00- 10:15 Teaching metaphor

Break

10:30-12:00 “Getting good at something” interviews

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1:00-2:15 Continue with interview writing and discussion.

Break

2:30-4:00 Develop list of claims about learning

HW: Read David Hawkins, “Living in Trees”

Day 2 - What do these ideas about learning mean for teaching?

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Break

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Given what you believe about learning, identify warm and cold spots.

Where are places it could have gone differently?

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1:00-2:00 Read Deborah Ball, “Dilemmas of teaching elementary school math”

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2:00 – 3:00 Discussion: Given these claims about learning, what are concerns for teaching? Implications for teaching?

Break

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Pamela Epley, Ph.D.

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Colette Davison, Ph.D.

Outline for discussion of social and emotional development at Kindergarten level

Day 1: Tuesday Sept 6th 9.00-12.00 (11.00 break for coffee)

Overview of frameworks and “big ideas” in development: What should kindergarten teachers know, and why are the following ideas and concepts important to understand? How might they influence practice?

- Continuous interaction between biology and experience in development
- Self regulation as a cornerstone of development
- Child as an active participant in their own development
- Central role of culture
- Child as an active participant in their own development
- Role of relationships in development, including attachment
- Significance of Individual differences
- Risk and resilience in development
- Effective intervention can impact development-teachers can help

Models and concepts for thinking about development:

- Biopsychosocial model
- Concept of biobehavioral shifts : the 5 to 7 year shift in particular
- Ecological frameworks-paying attention to the wider context
- Importance of underlying/unconscious meaning in behavior: how this changes interpretations of behavior
- Temperament and “goodness of fit”

Day 2: Thursday Sept 8th 9.00-12.00 (11.00 break for coffee)

The role of kindergarten in social and emotional development

Contextual issues:

- The kindergarten context: what are the social and emotional demands?
- Kindergarten as a cultural/socializing agent: What is the teacher’s role?
- Anticipating and beginning the five-to –seven year shift: The role of kindergarten in the developmental transition
- Significance of culture in social and emotional development: kindergarten teachers interacting with children and parents from varied social and cultural backgrounds
- Understanding the child’s meaning to their parents

Developmental issues:

- Expanding relationships and social competence: adults, peers, and the group setting
- Central role of verbal abilities: narrative self, autobiographical self, and social self
- Importance of mastery
- Culture and emotions
- Psychological understanding, self-understanding, and identity development
- Understanding, expressing, and regulating emotions
- Anticipating and beginning the five-to –seven year shift: The role of the kindergarten year as a transitional period.

Appendix F

First Early Childhood Regional Conference Schedule

Amman, Jordan
October 10-11, 2011



First Early Childhood Regional Conference Petra University 10th-11th of October/2011

Towards Better Practices in Supporting the Development and Education of Children in Jordan

Session Schedule

First Day: Monday, 10 October, 2011

08.30-9.00	Participants' Registration (Petra Hall)
09.00-09.30	Opening Session (Petra Theater) Dr. Vonda Jump/ Project Coordinator: Strengthening Early Childhood Education Project in Jordan Utah State University/USA. Ms. Susan Ayari/ Educational Team Leader /USAID/ Jordan. Prof./ Dr. Mohammad Anani/ Dean of the Faculty of Arts and Sciences Prof. /Dr. Adnan Badran/ President - Petra University
Opening of the Educational Exhibition+ Coffee Break 09:30- 10:00	
Amman Hall (3101)	Session One
Paper Presentation	
Chair: Dr. Fakhri Khader National Efforts and Initiatives in the Field of Early Childhood in Jordan.	10:00- 11:45
Dr. Alia Arabiyat Ministry of Education	National Efforts and Initiatives in Children's Education.
Dr. Hala Al Yamani Beit Lahem University	Current Trends and Relations between Educational Institutions, Parents and the Local Community as an Important Step Towards Developing the Early Childhood Sector.
Dr. Taghreed Abu Talib Dr. Omayya Bakir Dr. Hala Shawa Dr. Diala Humaidi Ms. Eman Mefleh University of Jordan	Early Childhood Education B.A. Program at the University of Jordan: Achievements and Expectations.

Ms. Laila Hussein Save the Children Institution	Parent and Child Centers: Initiating the Role of Parents in Preparing Children for School.
<i>Al Quds Hall (3102)</i>	
Chair: Dr. Mohammad Bilal Al Jayyousi Theme: Early Childhood and Future Challenges.	
Dr. Suhaila Abu-alsameed Petra University	The Child's Right to Live in Knowledge society.
Ms. Muna Abbas The Support of Educational Reform Program	The Ministry of Education's Support of Developing Children's Readiness for Learning.
Dr. Sami Al Mahasees Ministry of Education	Space Networks, Modern Mass Media and The Child.
Dr. Naheel Al Jaberi Petra University	Kindergarten Children in the Age of Information Technology.
Coffee Break	11.45-12.00
<i>Amman Hall (3101)</i>	
Chair: Prof. Mahmoud Ata Theme: Child Counseling and Early Mainstreaming Programs.	12.00-01.30
Dr. Layla Karam Eddin Ain Shams University- Egypt	Modern Approaches in the Care and Education of Special Needs Children.
Dr. Ahmad Qazaqzeh & Dr. Mahmoud Shudiefat Al-Jouf University-Kingdom of Saudi Arabia	The Efficacy of Self-Monitoring Techniques in Treating Attention Problems in Children with Learning Difficulties.
Dr. Majeda Obaid University of Irbid – Jordan	The Inclusion of Children with Special needs in Early Childhood Stage.
Dr. Diala Hamaidi & Ms. Inas Al Sayyed University of Jordan	The Effect of Housemaids on Child-Up bringing from the Perspective of Jordanian Mothers.
<i>Al Quds Hall (3102)</i>	
Chair: Dr. Taghreed Abu-Talib Theme: Child Counseling and Early Mainstreaming Programs	
Prof. Dr. Khalid Al Najjar University of Cairo- Egypt	Children's Emotional Play: Applications of the Theory of Emotional Intelligence.
Prof. Dr. Mahmoud Ata Petra University & Dr. Mimas Kamour Arab Open University	A Suggested Counseling Program Based on Emotional Intelligence to Alleviate Post-Traumatic Disorders.
Dr. Jalal Damra Noor Al Hussein Institution-Jordan	A Survey of the Status of Behavioral and Psychological Problems in a Sample of Iraqi Children in Jordan.
Dr. Haitham Baibars Jordan University-Jordan	Children's Common Fears During the Early Childhood Stage.
Dr. May Al Taher Petra University	The Necessary Guidance Skills for Kindergarten Teachers.

Second Day Tuesday, October 11, 2011	
<i>Amman Hall (3101)</i>	Session One
Chair: Dr. Khalil Al Najjar Theme: Educating Children During Early Childhood.	09.30-11.00
Prof. Mohammad Anani Petra University	The Underlying Structures of Adult-Child Utterances in Conversational Interactions.
Prof. Dr. Amin Al Kukhun University of Jordan	Children's Songs in Wissam Magazine and How to Address Them: Ali Bateri's "The Prettiest" As an Example
Dr. Akram A. Al Basheer Hashemite University	Social Factors Affecting Preschooler's Language in Kindergartens in Jordan.
Dr. Fat'hi Humaidy Hashemite University	The Status of Preparing and Organizing Reading and Writing Settings.
<i>Al Quds Hall (3102)</i>	
Chair: Prof. Layla Karam Eddin Theme: Educating Children During Early Childhood.	
Dr. Najla Bashour American University- Beirut	Brain Research and the Project Method.
Dr. Ziad Nimrawi Al Zaytoonah University	A Suggestion for Implementing the Reggio- Emilia Program in Teaching Mathematics During Early Childhood in Jordan.
Dr. Aseel Al Shawareb Petra University	Analyzing the Status of the Scientific Expertise Provided by the Reggio-Emilia Program During Early Childhood.
Coffee Break	11.45-12.00
<i>Amman Hall (3101)</i>	Session Two
Chair: Dr. Aseel Al Shawareb Theme: Educating Children During Early Childhood.	12.00-01.00
Dr. Mahmoud Al Hawamdeh Yarmouk University & Dr. Zaid Al Adwan Al Balqa Applied University-Jordan	Status of Qualifying Children Teachers Program.
Dr. Taghreed Abu Talib & Dr. Diala Hamaidi/ University of Jordan	Evaluating the Early Childhood Education Training Program in Jordan University from the Student's Practical Perspectives.
Ms. Da'ad Hidayat The Support of Educational Reform Program	Kindergarten Teachers' Capabilities.
Dr. Bilal AlJayyousi Dr. Aseel Shawareb Petra University	Situated Learning: Strengthening Early Childhood Education Project in Jordan As An Example
<i>Al Quds Hall (3102)</i>	12.00-1.00
Chair: Dr. Najla'a Bashour Theme: Educating Children During Early Childhood.	

Prof. Dr. Muna Buhairi & Dr. Fawziyyah Kubaisi University of Baghdad	The Extent of Educational Guided Imagery Strategies in University Early Childhood Departments.
Dr. Shahir Abu Shriakh / University of Jerash- Jordan	The Efficacy of Interactive Activities and Multimedia during Early Childhood in Teaching and Instilling Islamic Concepts and Developing Religious Morals.
Dr. Aseel Al Shawareb/ Petra University And Ms. Rula Abu Yousef/ Jordan International Schools	Using Interactive Board in Kindergarten as Seen By Jordan International School Teachers.
Concluding Session and Recommendations	01.00-01.30

Conference Committees

Conference Chair: Prof. Dr. Mohammad Anani

Committee Chair: Dr. Fakhri Khader

A. Academic Committee

- Prof. Dr. Mohammad Anani
- Prof. Dr. Mahmoud Ata
- Dr. Mohammad Bilal Al Jayyousi
- Dr. Suhaila Abu Al Sameed
- Dr. Aseel Al Shawareb

B. Organizing Committee

- Dr. Saheer Sudani
- Dr. May Taher
- Dr. Iman Gaith
- Dr. Taghreed Abu Hamdan
- Ms. Lamyia Jwainat
- Ms. Hayfa Barakat

C. Media Committee

- Dr. Nahil Al Jaberi
- Dr. Mahmoud Al Salkhi
- Dr. Hisham Al-Umyan



Participating universities for the First Early Childhood Regional Conference

1. Petra University
2. University of Jordan
3. Beit Lahem University
4. Ain Shams University-Egypt
5. Al Jouf University—Saudi Arabia
6. University of Irbid
7. University of Cairo—Egypt
8. Arab Open University—Kuwait
9. Hashemite University
10. American University of Beirut (Lebanon)
11. Al Zaytoonah University
12. Yarmouk University
13. Al Balqa Applied University
14. University of Baghdad—Iraq
15. University of Jerash