



LEADERSHIP AND TEACHER DEVELOPMENT PROGRAM

Cooperative Agreement No. 294-A-12-00006

Third Work Plan

October 1, 2014 – September 30, 2015

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Table of Contents

List of Acronyms	4
Executive Summary	5
Introduction.....	7
Policy Development	7
Functional Audit	8
Capacity Building for the Ministry of Education	9
Leadership Diploma Program (LDP).....	10
Teacher Education (NIET).....	16
Department of Field Follow-up (DFF).....	18
District Leadership Teams (DLT) and School Improvement Team (SIT).....	19
Department of Supervision and Qualification (DSQ).....	20
Department of Planning (DP).....	21
Monitoring and Evaluation Task Force (METF)	22
Administrative Affairs Department (AAD)	22
Assessment and Evaluation Department (AED)	23
MoEHE Study Tours Supporting Leadership & School Based reform.....	23
GAZA.....	26
Complete data collection for TEEP impact evaluation	26
Strategic Planning	26
Professional Certificate of English Language Teaching (PCELT).....	27
Extension of TEEP program to Al-Azhar University instructors outside the Faculty of Education	27
Educational Conference	28
Professional Networking Conferences	30
Documentation and Communication	30
Monitoring and Evaluation	33
Procurement	41
Compliance and Budget.....	42

List of Acronyms

Assessment and Evaluation Department	AED
Chief of Party	COP
Commission for the Development of the Teaching Profession	CDTP
Department of Field Follow-up	DFF
Department of Planning	DP
Department of Supervision and Qualification	DSQ
District Leadership Team	DLT
Expert Trainer Framework	ETF
Leadership and Teacher Development	LTD
Leadership Diploma Program	LDP
Ministry of Education and Higher Education	MoE
Model Schools Network	MSN
Monitoring and Evaluation	M&E
National Institute for Education and Training	NIET
School Improvement Team	SIT
Teacher Educator Enhancement Program	TEEP
Understanding by Design	UbD
United States Agency for International Development	USAID
University of Massachusetts Amherst	UMass
Virtual Learning Environment	VLE

Executive Summary

The Leadership and Teacher Development (LTD) Program is a comprehensive education reform initiative focused on supporting the Ministry of Education's national effort in teacher development. The goal is to improve the quality of school education through an effective approach to leadership and teacher development. Underpinning this macro goal are four intermediate objectives which encompass all program components directed toward achieving this goal:

- The capacity of school principals, supervisors and teachers to improve classroom instruction is enhanced.
- A national cadre of high-quality teacher and leadership educators is created.
- Policies, structures and systems within key Ministry of Education departments supporting leadership and teacher development are created and harmonized.
- Pre-service teacher education in Gaza is enhanced.

The myriad of program components and sub-components of LTD in its third year will require a policy consensus within the Ministry of Education and Higher Education (MoEHE) at all levels, as well as the rational allocation of resources. Through each of these initiatives detailed below, AMIDEAST worked with the MoEHE in revisiting existing education policies and functions, providing a set of recommendations so that the interventions are institutionalized and codified in norms of practice. To advance the achievement of its core objectives in the third year of the program, LTD is planning to:

- Support teacher education and leadership on a broad scale through the systemic alignment of policies and interventions targeting schools, districts, and central MoEHE based on the findings of the functional audit conducted in 2014.
- Establish a solid foundation for a large-scale supervision program through material development for supervisors offered by the supervision department.
- Continue curriculum development and revision for in-service modules and the training of the second cohort of approximately 147 school principals in the Leadership Diploma Program, the delivery of which is done by AMIDEAST's partner, NIET, through a year-long program of workshops and interventions that build professional development through learning circles, action research and portfolio assessment.
- Support NIET's goal of institutionalizing the TEEP protocols and materials through the development of performance standards and competencies for trainers and the creation of an "Expert Trainer Framework" aligned with these standards.
- Support the goal of the Faculty of Education of Al-Azhar University/Gaza to integrate its strategic plan and planning process, designed with technical assistance from LTD, into the organizational culture of Faculty, including the provision of technical guidance to the unit that will monitor and evaluate the implementation of the strategic plan.

- Offer a series of intensive (4.5-week) and non-intensive (10-week) PCELT courses for pre-service English teachers during the 2014-2015 academic year for approximately 72 Al Azhar University undergraduate students from Al Azhar University.

The Work Plan also describes AMIDEAST's administration of LTD as well as the activities to be undertaken by its personnel responsible for monitoring and evaluation, compliance and budget, and communications and documentation. As per USAID directives, LTD is submitting a performance monitoring plan (PMP) separately from this Work Plan. The PMP describes in detail LTD's performance indicators and its plan for managing the collection, analysis and reporting of all performance data during 2014-2015.

In sum, this Work Plan for the third project year establishes a comprehensive implementation framework for LTD's myriad interventions designed to achieve the program's goals and objectives.

Introduction

This Work Plan outlines the specific types of engagement and interventions planned between October 1, 2014 and September 30, 2015. It is the LTD strategy to implement interventions only after close discussion with the relevant staff within the Ministry of Education. This approach involves a robust consultative process with relevant stakeholders so that there will be greater ownership of the initiative by stakeholders toward achieving substantive and sustainable change.

Policy Development

Governance and implementation of the LTD Program are premised upon the Ministry of Education and Higher Education providing consistent leadership and follow through. This includes clear actions based upon timely decisions and the allocation of sufficient human resources within the various departments of the MoEHE, particularly the National Institute for Educational Training (NIET) and district offices.

The process of discussion and negotiations over concrete issues and the collaborative planning over the last two years with all of the relevant ministry departments provided rich sources ready to inform practice, and promote a policy consensus among stakeholders and establish concrete recommendations. The functional audit process at the Ministry, district and school level is our entry to advance policy development; a process that has included defining the challenges or problems as detailed through the audit evidence, presenting specific policy recommendations and options so that decision makers are informed and prompted to make decisions. When it comes to policy, system and structures it must be recognized that AMIDEAST can provide evidence of the need for improvement, advise and suggest directions, but not actually change education policy, system and structures. Furthermore, the political capacity and financial latitude of the MoEHE to set new policy, regardless of the need, relevance and importance, is tied to a consensus of opinion with the MoEHE leadership that may or may not exist, and it may also be dependent on the funding priorities of the Palestinian Authority. Policies that have significant resource implications are outside the decision making purview of even the Minister. Nevertheless, AMIDEAST envisions certain areas where change can be expected based upon new practices, structures or systems put in place through LTD that may reasonably lead to new policies, whether these are defined in official terms or otherwise. These may include the following:

1. Policies that recognize and support school-based management reforms linked to school improvement planning and a process of distributive leadership where parents and teachers have greater input, and to support the development of effective schools characterized by learner-centered instructional practices.
2. Policies that encourage staff at all levels to be more accountable toward school-based improvement.
3. Policies based upon new procedures and expectations associated with the role of the principal vis-a-vis teacher development and school effectiveness.

4. New policies based upon new procedures and expectation associated with the role of the District Leadership Teams (DLTs) and School Improvement Teams (SITs)
5. Strengthened policies associated with the role of districts and how they support and manage schools leading to a more decentralized management structure.
6. Policies that encourage better planning and involve more school input in national strategic planning,
7. Policies that encourage improvement in job descriptions that expand school and district roles and improve accountability.
8. Policies that improve communication among various administrative levels in the Ministry.

Functional Audit

The functional audit occurred at three levels: schools, districts and the central ministry and at the intersection of these three hierarchies. Although it has an assessment dimension, the core of the activity has been a learning process for the individuals involved. The approach started with a thorough interview with each of the key staff members from schools, districts and central ministry departments. They were asked to describe and reflect on their tasks and functions with particular regard to school-based reform. Inter- and intra-departmental policies and strategies were examined, as were redundancies and barriers to progress. The outcomes of the functional audit will be shared with the Minister, the Deputy Minister, Ministry central staff, District leaders, AMIDEAST/LTD, and USAID with the aim of identifying policies, procedures and techniques that would assist these departments to cooperate better in supporting teacher and leadership professional development. Results will also assist in better aligning the goals and functions of each department involved and identifying the technical needs of each department that LTD can address through capacity building. Consequently, AMIDEAST has not suggested a specific course of action in this work plan. Overtime, the impact of these findings will emerge and the best course of action will present itself. The functional audit resulted in a set of recommendations that cover the following areas:

- Job descriptions and work load.
- Communication systems and processes.
- Functional redundancies
- Governance and distribution of roles and responsibilities
- Policies and decision making
- Organizational structure of the ministry.
- Professional development and educational projects
- Performance evaluation processes
- Strategic planning
- Administration and management processes
- Financial authorities
- Technology utilization

Capacity Building for the Ministry of Education

AMIDEAST's experience with the first cohort reaffirms the importance of school leadership in developing school capacity to manage change and improve the school. School-based management reforms that lead to improved instruction in the classroom require the understanding and support of the principal. In the Palestinian education system, the principal is a key figure inside the school community; however the school principal's role combined with that of the district-level administration forms an important axis of collective leadership. Consequently, AMIDEAST's approach focuses on improving school leadership and its relationship to other institutional structures. Comprehensive communication and interrelated activities among the three administrative levels—Ministry, District and school—are taking place on a daily basis. The challenge is to build on functional audit results in supporting principals, district and ministry staff as lead change agents, particularly in terms of improving school effectiveness.

Supporting the leadership within the MoEHE initially requires better understanding of the roles and responsibilities of key departments. Key departments to lead this change are:

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

A major finding in the functional audit reveals that the Department of Administrative Affairs (DAA) has tremendous potential to improve school leadership if its administrative operations were improved. LTD will explore possible initiatives to support this department to give schools a larger role in administering some of their own affairs. LTD will focus on these departments in two stages. The highest priority is to use the functional audit in order to clarify the missions, priorities, current policy parameters, and near- and long-term goals of these relevant departments. How MoEHE policies are enacted and their ability to support structures like School Improvement Teams (SITs) and District Leadership Teams (DLTs) need to be analyzed.

National Institute for Education and Training (NIET) and the Leadership Diploma Program (LDP)

Using LDP training materials and approach to building a principal's capacity to exercise shared leadership, NIET supported the training of over 54 non-LTD principals. This role will require continuous revision of the functions and scope of work of NIET as NIET will need some time to form a well-established system for effective training programs. NIET will also be involved in the work with districts to support the leadership program and in this regard, there will be some overlap with District Leadership Teams (DLTs). The main tasks to be carried out this year in collaboration with NIET are: A) the Leadership Diploma Program and B) the Teacher Education component as described below.

Leadership Diploma Program (LDP)

During its third project year, LTD will work closely with NIET, to continue providing leadership development in Palestinian education system. The Leadership Diploma Program (LDP) is now a recognized professional diploma program for public school principals implemented by NIET. Twelve qualified NIET trainers are involved in the implementation of the Leadership Diploma Program (LDP). NIET has assigned various roles to this team including material development, training, and follow-up.

LTD will work with NIET trainers to revise existing materials, engage in refresher workshops and facilitate learning circle sessions. A lesson learned from last year's training is that the trainers need to give more weight to homework and assignments by reviewing them and providing prompt feedback at the individual level. This requires NIET management to allot to trainers more time to work on these homework assignments. LTD and NIET staff will continue supporting Cohort I schools to implement their school improvement plans, as well as continue their professional development by facilitating further meetings in the form of learning circles.

The content of the LDP reflects the LTD approach of school-based management and integrates real issues in the daily life of school principals with a particular focus on instructional leadership so that all school activities and projects are oriented around improving student learning and academic growth. The LDP involves:

- 320 hours of practicum, action research, face-to-face training, reflective learning circles, virtual learning, and a school leadership project.
- One half year of face-to-face meetings. and another half-year of on-the-job practicum.

During the Fiscal Year 2015, LTD in collaboration with NIET will work toward implementing the following activities:

Cohort I schools:

The 88 first schools had submitted their improvement plans. Due to a delay in funding obligation from USAID, the financial support for their plans did not occur as planned. This year, these schools will receive in-kind assistance from LTD. Several interventions will still need to be run for Cohort 1 schools that include:

I. School Plans Supported by LTD - October / November 2014

LTD plans to resume procurement in accordance with USAID procurement regulations and as approved by the DLTs, of all needs listed in the schools' SIPs. As of September 2014 purchase requests have been issued and all IT equipment will be delivered by end of October, and other equipment and furniture will be delivered by late November 2014.

II. School Plans Implemented

The schools will be able to fully implement their SIPs once all their procurement needs have been met. It is expected that supporting the school plans by providing the requested

items will further the ongoing professional development of the principals and teachers within these schools, and support the transition towards learner-centered teaching practices.

A challenge that can hinder these activities and their outcomes is that some of the current principals who were trained within LTD may transfer out of the LTD schools. This has the potential to compromise implementation of the SIPs, particularly because the replacement principals usually have not received training that would enable them to support ongoing change and make use of the procurement.

III. Cohort I Implementation of SIP Evaluated

After the delivery of all procurement needs to the schools, and the implementation of the school improvement plans, attention will shift to monitoring and evaluating the impact of these plans on the school and the extent to which the changes implemented have yielded the expected outcomes.

IV. Principal Project Supported by NIET and LTD

A main requirement for the Leadership Diploma Program (DLP) is that every participating principal to implement a project; the project is part of improving the leadership skills and expected to yield visible effects on the teaching and learning atmosphere in the school, and therefore are expected to positively affect the students' learning and other outcomes.

One risk that would hinder the implementation of these projects is the continuous transfer of LTD principals to non-LTD schools, which would obstruct the implementation of their projects.

V. Principal Project Evaluated

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

VI. Cohort I follow-up

LTD will continue following up the progress of cohort I principals by holding refresher courses, provided by NIET Leadership Trainers and by participating in learning circles to discuss progress with the LTD Capacity building specialist and the DLT in each of the four districts. These meetings will occur once every two months, for a total of 4 meetings a year. These sessions are important to allow the principals to adopt this continuous learning community approach to their professional development.

	2014			2015								
Leadership Diploma for school principals	O	N	D	J	F	M	A	M	J	J	A	S
Cohort I												
School plan supported by LTD	x	x										
School plans implemented	x	x	x	x	x	x	x	x	x			
Principal project supported by NIET & LTD		x										
Principals project evaluated				x								
Ongoing Follow-up	x	x	x	x	x							
Cohort I SIP Implementation Evaluation							x					

Cohort II and cohort III schools:

AMIDEAST will continue its support to NIET in providing in-service professional development to teachers in grades 5-10. The intent is to recruit a critical number of teachers from each school so there can be shared experiences, networking and establishment of a school-based professional learning community. The specific location of the LTD schools, and their proximity to each other and to NIET regional training centers, is critical in shaping how services are supported and provided. Similar to criteria used in the first cohort, several considerations were used in the selection process for cohort two schools: Cohort II schools are selected from 6 districts (Ramallah, Qalqiliah, Salfiet, Jerusalem Suburbs, Bethlehem and Hebron); cohort III will be selected from the remaining districts (Tulkarem, Nablus, South Nablus, Tubas, Jericho and North Hebron). School selection are based on the following assumptions:

- Schools form geographical clusters that cover both cities and villages.
- Schools serve grades 5-10, allowing for clusters of teachers teaching similar grades.
- LTD targets 5 disciplines: Arabic, science, math, English and technology education.
- LTD aims for a balanced number of boys'/girls' schools or coed schools.
- Participating teachers should be among the under-qualified teachers; this Ministerial condition limits the number of participating teachers from the nominated and selected schools, some schools may not have a single unqualified teacher who teaches one of the five selected disciplines,
- The school has not recently received teacher/principal professional development from other programs, however, in few cases where the principal already received the Principal Leadership Diploma school participation is conditional to principal's willingness to be involved in the current program for at least the first 4 modules and implement school self-assessment and develop and submit a school improvement plan.
- The school leadership wants to participate in the program.
- Priority is given to schools with acceptable infrastructure and that may also be eligible for other donor-funded project support.

Selection of the Disciplines

AMIDEAST will continue engaging teachers that teach the following disciplines: math, science, Arabic, technology education and English. All five have been chosen because they represent core subjects taught in school for grades 5-10. Teachers teaching more than one discipline may be trained under one of these four disciplines depending on their teaching in load. The type of professional development each teacher will receive will adhere to a common framework. This framework will involve approximately a one year commitment to training and focus on three areas: 1) content knowledge; 2) techniques in instruction or pedagogy; and 3) pedagogical content knowledge. The framework involves face-to-face instruction, reflective learning circles, and action research and portfolio assessment.

School Selection and Vetting

AMIDEAST works closely with school districts and USAID in a process that confirms school selection and gets all relevant individuals vetted and schools approved in a timely manner so that in-service teacher training can begin in early September 2014. Based on agreement with the MOEHE, principal transfers are kept to a minimum in LTD schools. In those cases where new principal are assigned to an LTD school, NIET and AMIDEAST will run a makeup program for them to catch up with other principals. It is expected that the total number of the Cohort II schools will exceed 130 schools to around 147, due to the fact that LTD is covering large districts this year and to make up for the lost number of Cohort 1 schools.

Leadership Diploma Program (LDP)

LTD in collaboration with NIET will continue the principals Leadership Diploma Program for 114 school principals who participated as part of second cohort that started in March 2014 and remained in their schools. Despite the intention of the ministry to keep principals in same school for at least three years, many principals who were part of the program last year were transferred from their schools either to other LTD schools or to non-LTD schools. This created the need to add a new group of 30-35 principals to the program. These principals will receive intensive training to prepare them for the school self assessment and enable them to develop their school improvement plans. The following activities will take place during this fiscal year:

1. Curriculum Revision

During September 2014- March 2015, LTD will assist NIET's leadership team of trainers in revising Modules 4-10 of the Leadership Diploma Program (LDP) . The intended outcome of this effort will be an improved training curriculum that gives principals the leadership skills they need to help improve school based development. LTD and NIET trainers will meet to revise and modify the training modules in light of feedback obtained from the Cohort- I principals, and the feedback obtained from the evaluation sessions. Each module will be reviewed, and the activities/homework will be reassessed and changed if necessary in light of the suggestions of the previous trainees. Once in their final form, each module will be sent for printing.

2. **Trainers Workshops**

Once the training material is finalized, a one- day trainers' workshop will be held to unify the training approach amongst the trainers to handle the new modifications in the curriculum. These workshops will be scheduled on a monthly basis and before each training session.

3. **Trainees workshops**

The second cohort of principals will continue its training that started in March 2014. Monthly face to face sessions, and bi-monthly learning circles will continue to take place from October 2014 until March 2015 when the principals conclude the training and fulfill all diploma requirements. The newly joined principals will participate in an intensive course for implementing school self assessment and developing school improvement plans over two training sessions..

Lack or discontinued funding is a major threat that can obstruct the implementation of this activity and the achievement of its outcomes. It is hoped that once the curriculum is in place, and the method of training has been passed on to the MOEHE and the various directorates, it will be possible for them to carry out these activities and continue the professional development on their own.

▪ **School Plans Developed**

As a requirement to complete the Leadership Diploma Program, the principals are required to submit a school improvement plan that they prepare in cooperation with the School Improvement Team (SIT). The School Plan is central to the Leadership Training as it demonstrates the principal's ability to plan and lead improvement efforts in the various aspects at the school. Second cohort principals are expected to deliver the semi-final school plan in October 2014 if the school year begins on time, and continues without any strikes or other complications.

▪ **School Plan Revision**

The school plans will be revised by both LTD, NIET trainers in order to assist the schools in prioritizing interventions, and also assist them in prioritizing those interventions with the maximum effect on teaching and learning. The plans will be revised as soon they are received, and feedback will be communicated to the principals. Another round of revision will take place by the District Leadership Team (DLT).

▪ **School Plans Completed and submitted**

After receiving the DLTs, LTD/NIET's feedback regarding the initial school improvement plan, the principals shall revise and incorporate the suggested changes and submit the final school improvement plan to the program by November 2014.

▪ **School Plans Implemented**

After the approval of the final plan, the principals will begin the implementation of the plan. It is expected that the principals will focus more on requesting items that will directly impact the teaching/learning process. LTD will finish all necessary procurement, and forward the needs to the schools to enable implementation of the plans.

• **Focus Groups to Evaluate Completed Training- October**

Along with other survey tools, LTD will obtain qualitative data on the content and approach of the training as well as its delivery, a LTD/NIET joint team will conduct focus

groups with a random sample of principals to obtain their feedback on a questionnaire that has already been used with cohort 1 principals.

• **School Plans Evaluated**

After the delivery of all procurement needs to the schools, and the implementation of the school improvement plans, attention will shift to monitoring and evaluating the impact of these plans on the school and whether the implementation of the suggested changes has been successful to yield the expected outcomes. The percentage of completion of the plan will be evaluated.

• **Cohort three selected**

The final selection of cohort III principals will occur around January 2015 to allow sufficient time to check the list of principals, their presence in the schools and to allow time for vetting of new principals replacing already vetted principals in their schools.

• **Cohort three training started**

The training of cohort III principals is expected to begin in April 2015. This will allow them to receive training in the first three modules before the summer and after cohort II concludes its training and submits its assignments.

• **District-based conferences**

District-based conferences will be organized in cooperation between by LTD/and the DLT of each directorate to bring attention to the ongoing transformation in the LTD schools, encourage further networking, and share lessons learned with the directorate and other schools in the directorate. Each directorate will host its own conference, where the presenters will be the teachers and principals who participated in the LTD program that can showcase the improvements they implemented on their teaching practices, and/or educational leadership.

• **National Conference**

A national conference focusing on a particular theme will be hosted centrally for one day to share best-practices occurring in the LTD schools.

Leadership Diploma for school principals	2014			2015								
	O	N	D	J	F	M	A	M	J	J	A	S
Cohort II												
Material review and modifications	x	x	x	x	x	x						
Trainers' workshops	x	x	x	x	x	x						
Principals training (F2F and learning circles)	x	x	x	x	x	x						x
School plans developed	x											
School plans revised		x										
School plans completed and submitted		x										
School plan implemented			x	x								
School plans evaluated								x				

District-based conferences							x					
National Conference									X			
Cohort III												
School Selection				x								
Begin LDP training							x					

Teacher Education (NIET)

Based on national figures of unqualified teachers it was estimated that the 300 schools targeted by the program will include 2500 unqualified teachers who teach the five subjects chosen for LTD intervention, math, science, English, Arabic and technology education. This assumption turned out to be unrealistic. From the 88 schools of Cohort I, we could recruit only 411 under-qualified teachers who teach grades 5-10 in the five subjects. If a similar count happens for the second and third cohorts, then the program can expect to see up to 1500 unqualified teachers.

The approach of the training delivery for the second cohort will be similar to the first cohort. That is, NIET will conduct face-to-face instruction at regional training centers operated by the MoEHE once a month, with learning circles taking place twice a month inside schools. Action research and portfolio assessment will be ongoing throughout the year, in addition to peer-to-peer and trainer-conducted classroom observations. NIET will need to coordinate a complex training schedule that involves dozens of clusters of teachers attending regional and school-based events unfolding every month in different locations. AMIDEAST will assist NIET in formulating this schedule and facilitating the logistics with the schools and districts.

LTD will continue to work closely with its partners in the MoEHE and Al-Azhar University to continue promoting sustainable educational development in Palestine. Activities conducted by the Teacher Education Department are designed to align with policies, structures and systems within the MoEHE that support leadership and teacher development on the one hand, and that build the capacity of school principals and teachers to work together to improve classroom instruction on the other.

Three core assumptions underlie all activities of the Teacher Education Department. The first is that the primary goal of LTD’s professional development of teachers is to provide all students with opportunities for high levels of learning. The second is that student learning improves when teachers work in collaborative groups to share and exchange information, methods and techniques that address the learning needs of all students. Finally, the third assumption is that when principals empower teachers to collaborate in groups—professional learning communities—they multiply the school-wide impact of professional development that benefits not only students of LTD teachers but also students taught by all teachers.

During FY2015, the Teacher Education Department will work with the MoEHE in the West Bank on the following activities:

1) Curriculum revision

From October to November 2012, LTD worked with NIET to align MoEHE's standards and competences for teacher performance with NIET's 12-module teacher qualification curriculum co-developed with LTD. LTD will assist NIET's teams of curriculum developers in streamlining the existing 12-module curriculum to accommodate a 9-module scheme that can be completed in one academic year and still satisfy the Ministry's requirements for teacher qualification. Work will focus on Modules 1-5 during the fall semester 2014 and Modules 6-10 from January to April 2015. The intended outcome of this effort will be an improved training curriculum that gives teachers the pedagogical skills they need to help all students achieve high levels of learning and develop 21st century learning skills. The central themes of these modules include:

- Inquiry-based learning and professional development
- Student-centered learning
- Strategies for promoting critical and creative thinking
- Authentic assessment informed by Pedagogical Content Knowledge (PCK)
- Curriculum design for integrated instruction focused on deep understanding
- Information technology for improved learning
- Building stronger school-community partnerships to support learning

2) Expert Trainer Framework: Building a sustainable model of high quality professional development at NIET

LTD achieved a major program objective in June 2014 with the completion of the TEEP program and the establishment of the National Cadre of Teacher Educators. NIET embraced the TEEP process of professional development that merges an inquiry cycle of action research with engagement in professional communities of practice.

The sustainability of this process faces two obstacles, however. First, although NIET strives for professionalism and quality assurance, it currently has no officially endorsed standards or competencies to serve as a framework for the development and/or assessment of the performance of its training staff in the delivery of high quality professional development. Second, even though the TEEP process of action research and professional learning communities plays a key role in NIET's delivery of the LTD Teacher Qualification curriculum for under-qualified teachers, the process has yet to be formally codified and incorporated into NIET's own institutional system and culture of continuous professional development.

LTD's Teacher Education Department will provide technical support to senior NIET staff who will take responsibility for the development of:

- a. Performance standards and competencies for trainers who deliver high quality professional development in educational contexts.
- b. An "Expert Trainer Framework" aligned with performance standards and competencies for high quality professional development. The framework will be developed through a consultative process intended to upgrade, adapt, and institutionalize the TEEP protocols and materials co-developed by AMIDEAST, UMass, and NIET for Cohort I. The Expert Trainer Framework will have multiple purposes and can be used for preparing new trainers; recruiting and hiring new

trainers; mentoring novice trainers; guiding experienced trainers; and supporting the continuous professional development of members of the National Cadre of Teacher Educators.

LTD Teacher Education October 2014 - September 2015

	O	N	D	J	F	M	A	M	J	J	A	S
Curriculum Revision												
• Modules 1-5	x	x	x	x								
• Modules 6-10				x	x	x	x					
Standards/competencies for high quality professional development												
• Form steering committee	x											
• Identify goals, objectives, process and timeframe	x	x										
• Develop standards & competencies	x	x										
• Submit standards & competencies to MoEHE for review & feedback		x										
• Revise standards & competencies			x									
• Submit finalized standards & competencies to MoEHE				x								
Expert Trainer Framework												
• Identify goals, objectives, process and timeframe (alignment with standards and competencies for high quality professional development).	x											
• Develop protocols/tools for formative/summative assessment	x	x										
• Pilot test tools		x	x									
• Revise protocols/tools				x								
• Submit Expert Trainer framework to MoEHE (includes standards and competences)				x								

Department of Field Follow-up (DFF)

This department is responsible for school principals and has a small staff in each district office; however, it was not suggested in the original conception of LTD. In recognition of the potential that DFF can play in the enhancement of school leadership, AMIDEAST started a series of workshops with DFF district staff, and this work will resume this year. DFF's exact functions and scope of work were the focus of meetings with LTD staff to analyze its strengths and gaps in regard to improving school-based reforms in leadership and classroom teaching. Once DFF staff gets the big picture and embraces the value of empowering school principals this will serve as the foundation by which the roles and responsibilities of DFF staff can be re-identified and then assume a constructive role in supporting the Leadership Diploma Program, as well as the District Leadership Teams and School Improvement Teams.

Department of Field Follow-up	2014			2015								
	O	N	D	J	F	M	A	M	J	J	A	S
Series of meeting between NIET and DFF about principals improved skills	x		x		x		x		x			
Revision of principals performance evaluation						x						

District Leadership Teams (DLT) and School Improvement Team (SIT)

AMIDEAST's approach to developing leadership capacity among Palestinian schools and districts recognizes the current system which involves many actors. The objective is to create a sustainable school improvement network led by the principal that is tied to a collaborative and supportive district structure. The DLTs will be further developed among all relevant districts within LTD. The total number of DLT's will correspond to the outcomes of the school selection process. Minister of Education, Dr. Khawla Shaksheer, has approved the expansion of the DLTs to be created in all districts in West Bank.

The DLTs will operate in tandem with School Improvement Teams (SITs). The team will go through a strategic planning process to enable schools implement the effective school standards, support high levels of learning for all students in the district in alignment with the MOEHE strategic planning. LTD proposed DLTs as inclusive teams comprised of approximately 6-8 individuals. These teams typically include the: district director; technical and/or administrative deputies; and, relevant heads of sections. The function of the DLTs includes reviewing and supporting the school improvement plans and overseeing the technical implementation and monitoring of the plans. The DLTs may also support a reframing of school/cluster priorities toward improved classroom instruction and community partnerships. DLTs are expected to meet quarterly during the academic year, and AMIDEAST has recommended that MoEHE call for the first DLT meeting in November 2014. This will help the MoEHE to create a collective leadership structure with an understanding of and commitment to school improvement.

Successful models of school improvement are anchored in a collective approach to school-based management reforms and distributive leadership that engages the community in shared problem solving and decision making. LTD will continue its efforts to link participation in the LDP to School Improvement Teams (SITs). All first cohort schools formed SITs and second cohort schools will do the same. The major function of the SITs is to lead the school-based improvement effort. Each SIT is comprised of the principal, teachers, and parent representatives. The SITs are charged with two core responsibilities. First, they must conduct a school self-assessment framed by the seven Effective School Standards developed by MoEHE/NIET. The school self-assessment helps set school priorities and is linked to the second responsibility of participating in a school improvement planning process. This process involves building a school vision and mission and encompasses the following:

- Teaching and learning practices
- School environment
- Relationships with parents and their involvement
- School resources and how to effectively improve them
- School leadership practices

- Professional development within the school
- The use of IT in schools

The planning process includes setting school improvement goals and priorities with a corresponding timeline, budget and delegation of responsibilities, including the monitoring of the implementation process and identifying opportunities for community engagement. LTD has now budgeted modest support of \$5,000-\$6,000 for the second cohort schools to implement their school improvement plans. Furthermore, some LTD schools may receive support from other donor-funded projects, such as the Belgium-funded e-learning program, which provides grants to schools for e-learning related projects. There are other smaller programs as well that could help drive the school improvement planning forward in ways that result in tangible improvements.

The AMIDEAST school improvement planning process will be driven forward by the LTD school principals who will receive training as part of their Leadership Diploma Program on how to facilitate this process. Furthermore, the District Leadership Teams will also supervise and support the process. During this fiscal year the Capacity Building component will work on the following activities:

- 1- Support the MoEHE's efforts to regulate the work of DLTs, including a clear mandate for the DLT.
- 2- Work with the six districts of Cohort II schools to form the teams according to the Ministry's mandate.
- 3- Coordinate with DLTs to plan two roundtable discussions at the central Ministry and four meetings at the district level.
- 4- Assist staff of DLTs to prepare presentations for the national conference for education to be co-hosted by AMIDEAST and the MoEHE.

DLTs and SITs	2014			2015								
	O	N	D	J	F	M	A	M	J	J	A	S
Formation of DLTs and SITs	x	x										
Initial DLT meeting followed by quarterly meetings		x			x			x			x	
Revision of SITs and approvals		x										
District meeting with the DLT and school principals		x										
Central meeting at the MoEHE with the DLTs, DFF and other relevant departments			x									
Evaluate DLT support to schools								x				

Department of Supervision and Qualification (DSQ)

LTD will help the MoEHE develop the DSQ's supervisor professional development program consisting of up to 10 modules. The Ministry will use this material as reference for supervision training funded by JFP and or other sources. LTD will help build the capacity of the DSQ in material development and print the materials. The goals of these inputs are to improve teacher supervision through a greater focus on improving instruction, increasing teacher satisfaction, helping teachers assess students' work in more authentic ways, and supporting the formation of professional learning communities among DSQ staff and among

teachers in the schools they supervise. DSQ staff, in collaboration with LTD will continue to design the material which may build supervisors' competencies in the following areas:

- The use of ICT in learning and teaching
- Classroom instruction with focus on learner-centered approaches
- Active learning strategies with more focus on critical thinking
- Development of student portfolios for assessing learning
- Provision of materials, resources, and assistance to support teaching and learning
- New teacher evaluation methods and approaches that emphasize development
- Leadership that stresses coaching and mentoring strategies
- Supervision as a supportive tool

Development of supervision materials began in the fall 2013. The process started with a needs assessment and gap analysis of supervisors' practices, which was undertaken internally by DSQ staff with strategic direction from AMIDEAST. LTD and DSQ agreed on the framework, content, and approach. We are encouraging the DSQ supervisors to play an integral role on the District Leadership Teams and thus contribute to the leadership program. This goal will occur through professional networking and overlap with the in-service teacher professional development program and shared instructional leadership responsibilities with principals who will be participating in the Leadership Diploma Program.

DSQ	2014			2015								
	O	N	D	J	F	M	A	M	J	J	A	S
Support DSQ develop/print training materials for supervision	x	x	x									

Department of Planning (DP)

The Department of Planning is the lead unit for the strategic planning in the Ministry. It is important to support this department because it is comprised of the heads of the 16 districts. AMIDEAST's effort in capacity building of the DP will start with a needs assessment that is focused particularly on how well and in what ways it can become a stronger resource for other departments within the MoEHE. In order to support ministry strategies to improve the annual school improvement planning process in all schools and districts, it is necessary for the DP to take the initiative toward improving the micro-planning skills at district and school levels.

A functional audit of the Department of Planning was completed. The focus in the coming months will be to assist the DP in implementing their awareness and involvement campaign within districts and schools. The MoEHE strategic plan 2014-2015 requires lots of awareness and involvement at the district level, and a major funding in the Functional Audit is that the involvement of districts in the strategic planning was neither sufficient nor effective. If this situation remains then the implementation of the strategic plan in the field will remain weak. This preliminary level of support by LTD will constitute important capacity building for the DP this year, with implications for continued intervention throughout the life of the program.

Similarly the Department of Planning has a substantial staff, including a Monitoring and Evaluation Division and School-GIS Division which gather data annually on schools and teaching quality. Consequently, both divisions were part of the functional audit team, which helped the functional audit to review the roles and responsibilities and current planning practices of the DP staff. During this fiscal year LTD will include the divisions of the DP and their respective heads in a workshop to help them develop effective strategies to support the DP's micro-planning and awareness campaign of the strategic plan at the school and district levels. The staff will share these strategies with LTD schools and possibly other schools. The two-day workshop will be held in October or November based on availability of all key people.

Monitoring and Evaluation Task Force (METF)

Monitoring and evaluation questions may emerge from the functional audit process. Cooperation with AED and the DP in monitoring and evaluation throughout the project will be essential because LTD does not have the human or financial resources to undertake such a large and complex monitoring and evaluation strategy. The scope of work of the Monitoring and Evaluation Task Force (METF) was expanded to include a major role in implementing the functional audit. LTD will keep supporting the team so that it can help tackle the broader agenda of M&E activities undertaken by LTD. The METF is comprised of representatives from MoEHE departments along with LTD staff. The original participating Ministry departments are: Department of Planning (DP); Assessment and Evaluation Department (AED); National Institute of Education and Training (NIET); Department of Supervision and Qualifications (DSQ); and Department of Field Follow-Up (DFF). Later, a representative from the Department of Administrative Affairs joined the team because of its key role in improving policies, systems and structures throughout the educational system. The Department of Planning is AMIDEAST's direct counterpart, and the DP will also assume a coordinating role for the M&E Task Force. During this fiscal year LTD will depend on the team to play a major role in helping the Ministry develop its response to the results and recommendations of the functional audit.

Administrative Affairs Department (AAD)

As a result of the functional audit it became clear that the Administrative Affairs department (AAD) is a crucial department because it plays a major role in school-based reform, especially in regard to the many policies and regulations that sanction principal leadership skills. Cooperation with the AAD is essential. The use of technology in administrative affairs is one key domain in effective school standards, and this will be widened if schools are given the opportunity to implement school administrative affairs through the internet. Currently all administrative communication goes from schools to districts and then to the Ministry by the use of paper documentation. LTD schools are connected to the internet and the principals have their own computers and are capable of using ICT in school administration. If administrative work goes digital, it will become a major shift in school administration. The AAD wants to see LTD conduct a pilot project involving not more than 20 schools where principals would have access to some administrative files to be processed remotely using ICT. **Pending USAID approval** LTD may conduct this pilot project and report on findings, lesson learned and recommend system changes necessary to scale up this approach.

Assessment and Evaluation Department (AED)

AMIDEAST will provide technical assistance toward building the capacity of the MoEHE's Assessment and Evaluation Department (AED) in the areas of:

- Research design and methods in education development and program evaluation;
- Advanced methods in "item response theory" (IRT) for AED and ministry psychometricians who are developing a test-item bank for the MoEHE.

The intended outcomes of this effort will be the strengthened capacity of AED, and the MoEHE more broadly, to conduct effective program assessment and evaluation and to construct an effective repository of test items and their psychometric characteristics to be used in test development.

AED	2014		2015									
	O	N	D	J	F	M	A	M	J	J	A	S
Research design and methods in education development and program evaluation		x	x									
Advanced methods in "item response theory" (IRT) for AED and ministry psychometricians				x	x							

MoEHE Study Tours Supporting Leadership & School Based reform

Study tours provide opportunities for all participants to learn from the experiences of colleagues who are engaged in similar work, albeit in different cultural contexts. AMIDEAST's partner, the University of Massachusetts Amherst (UMass) hosted the first study tour and may be contracted to organize and host up to two additional study tours over the course of the project. Although planning and preparation for this US-based travel started in June 2014 the actual study tours will not start before March 2015. AMIDEAST views these study tours as a capacity building mechanism for select MoEHE staff and is intended to have a broader influence on policy and practice.

The goal for these study tours is to ensure mutual benefit through collaborative inquiry. The study tours will be designed around that goal, and all participants in the exchange will be asked to engage from that same perspective. Put simply, by opening their doors to inquiry, the hosts reflect and learn; by entering with interest and willingness to see alternatives, the guests can also reflect and learn. The hosts should not see their role as putting on a display for the purposes of impressing; rather, the hosts should be willing to discuss strengths and weaknesses, benefits and challenges. The guests should approach their experiences with appreciation, seeking to learn what works well, and what does not work and why. Most important is for them to reflect and consider how practices could be adapted to fit the Palestinian context. The ultimate goal is action to improve current practices in both settings, that of the American hosts and Palestinian guest.

The first Study Tour targeted policy-level officials who are members of the LTD Steering Committee within the MOEHE, it took place in October 2013, and involved 4 key

individuals, the Deputy Minister of Planning and academic affairs, the director general of DSQ, the director general of NIET and the acting director of CTDP.

For the coming study tours, LTD will explore the use of regional as well as international opportunities to send appropriate Ministry staff to participate in study tours. The second Study Tour will be designed to suit the needs of technical staff from NIET engaged in the actual implementation of LTD's activities in both the leadership program and teacher development. This Study Tour will involve approximately 10-12 beneficiaries.

The Third study tour will be tailored to the needs of district directors engaged in improving leadership at the district level; it will involve approximately 10 beneficiaries.

Study Tours	2014		2015									
	O	N	D	J	F	M	A	M	J	J	A	S
Second group (NIET; 12 persons)						x						
Third group (MOEHE, 10people)							x					

Guiding Principles of LTD's Study Tour

The following principles will help to ensure that the hosting organization accomplishes its goal of mutual inquiry leading to action for improvement:

- Priority will be given to regional study tours and conferences that are relevant to participants and fit within the LTD terms of reference.
- The goals for the study tour are mutually agreed upon between guests and hosts;
- The sites to observe and activities to engage in are then chosen, based on those goals; the sites and activities must be relevant;
- The visits are made up of teams (i.e., Palestinians visit a team of peers at the host institution);
- Appropriate preparation prior to the actual visit is crucial. This includes orientation to the context where the visiting team will engage and the development of frameworks for inquiry;
- All parties are as comfortable as possible (that is, physical needs are met and anxieties are reduced);
- There are ongoing opportunities for facilitated reflection, both together (guests and hosts) and separately, built into the schedule;
- The structure for the study tour includes meaningful follow-up after the visiting team returns home. This includes sharing experiences and insights with other colleagues who were not participants in the study tour and may include a specific Action Plan to promote substantive change.

Selection of Teams

Following the design logic of LTD which includes working with clusters of schools, supervisors, district administrators, Study Tour Teams will be selected and may consist of teachers, principals, supervisors, district administrators, and MOEHE officials. Pre-trip meetings with LTD staff will be arranged before the travel. These teams will be prepared with information about the local school districts in order to maximize their learning experiences during the study tour. Similarly, host teams will be prepared with information about the schools and policies in Palestine, the purpose of the study tour, and time for questions and planning. Upon returning from the study tour a variety of follow-up activities and action plans so that the participants can link their learning and action plans to the LTD program goals and to the specific roles and responsibilities of the participants themselves.

Study tours that require fluency in English would significantly reduce the number of eligible participants. While some fluency in English would be desirable, assistance from select bilingual AMIDEAST colleagues will make the experience much more valuable and avoid expensive full-time, official translation.

	2014		2015									
Study Tours:	O	N	D	J	F	M	A	M	J	J	A	S
• Pre-tour				x	x							
• Tours						x	x					
• Post-tour (Note: these activities will be part of a process, not a one-time event)								x	x	x	x	x

GAZA

Introduction

AMIDEAST's Gaza programming was launched in June 2013 and is expected to continue through May 2015. During FY2015, LTD-Gaza will work with Al-Azhar University to implement five activities aimed at improving pre-service education offered by the Al-Azhar University's Faculty of Education.

- Data collection for TEEP impact evaluation
- Strategic Planning
- Professional Certificate in English Language Teaching (PCELT)--in partnership with World Learning/School for International Training (SIT)
- Extension of TEEP program for a limited number of instructors outside the Faculty of Education
- Education conference

Complete data collection for TEEP impact evaluation

Toward the end of Year 2 of LTD, the program was prevented from completing the collection and analysis of evaluation data from Al-Azhar University in Gaza because of deteriorating security conditions on the ground in June/July 2014. LTD collected some data and the results were presented in an evaluation report. The collection, analysis and reporting of the remaining data will resume as soon as security conditions on the ground permit.

Strategic Planning

1.1. During FY2014 with technical support from UMass, the strategic planning steering committee of Al-Azhar University and AMIDEAST worked together to enhance the capacity of the University's existing mechanisms and procedures for strategic planning and developed a 3-5 year strategic plan that defines and aligns the vision and mission of the Faculty of Education with its priorities for improving the quality of its pre-service courses. The strategic plan was supposed to be completed and submitted for approval by the University Board of Trustees during the summer of 2014, however, due to the unstable security situation, all work was postponed. Once Al Azhar University and AMIDEAST resume their work, the steering committee will finalize the strategic plan and submit for approval. This process will require two to three months' work and is expected to start in September 2014.

During the second semester of the academic year, 2014-2015, it is expected that Al Azhar will begin implementing and monitoring the Plan. This process entails four stages:

- 1.2. *Getting the Plan Approved (15 October)*: Final draft of Strategic Plan completed and formal approval of the Plan by the President's office and Al Azhar's Board of Directors
- 1.3. *Implementing the Plan (December 2014 to June 2015)*: Implementation of short-term goals by the Dean and the heads of four departments of the Faculty of Education and senior faculty.

- 1.3.1. Submission of procurement request by the Dean of the Faculty of Education to AMIDEAST/LTD-Gaza.
- 1.3.2. Procurement of resources totaling up to \$40,000 in in-kind assistance by AMIDEAST/LTD-Gaza.
- 1.4. *Monitoring and Evaluating the Plan (December 2014 to June 2015):* Ongoing monitoring and assessment of short-term goals being implemented. This process is directed by the Steering Committee and departmental sub-committees with technical support from the University's Quality Assurance Unit.
- 1.5. *Institutionalizing Strategic Planning (August/September 2015):* The plan is integrated into the organizational culture of Faculty of Education with structures to ensure ongoing monitoring and periodic reviews and adjustments.

Professional Certificate of English Language Teaching (PCELT)

The Professional Certificate in English Language Teaching (PCELT) is an internationally accredited 120-hour professional certification course and is designed to introduce innovative methods and international best practices into Al-Azhar's pre-service courses for teachers of English in the Faculty of Education. PCELT is being offered primarily to 4th year undergraduates enrolled in Al Azhar's English Teacher program but also to Al-Azhar instructors of English interested in earning the PCELT certificate or becoming certified PCELT trainers. Trainers from World Learning/SIT deliver the PCELT training which includes a concurrent training-of-trainers module for faculty. The first of two candidates for PCELT licensure was awarded her license on August 20, 2014.

- 1.6. LTD will distribute in September 2014 certificates and return completed portfolios to the 12 students who completed their PCELT training on July 8, 2014, but who were unable to receive the items due to unstable security conditions at the time.
- 1.7. LTD's Gaza office with international and local trainers from World Learning/SIT will continue to offer a series of intensive (5-week) and non-intensive (10-week) PCELT courses during the coming academic year 2014-2015 for approximately 84 undergraduate students.
 - 1.7.1. A non-intensive course to 12 students is tentatively planned for the first semester, September to December 2014.
 - 1.7.2. An intensive course is tentatively planned for 12 to 24 students in January/February 2015.
 - 1.7.3. A combination of intensive and non-intensive courses for 48 students (4 cohorts of 12 participants each) is tentatively planned to take place between March 2015 and August/September 2015.

Extension of TEEP program to Al-Azhar University instructors outside the Faculty of Education

LTD will offer a second round of TEEP to 12 instructors to be selected from the Faculty of Science and the Faculty of Arts and Humanities. The rationale for this expansion is that students in the pre-service teacher program attend mandatory courses in the Faculty of Science and the Faculty of Arts and Humanities where instructors in these faculties do not serve as models of learner-centered, inquiry-based instruction that the TEEP program

developed in the Faculty of Education. An amendment to already signed MOU with Al-Azhar University will be signed.

Educational Conference

AMIDEAST will host a concluding conference linked to the close-out of the LTD Gaza Program by August 2015. The conference will target the main actors and beneficiaries involved in the strategic planning process of Al- Azhar University and participants and trainers involved in PCELT and TEEP.

Gaza Timeline	O	N	D	J	F	M	A	M	J	J	A	S
Complete data collection for TEEP impact evaluation												
• Final exam scores		X										
• Practicum evaluations		X										
Strategic Planning												
• Finalize strategic plan and submit for approval		X	X	X								
• Implementing the Plan				X	X	X						
• Monitoring and Evaluating the Plan						X	X	X	X			
• Institutionalizing Strategic Planning											X	X
Professional Certificate in English Language Teaching (PCELT)												
• Distribute certificates and return completed portfolios	X											
• Non-intensive (10-week) PCELT course	X	X	X									
• Intensive (4.5-week) PCELT course				X	X							
• Non-intensive (10-week) PCELT course						X	X	X				
• Intensive (4.5-week) PCELT course										X	X	
Extension of TEEP program to instructors outside the Faculty of Education												
• Selection and vetting of candidates	X	X										
• Orientation meeting with TEEP II candidates	X											
• TEEP training		X	X	X	X	X	X	X	X			
Education conference												
• Planning					X	X						
• Call for papers							X	X				
• Selection of papers/presentations									X	X		
• Conference											X	

Professional Networking Conferences

Professional networking is a fundamental principle of LTD's approach to professional development, where school leadership, teachers and teacher educators can meet in professional learning communities to share results of action research and exchange ideas for innovative approaches and practices in educational leadership, classroom instruction, and in-service professional development. During this year LTD will assist NIET and the district directorates through DLTs to run local conferences for participants in the Leadership Diploma and Teacher Education programs.

In partnership with the MOEHE a “National Conference” will be organized to celebrate the culmination of LTD interventions through the Leadership and Teacher Education programs and policy development initiatives that resulted from the functional audit recommendations.

A third conference will be held in Gaza and in cooperation with Al-Azhar University. This event will be linked to the close-out of the LTD Gaza Program in August 2015. The conference will bring together beneficiaries associated with the development of the new 3-year Strategic Plan of Al-Azhar University’s Faculty of Education, and the participants and trainers involved in PCELT and the Faculty enhancement program (TEEP).

Documentation and Communication

AMIDEAST will keep a program image in order to brand the project according to USAID marking and branding guidelines. All AMIDEAST’s marketing products, such as pop-ups, roll-ups, posters, folders, binders and on-line materials will utilize the image.

LTD’s public relations will focus its outreach to its main constituents, including teachers, principals district and ministry staff, USAID, teacher educators, international and local NGOs that work in the field of Education, and members of community organizations. Given the size and number of beneficiaries, an online newsletter will be published quarterly. The newsletter will consist of a series of brief articles about recent LTD achievements, activities, and events. It will include interviews with program participants and stakeholders, as well as articles written by other MoEHE public relations officers. The newsletter will be published in both Arabic and English.

The AMIDEAST LTD website will be a venue for internal and external communication. It will provide information to visitors, partners, and participants about all aspects of the program. Content will include articles, pictures, activities, and notices of upcoming events.

On a routine basis, LTD program managers and the Communications Officer will write press releases and news stories to be sent to local media outlets for publication. The Communications Officer will also use online social networking sites, such as Facebook and Twitter to post program-related content. The use of these on-line formats will be a means to reach all beneficiaries within the MoE, including participating schools and others involved or

interested in the LTD program. Furthermore, the LTD Communications Officer will maintain a close working relationship with public relation officers of the school districts to ensure that all parties are involved in reaching out to the largest audience possible. During this Fiscal year the LTD communication component will work on the following activities:

1. **Promotion Materials:** LTD will produce promotional materials such as notebooks, folders, rollups, calendars and others as needed. The main use of these will be for activities involving the second and third cohorts.
2. **Newsletters:** A bilingual newsletter will be produced on quarterly basis. The newsletter will include success stories about the program and articles about the major events. It will be designed by a local vender and will be distributed virtually and in hard copy to LTD beneficiaries, partners and others. Stories for the newsletter will be developed by the LTD Communication Officer and LTD staff through field visits and interviews with beneficiaries.
3. **Public Events:** the Communications Officer will be in charge of covering all major events such as district conferences, laptop distribution, and high level meetings. This responsibility includes coordinating logistics and reservation of venue, catering, photography, invitations and arranging with press agencies for media coverage.
4. **Short Films:** LTD staff will produce one short documentary film that focuses on the Leadership Development program and Teacher Education program. LTD will also invest some resources to help improve audio-visual equipment and services that the LTD and the MoEHE make use of a NIET.
5. **Success Stories:** LTD will capture major success stories in the middle and at the end of the second cohort and these will be communicated to USAID and feed directly into the quarterly newsletter.
6. **LTD Website:** LTD website will be updated in cooperation with the IT unit of AMIDEAST/HQ. During the second year of the program the LTD website was created. The Communications Officer will ensure that the site includes a full description on each component along with pictures, links to newsletters, film and others. The website is already linked to LTD Facebook page.
7. **LTD Facebook Page:** The LTD Facebook page has already got 1282 members, of whom more than 90% are beneficiaries of the program. The daily activity on the page is excellent. Photos of activities such as workshops, meetings, graduations will be shared through the page, and this year LTD work to encourage all beneficiaries to invite more members to join the group.
8. **Live Broadcast Interviews:** In coordination with local Palestinian television channels LTD will broadcast two to three interviews with LTD key staff and Ministry staff to promote the program and its activities and to highlight major events as they occur during the upcoming academic year.

9. **Communicating with USAID:** All press releases and success stories will first be communicated to USAID and then they will be published by the media managers at the MoEHE and/or NIET.

	Communications and PR Activities	O	N	D	J	F	M	A	M	J	J	A	S
1	LTD Website Update	X											
2	LTD Quarterly Newsletter (SS)				X				X				X
3	Production of Promotion Materials (Calendars, notebooks, folders)					X							X
4	Functional Audit - Roundtables (Phase 3, ministry)	X	X										
5	Leadership Trainers workshop (PR)		X		X								
6	Principals Project Development (PR &SS)	X											
7	Leadership Cohort III launch (PR)							X					
8	Central meeting with DLT and School Principals (PR) (doc)			X									
9	Capstone Districts Conference							X	X				
10	Distribution of 140 Laptops for Leadership cohort I (PR)	X											
11	Distribution of 300 LCD projectors cohort I (PR)			X									
12	Distribution of 550 Laptops for teachers cohort I (PR)			X									

Monitoring and Evaluation

Per USAID requirements and as specified in the LTD Cooperative Agreement, all Monitoring and Evaluation activities are identified in LTD's Program M&E Plan (PMP) and reported in Geo-MIS (see Table 1). AMIDEAST submitted LTD's first PMP to USAID in September 2012, which was subsequently revised twice, first in October 2013 and again in June 2014. The latter revision was made on the basis of USAID's request that LTD augment its PMP with a gender strategy and two gender indicators.

During the third fiscal year, AMIDEAST will continue its monitoring and evaluation efforts as described below. Table 2 presents the timeline of all projected M&E data collection activities for each of the program's intermediate results (IRs). The timeline also specifies those data collection activities to be done in cooperation with personnel affiliated with LTD's primary partners from the MoEHE. The collection of all data, whether by LTD staff or external personnel, will adhere strictly to USAID guidelines for data quality assurance as described in LTD's Program M&E Plan.

Overall, the financial requirement for M&E activities conducted by LTD personnel and external consultants and Short-Term Technical Assistants (STTAs) is budgeted at \$21,700 (not including G&A costs).

1. **Intermediate Result 1:** Policies and structures within the Ministry of Education and Higher Education, district offices, and schools that support leadership and teacher development improved.
 - 1.1. **SITs and DLTs:** During the period from April to May 2015 AMIDEAST will conduct endline data collection from District Leadership Teams (DLT's) and School Improvement Teams (SITs) in all six districts of Cohort II¹ in aim of receiving system changes.
 - 1.2. **Capacity-Building for AED:** AMIDEAST will conduct baseline and endline data collection to evaluate the outputs and outcomes of workshops designed in enhance the capacity of AED and MoEHE specialists to design and conduct educational research and perform advanced psychometrics for test-item banking.
 - 1.3. **Capacity-building for DFF:** AMIDEAST will conduct endline data collection in April 2015 to assess the impact of AMIDEAST's technical assistance in building the capacity of the Department of Field Follow Up (DFF) to support the ongoing professional development of school principals, particularly in regard to instructional leadership.

¹ No baseline data will be collected from SITs and DLTs since these are new structures and there are no established criteria or benchmarks by which to measure changes in competencies. Quantitative and qualitative data collection will allow for a thorough assessment of their impact on school improvement. Monitoring of the work of SITs and DLTs will be conducted by NIET and results shared with LTD.

- 1.4. District Directorate Study Tour: AMIDEAST will conduct baseline and endline data collection to evaluate the outputs and outcomes of a study tour for senior office staff of district directorates of the MoEHE. *The exact date for the study tour remains to be determined, but is anticipated to take place either early spring 2015 or in summer 2015.*
 - 1.5. Standards and Competencies for NIET: AMIDEAST will verify by June 2015 that NIET, with LTD technical assistance, completed the development of standards and competencies to be used as the basis for assessing the performance of its training staff and guiding their continuous professional development.
 - 1.6. Expert Trainer Framework for NIET: AMIDEAST will verify by June 2015 that NIET, with LTD technical assistance, completed the development of an “Expert Trainer” framework and tools that align standards and competencies for high quality training (item 1.5 above) and which guide the training of novice trainers and the continuous professional development of veteran trainers (i.e., members of the National Cadre of Teacher Educators formed by LTD’s TEEP program).
2. **Intermediate Result II:** Capacity of school principals to work with teachers and supervisors to improve classroom instruction enhanced.
- 2.1. School/Teacher Profiles: By mid-October 2014, AMIDEAST will collect its annual school and teacher profiles for cohort II schools, and in September and October 2015 it will collect the same profiles for cohort III schools.
 - 2.2. Principal and Teacher Effectiveness: During the period between September to October 2014, AMIDEAST will retrieve baseline data of self-reported effectiveness of Cohort II principals and teachers (collected by NIET), and endline data from the same sample of teachers and principals in April/May 2015; and will collect baseline data for cohort III principals in May 2015 and for teachers of cohort III in September 2015.
 - 2.3. Monitoring of Leadership Program trainings: AMIDEAST in cooperation with NIET will collect qualitative data of principals’ evaluation of the content and delivery of the training modules comprising the Leadership Diploma Program. Focus groups with a sample of principals will be conducted for baseline (October 2014), midline (January 2015), and endline (April 2015).
 - 2.4. Follow-on Assessment of Cohort I: AMIDEAST will, in coordination with District Leadership Teams (DLTs), collect data from the School Improvement Teams (SITs) of Cohort I schools in order to report on progress the schools are making to improve the quality of teaching and learning in their schools as a result of their participation in LTD; each school will collect and report on data framed by the MoEHE’s Standards for Effective Schools; the DLTs will collect the SIT progress reports at the end of each semester—December 2014 and May 2015—and share these with AMIDEAST; a random sample of members of Cohort I School Improvement Teams will complete a

survey and/or participate in focus groups in order to explore in depth the successes and challenges reported in the SIP progress reports.

3. **Intermediate Result III:** National cadre of teacher and principal educators (trainers) that meet Ministry of Education and Higher Education standards enhanced.
 - 3.1. AMIDEAST will collect from NIET baseline (September 2014), midline (January 2015) and endline data (May 2015) evaluating trainers' delivery of monthly face-to-face sessions to in-service teachers and principals (based on training evaluations administered by NIET to participating teachers and principals).
 - 3.2. AMIDEAST will conduct baseline and endline survey data from both students and teachers to evaluate changes in students' level of classroom engagement. These survey results provide evidence by which to judge the extent that teachers are enacting learner-centered teaching strategies and practices expected by LTD teachers.
 - 3.3. NIET Study Tour: AMIDEAST will conduct baseline and endline data collection to evaluate the outputs and outcomes of a study tour for senior trainers of NIET. The exact date for the study tour remains to be determined, but is anticipated to take place either early spring 2015 or in summer 2015. (For more details about this activity, see the implementation plan submitted by the Teacher Education Department).

4. **Intermediate Result IV:** Pre-service teacher education in Al-Azhar University in Gaza improved.
 - 4.1. AMIDEAST will, when security conditions permit, collect baseline data from administrators, faculty, and students by December 2014 to assess satisfaction with the quality of pre-service teacher education in the Faculty of Education. The measure of satisfaction will be framed by goals and objectives specified in the newly developed strategic plan of the Faculty of Education; endline data will be collected in May 2015.
 - 4.2. AMIDEAST will also complete the collection of data for its impact evaluation of the TEEP program that was curtailed due to security conditions in June/July 2014. These data include: final exam scores of students enrolled in courses taught by TEEP faculty in May 2013 (baseline) and the final semester during TEEP in May 2014 (endline).
 - 4.3. AMIDEAST will collect data in May and June 2015 to assess the impact on students' learning of the TEEP program with the second cohort of TEEP faculty participants from the Faculty of Science and the Faculty of Arts and Humanities. Sources of data will include: 1) final exam scores of students enrolled in courses taught by TEEP faculty in May 2014 (baseline) and the final semester during TEEP in May 2015 (endline), and, 2) results of action research documented in TEEP participants' portfolios of professional practice.
 - 4.4. AMIDEAST will collect and compare data from practicum evaluations completed by faculty advisors of PCELT graduates of cohorts 1 & 2. Evaluation reports completed in May 2013 will serve as a "baseline" reports completed in May 2014 will serve as endline data. A sample of practicum evaluations of non-PCELT students will be used for

triangulation. These data will supplement self-reported assessments completed by student graduates at the end of their PCELT training.

- 4.5. AMIDEAST will collect and compare data from practicum evaluations completed by faculty advisors of PCELT graduates of cohorts 3-7 in June 2015. Evaluation reports completed for students the semester prior to PCELT will serve as a “baseline” and those completed after their PCELT training will serve as endline data for comparison. A sample of practicum evaluations of non-PCELT students will be used for triangulation. These data will supplement self-reported assessments completed by student graduates at the end of their PCELT training.
- 4.6. To satisfy PMP indicator 4.2, AMIDEAST will also collect the final iteration of the Faculty of Education’s Strategic Plan in May 2015.
- 4.7. AMIDEAST will collect conference evaluation data for the two close-out conference to be held for TEEP and PCELT participants in August 2015.

5. Gender Equality

- 5.1. AMIDEAST will collect data in May 2015 to measure women’s and men’s satisfaction with the fairness of accessibility of opportunities, resources and services offered by LTD.
- 5.2. AMIDEAST will collect data to assess changes in women’s and men’s perceptions about their level of self-efficacy (empowerment) as a result of being beneficiaries of opportunities, resources and services offered by LTD.

6. Impact Evaluation

- 6.1. AMIDEAST will continue the use of a quasi-experimental design that includes “control” or comparison schools. Results of evaluation research conducted with Cohort I offered mixed evidence that using control schools enhanced the reliability and validity of data collection. However, after weighing the pros and cons of this approach with experts in the field of evaluation research, the consensus of opinion was that the continued the use of a sample of comparison schools for Cohort II schools is worthwhile for the sake of a robust design intended to determine LTD’s impact on trends in student outcomes over time.
 - 6.2. Student Achievement Test Scores: AMIDEAST will, with technical support from AED, collect baseline scores for a sample of students in courses taught by LTD teachers of cohort II in September/October 2014 and endline scores from the same sample in May 2015; and will collect ex-post scores from the sample of Cohort I schools in May 2015.
7. **M&E Coordination with the MoEHE:** AMIDEAST will also continue to coordinate closely with the Ministry’s Monitoring and Evaluation Task Force (METF) and with the LTD/NIET/SSP Joint Working Group to monitor and evaluate LTD’s activities across Intermediate Results 1, 2, and 3 in the West Bank.

Table 1: Indicators and Related Activities

Indicator No.	Indicator
1.1	Number of policies formulated by MoEHE as a result of the LTD Program's interventions
1.2	Average stakeholder rating of MoEHE new or modified policies that support leadership and teacher development
1.3	Number of new or modified structures supporting the enhancement of leadership and teacher development resulting from LTD interventions
1.4	Average stakeholder rating of MoEHE new or modified structures that support leadership and teacher development
1.5	Number of districts with District Leadership Teams (DLTs) established with support from the LTD Program
1.6	Number of schools with School Improvement Teams (SITs) established with support from the LTD Program
2.1	Percentage of participating principals (per cohort; at post measurement) demonstrating effective school leadership according to principals and teachers based on MoEHE's Effective School Standards and Competencies
2.2	Number of administrators and officials trained with USG support
2.2a	Number of administrators and officials trained with USG support (MALE)
2.2b	Number of administrators and officials trained with USG support (FEMALE)
2.2c	Percentage female and male beneficiaries reporting equal access to opportunities, resources and services provided by LTD.
2.2d	Average self-efficacy reported by women and men at the conclusion of USG-supported training/programming
2.3	Number of principals trained as a result of LTD capacity building of NIET
2.4	Number of administrators and officials fully trained under LTD program
2.4a	Number of administrators and officials fully trained under LTD program (MALE)
2.4b	Number of administrators and officials fully trained under LTD program (FEMALE)
2.5	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (indirect)
2.5a	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (indirect; MALE)
2.5b	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (indirect; FEMALE)
2.6	Number of learners who benefited from the LTD program
2.6a	Number of learners who benefited from the LTD program (MALE)
2.6b	Number of learners who benefited from the LTD program (FEMALE)
2.7	Number of laptop computers provided to principals by the LTD Program
2.8	Number of laptop computers provided to teachers by the LTD Program
2.9	Number of LTD school with school-wide internet connectivity
2.9a	Average LTD principals' rating their use of technology resources provided by the LTD Program
2.9b	Average LTD teachers' rating their use of technology resources provided by the LTD Program
3.1	Percentage of participating teacher educators (trainers) applying effective teaching methods in the professional development sessions
3.2	Percentage of participating teachers applying effective teaching methods in their classroom

3.3	Average rating of teacher educators' (trainers) effectiveness according to participating teachers
3.4	Average rating of principal educators' (trainers) effectiveness according to participating principals
4.1	Average satisfaction with pre-service teacher education program at Al-Azhar University
4.2	Strategic plan of Al-Azhar's Faculty of Education submitted to the university President
4.3	Number of selected projects prioritized for year 2 in the Al-Azhar Faculty of Education's strategic plan implemented
4.4	Percentage of participating faculty members applying effective teaching methods in their pre-service teacher education courses in Al-Azhar Faculty of Education's strategic plan

Collect trainer performance midline data (from teachers)				x										NIET
Collect trainer performance midline data (from principals)				x										NIET
Collect trainer performance endline data (from teachers)								x						NIET
Collect trainer performance endline data (from principals)								x						NIET
Classroom engagement baseline survey (according to students)	x													NIET
Classroom engagement endline survey (according to students)								x						NIET
Collect Study Tour #3 baseline data collection (NIET)						x?								
Collect Study Tour #3 endline data collection (NIET)										x?				
	O	N	D	J	F	M	A	M	J	J	A	S		
IR4: Pre-service teacher education at Al-Azhar University in Gaza improved														
Collect baseline satisfaction surveys from Al-Azhar's Faculty of Education		x												Al-Azhar University
Collect endline satisfaction surveys from Al-Azhar's Faculty of Education								x						Al-Azhar University
Collect final exam scores (baseline semester and endline semester) for TEEP faculty of Cohort 1	x													Al-Azhar University
Collect final exam scores (baseline semester and endline semester) for TEEP faculty of Cohort 2								x						Al-Azhar University
Collect baseline/endline practicum evaluations of PCELT students (cohorts 1&2 only)	x													Al-Azhar University
Collect baseline/endline practicum evaluations of PCELT students (cohorts 3-7)												x		Al-Azhar University
Collect Al-Azhar's Faculty of Education Strategic Plan								x						Al-Azhar University
Collect portfolios of professional practice from participants of TEEP Cohort 2								x						Al-Azhar University
Collect conference evaluation data for PCELT and TEEP conferences												x		
	O	N	D	J	F	M	A	M	J	J	A	S		
Gender Equality														
Collect data to assess "equality of access"								x						
Report results of self-efficacy scale								x						
	O	N	D	J	F	M	A	M	J	J	A	S		
Student Achievement Test Scores														AED
AED baseline tests for Cohort II	x													AED
AED endline tests for Cohort II								x						AED
AED ex-post tests for Cohort I								x						AED
AED baseline tests for Cohort III												x		AED

Procurement

An important feature of the LDP involves each School Improvement Team (SIT) being required to undertake a hands-on School improvement plan. Each school is eligible to receive \$5,000- \$6000 in support to its School Improvement Plan (SIP).

Training Centers

The training centers at the district level will be utilized more than they previously were, and this will result in the need to strengthen the infrastructure of the centers. Some centers will be supported by LTD and others by its sister program, the School Support Program (SSP). The functional audit may help identify a new system of accountability and management of professional development among relevant departments at both the district and central level and the demand on these centers will increase. The central training site is at NIET, and the program will rehabilitate its sound system, in addition to making other improvements at three centers in the districts of Salfet, Bethlehem, and Jerusalem Suburbs.

School Connectivity and laptops

The Ministry of Education has requested that AMIDEAST prioritize providing LTD schools with connectivity, as well as providing teachers, principals and supervisors with laptops. Connectivity and laptops are essential tools for the schools and serve as incentives for beneficiaries. Consequently, AMIDEAST finished the installation of wireless Local Area Networks (LAN) in 88 first cohort schools so that every classroom and administrative area in each school has reliable access to the Internet through strategically installed access points. AMIDEAST agreed to rely on the MoEHE to negotiate arrangements with PALTEL to provide internet connectivity and PALTEL did provide this service to all 88 schools. The Ministry has informed LTD that PALTEL will continue providing this service to cohort 2 schools.

PALTEL provides a 4 MB connection for one year free of charge. Consequently, AMIDEAST intends to move forward and start the contracting process for LAN installation in October 2015 with the goal of having the second cohort schools connected by January 2015. Total cost of LAN installation per school is estimated at \$2,600, or \$780,000 for 300 schools. The continued provision of Internet service by PALTEL for the remaining schools and for all schools beyond fall 2015 remains an open question.

Technology in schools

In order to assist teachers involved in the professional development trainings and to provide a crucial incentive to participate, AMIDEAST provided laptops for LTD first cohort public school principals and teachers who participated in the program's professional development activities. The second cohort principals and teachers will receive same support. These computers have the technical specifications necessary for their use in both administrative and teaching contexts. Each laptop includes all relevant software and three-year license for anti-

virus software. Furthermore, each school will receive at least two portable LCD projectors. Each school may also use its school Improvement Plan to request additional technology within the scope of its allowable budget.

- Computers to Principals
- Computers to Teachers

Procurement is a process that takes time. Once an RFQ is issued it takes about two to three months to receive and analyze the bids and receive company vetting results.

Procurement	O	N	D	J	F	M	A	M	J	J	A	S
Procure the required Hardware & Software for AED		X	X									
Continue procuring supplies requested based on SIPs in Cohort 1	X	X	X									
Procure and deliver 260 LCD Projectors for schools in Cohort 2		X	X	X	X							
Procure and deliver 700 Laptops for school teachers in Cohort 2	X	X	X	X	X							
Assess the needs and procure equipment for 3 training centers - Cohort 1 & 2	X	X	X									
Procure WiFi equipment and installation for Schools in Cohort 2		X	X	X	X	X	X					
Review and procure the needs for School Improvement Plans (\$5-6K each) – Cohort 2			X	X	X	X	X	X				

Compliance and Budget

The complexity of LTD in addition to issues related to USAID's regulations, procedures and Mission Order 21 requires careful monitoring and advance planning of compliance and budget issues. The staff of AMIDEAST West Bank/Gaza and particularly the staff of LTD are experts with years of experience in thinking through and managing such details. AMIDEAST will use its years of professional knowledge and experience to minimize delays whenever planning and engaging in sub-contracts needed for the timely delivery of training and resources to such a large number of beneficiaries.

Similarly, any consultant contracts that are negotiated will need all the corresponding back-up documentation associated with applicable clauses of Mission Order 21 well in advance of the provision of services. All sub-award reporting, VAT exclusions and contract compliance will require careful attention. Establishing chain of custody for all Gaza procurement is well understood. AMIDEAST has well-established systems for addressing these necessary USAID requirements and does not foresee any particular difficulties except for the challenge of planning sufficiently far in advance and tracking documentation very closely on what is very complicated program.

The original LTD budget was developed more than a year and a half ago and revised several times based on a delay in the new obligations; consequently, this year's Work Plan will be submitted for approval by USAID in conjunction with a budget to cover items that have been covered from last year's budget. The distribution of funds for the School Improvement Plans for first cohort schools is just one example. Significant costs have changed as a result of the addition of new program components and the elimination of others.