

## LEADERSHIP AND TEACHER DEVELOPMENT PROGRAM

### FINAL REPORT



تعلم عالي  
الجودة

مستقبل  
أفضل

قيادة تربوية

#### Bibliographic Information:

**USAID Award Number:** AID 294-A-12-00006

**USAID Program Area and Element:** Program Area A12/ Element A055

Education / Strategic Objective SO 13

**Author:** Leadership and Teacher Development Program

**Contractor Name:** AMIDEAST

**Sponsoring USAID Agency Operating Unit:** Investing in the Next Generation Office

**Date of Publication:** July 2018

**Language of Document:** English

**Contact Information:** Leslie Nucho, Vice President, Programs, AMIDEAST; [Inucho@amideast.org](mailto:Inucho@amideast.org)

Disclaimer: This publication was produced for the United States Agency for International Development (USAID). It was prepared by the AMIDEAST Leadership and Teacher Development Program, West Bank/Gaza. The views expressed in this publication do not necessarily reflect the views of USAID or the United States Government.

*This report is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of AMIDEAST and do not necessarily reflect the views of USAID or the United States Government.*

# Contents

---

Figures.....	ii
Tables.....	iii
Abbreviations.....	iv
Executive Summary.....	1
LTD’s Theory of Change.....	1
Infographic: LTD by the Numbers.....	3
Result 1: Education Policies, Structures and Systems Improved.....	4
1.1. Policies Improved.....	4
1.2. Education Structures Improved.....	5
1.3. Systems Improved.....	5
Result 2: Enhanced Capacity of Principals, Teachers and Supervisors to Improve Classroom Instruction.....	6
2.1. Educational Leadership Improved.....	6
2.2. Leadership Role of Teachers Enhanced.....	7
2.3. IT Usage in Schools Expanded.....	7
2.4. Professional Networking Enhanced.....	8
Result 3: National Cadre of Teacher and Leadership Educators Established.....	8
3.1. Professional Learning Communities (PLCs) Enhanced.....	8
3.2. Trainers’ Competencies Strengthened.....	8
3.3. Performance Standards Developed.....	9
Result 4: Pre-Service Teacher Education in Gaza Improved.....	9
4.1. Three-Year Strategic Plan Developed.....	9
4.2. Learner-Centered Instruction Improved.....	9
4.3. English Language Teaching Improved.....	10
1. Project Award and Start-up.....	11
1.1 Initial Mobilization.....	11
1.2 Establishing MoEHE Partnerships for Systemic School-Based Reform.....	11
1.3 Performance Monitoring Plan.....	11
1.4 Subcontractors—UMass and World Learning/SIT.....	12
2. Policies and Structures within the MoEHE to Support Leadership and Teacher Development Improved.....	13
2.1. Functional Audit: The Process and Its Results.....	13
2.2. Key Achievements in Improving Policies.....	16
2.3. Key Achievements in Improving Structures.....	19
2.4. Key Achievements in Improving Administrative Systems.....	28

3.	The capacity of school principals to work with teachers and supervisors to improve classroom instruction improved .....	31
3.1	LTD Leadership Diploma Program Framework .....	31
3.2	Improved Principal Leadership Competencies .....	34
3.3	Professional Networking Conferences .....	35
3.4	Building Capacity through International and Regional Study Tours .....	39
4.	National Cadre of Teacher Educators Established .....	43
4.1.	Teacher Educator Enhancement Program .....	43
4.2.	Sustaining High Quality Training Delivery by NIET .....	46
4.3.	Teacher Qualification Diploma Program .....	47
5.	LTD’s Impact on Student Learning Outcomes .....	54
5.1	Content Knowledge .....	54
5.2	Thinking Skills .....	55
5.3	Conclusions: LTD’s Theory of Change Validated .....	55
6.	Pre-service Teacher Education at Al-Azhar University in Gaza Improved .....	56
6.1.	Strategic Plan for the Faculty of Education .....	56
6.2.	Teacher Educator Enhancement Program (TEEP)/Gaza .....	59
6.3.	Professional Certificate in English Language Teaching .....	61
7.	Leading Change with Technology .....	64
7.1.	Use of ICT by School Leadership .....	64
7.2.	ICT Resources by Teachers .....	64
7.3.	Impact of ICT Resources on Teaching Practices .....	65
7.4.	Principals’ and Teachers’ Perception of the Impact of ICT on Students .....	65
7.5.	Coding: Preparing LTD Students for the Global Workplace .....	66
8.	Gender Equality and Female Empowerment .....	68
8.1.	Measuring Equality and Empowerment .....	68
8.2.	Promoting Gender Equality .....	69
8.3.	Promoting Gender Empowerment .....	69
9.	Project Management .....	70
9.1	Major Accomplishments by Monitoring and Evaluation Department .....	71
9.2	Major Accomplishments by Operations and Compliance Department .....	73
9.3	Major Accomplishments by Communications and Public Relations Department .....	74
10.	Recommendations .....	77
	Annex 1: Snapshots of LTD Success .....	79
	Annex 2: List of Documents and Reports Produced Under LTD .....	90

## Figures

---

Figure 1. LTD Theory of Change.....	2
Figure 2. LTD Beneficiary Totals .....	3
Figure 3. Functional audit process .....	13
Figure 4. MoEHE Policy Reform Needs .....	14
Figure 5. School Improvement Plan Development .....	19
Figure 6. Quality of SIT performance in implementation stage.....	20
Figure 7. DLT Survey Findings .....	22
Figure 8. DLT Focus Groups Findings .....	23
Figure 9. SDP Modules' Themes and Topics .....	27
Figure 10. Percentage of LTD-Trained Principals .....	31
Figure 11. LDP Module Content.....	32
Figure 12. DLT-LTD Professional Networking Conference Schedule. ....	36
Figure 13. Conference Improvement of Professional Skills (Cohort 3).....	37
Figure 14. Capacity-Building Benefits for Attendees (non-presenters).....	38
Figure 15. Principals and teachers' satisfaction with role of MoEHE and Directorates .....	39
Figure 16. Structure and process of learning circles.....	44
Figure 17. Action research cycle of inquiry.....	44
Figure 18. Potential contents in portfolio of professional practice .....	45
Figure 19. Core teacher competencies .....	48
Figure 20. Classroom engagement scores .....	52
Figure 21. Support for communication skills .....	52
Figure 22. Support for critical thinking .....	53
Figure 23. Support for creativity .....	53
Figure 24. Percentage Difference: LTD and Non-LTD Scores.....	54
Figure 25. Strategic planning process .....	56
Figure 26. Strategic objectives of the Strategic Plan .....	57
Figure 27. TEEP themes and topics for university faculty.....	59
Figure 28. PCELT program at a glance.....	61
Figure 29. Cover of PCELT trainers' professional memoire .....	63
Figure 30. Evidence the coding made a difference.....	67
Figure 31. Supporting gender equality .....	69
Figure 32. Supporting gender empowerment .....	69
Figure 33. Schematic of LTD's Departments for Program Management.....	70

## Tables

---

Table 1. Leadership Improvement Survey Results.....	34
Table 2. Principal Effectiveness Improvements .....	35
Table 3. Electronic Transfer Conference Participants.....	42
Table 4. TEEP Program Enrollment .....	43
Table 5. Standards for Organizational and Trainer Performance .....	47
Table 6. Topics and themes in Teacher Qualification Program curriculum .....	48
Table 7. Teachers’ and Principals’ Improvement Self-Assessment Results .....	50
Table 8. Change in Baseline and Endline Scores for Teacher Effectiveness as Reported by Teachers (n = 306) .....	50
Table 9. Agreement that teachers are creating a learner-centered classroom .....	51
Table 10. Results of Exams for LTD and Non-LTD students .....	55
Table 11. Results of Analysis of Cognitive Domains .....	55
Table 12. Sample for gender survey .....	68

# Abbreviations

---

Accreditation and Quality Assurance Commission	AQAC
America-Mideast Educational and Training Services	AMIDEAST
Assessment and Evaluation Department	AED
Automated Directives System	ADS
Chief of Party	COP
Commission for Developing the Teaching Profession	CDTP
Department of Administrative Affairs	DAA
Department of Field Follow-Up	DFE
Directorate of Human Resources and Administrative Affairs	DHRAA
Directorate of Planning	DP
Directorate of Supervision and Qualifications	DSQ
District Leadership Team	DLT
Geospatial Management Information System	Geo-MIS
Information Communication Technology	ICT
Joint Financing Partners	JFP
Leadership and Teacher Development	LTD
LTD/NIET Joint Working Group	JWG
Leadership Diploma Program	LDP
Middle East and North Africa	MENA
Ministry of Education and Higher Education	MoEHE
Model Schools Network	MSN
Monitoring and Evaluation	M&E
Monitoring and Evaluation Task Force	METF
National Institute for Educational Training	NIET
National Teacher Education Strategy	TES
Operational Plan	OP
Professional Certificate in English Language Teaching	PCELT
Professional Learning Community	PLC
Quality Assurance Unit	QAU
School Improvement Plan	SIP
School Improvement Team	SIT
Supervision Diploma Program	SDP
Teacher Educator Enhancement Program	TEEP
Teacher Qualification Program	TQP
United States Agency for International Development	USAID
University of Massachusetts, Amherst	UMass

# Executive Summary

---

## Introduction

Launched in May 2012 and working in partnership with the Ministry of Education and Higher Education (MoEHE), the Leadership and Teacher Development (LTD) Program—funded by USAID and administered by AMIDEAST—is a comprehensive education reform initiative aimed at improving the quality of education in the West Bank and Gaza through a results-based approach to leadership and teacher development focused on high levels of learning for all students.

AMIDEAST is pleased to report that LTD successfully accomplished its four major program objectives, also known as “intermediate results.” LTD’s holistic, school-based approach to educational reform has successfully:

- 1) Improved policies, structures and systems within the MoEHE to support leadership and teacher development.
- 2) Enhanced the capacity of school principals, supervisors and teachers to work together to improve classroom instruction.
- 3) Established a national cadre of teacher and leadership educators who meet MoEHE standards for quality instruction and supervision.
- 4) Improved pre-service teacher education in Gaza.

By effectively building a broad-based consultative process among stakeholders—principals, teachers, district leadership teams, and ministry policymakers—to identify needs, plan strategic capacity building, and implement activities for school-based professional development—LTD leaves a legacy of improved basic education for over 150,000 schoolchildren annually in the West Bank and improved pre-service teacher education for over 4,500 undergraduates annually in the Gaza Strip.

More importantly, LTD leaves a legacy of policies and structures that places educational reform in the capable hands of 454 principals, 2,502 teachers, and many scores of district leaders and university instructors. Their experiences in the LTD program enabled them to develop values, attitudes, knowledge and skills that promote leadership and instruction dedicated to sustainable models of learner-centered, 21<sup>st</sup>-century education in their schools.

## LTD’s Theory of Change

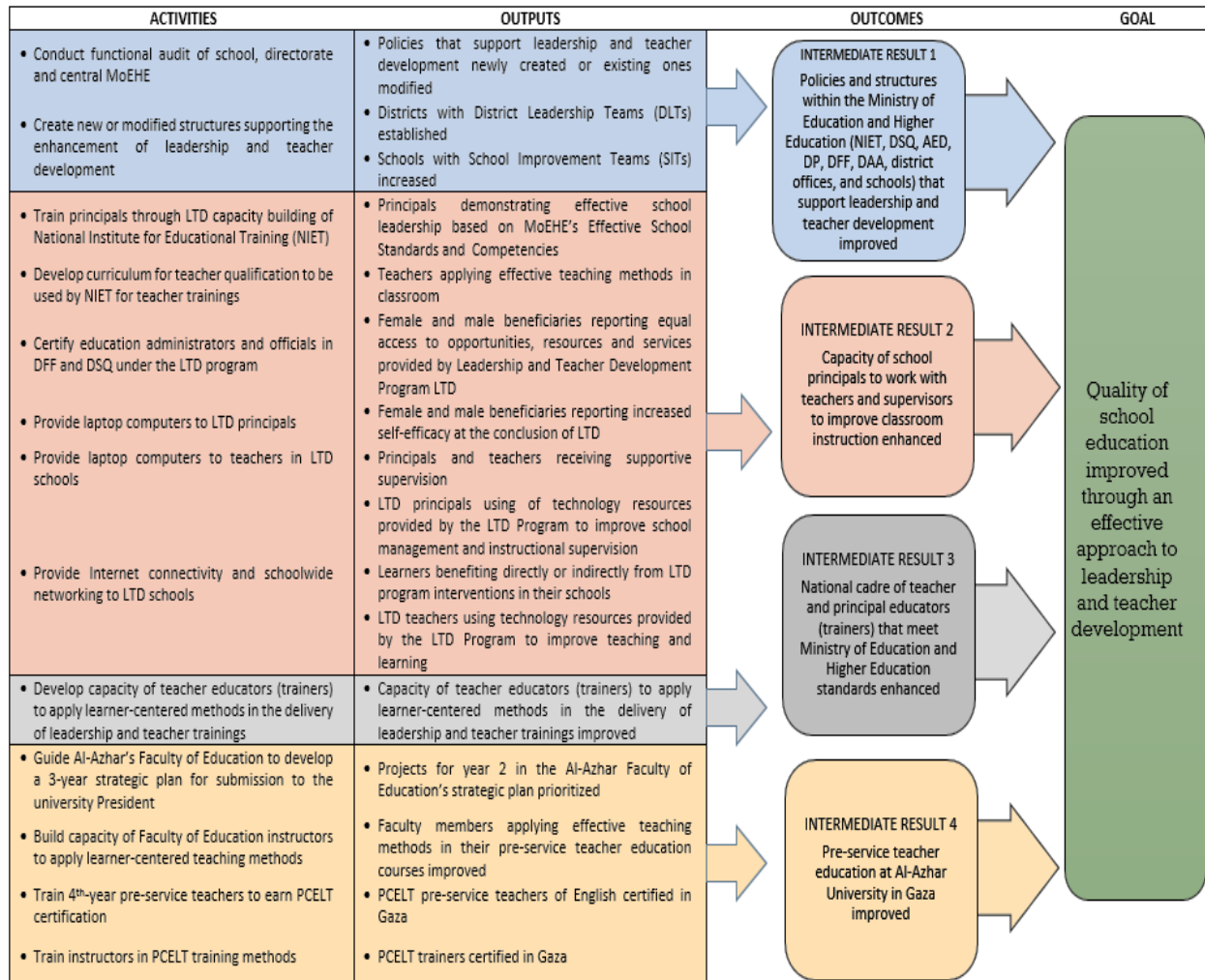
While discourse about school-based reform typically positions the school as the *unit of change*, LTD positioned the school as the *agent of change*. Instead of being acted upon, the school is viewed as a community of purposeful actors—principals, teachers, students, parents, community institutions and district leadership—whose collective agency drives school improvement.

LTD also understood that the sustainability of local agency relies on the alignment of policies, structures and resources at all levels of the educational system, from the school to the district directorate to the central ministry—to support teachers’ capacity to deliver learner-centered instruction. In short, LTD’s theory of change took a systems-based approach to empower practitioners at the school level and



decision-makers at the district and central levels to recognize and manage the complexity of problems, needs and resources (human and material) that affect the quality of education.<sup>1</sup>

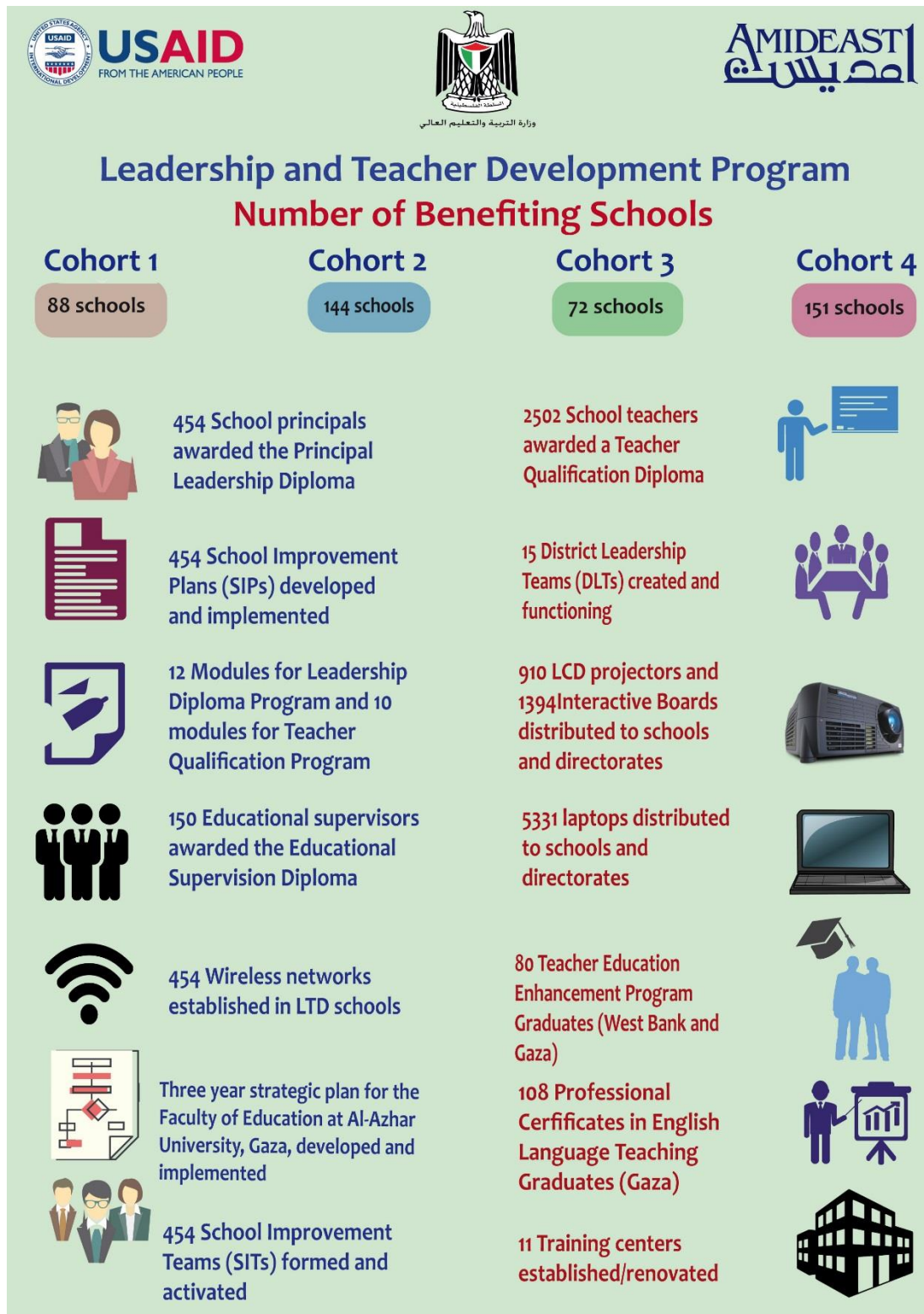
Figure 1. LTD Theory of Change



<sup>1</sup> LTD makes the same assumptions about the school as a learning organization as described by Peter Senge and colleagues (2012): "The core idea...is simple: institutions of learning can be designed and run as learning organizations. In other words, schools can be made sustainably vital and creative, not by fiat or command or by regulation or forced rankings, but by adopting a learning orientation. This means involving everyone in the system in expressing their aspirations, building their awareness, and developing their capabilities together." (Kindle Edition, Chapter 2, paragraph 1)

# Infographic: LTD by the Numbers

Figure 2. LTD Beneficiary Totals



## Result 1: Education Policies, Structures and Systems Improved

LTD's interventions worked to align the policies and structures comprising the three levels of the educational system—school, district directorate and central ministry—into a more cohesive and harmonized system focused on empowering school leadership and teachers to provide high-quality learning for all students.

### 1.1. Policies Improved

As a result of LTD's interventions to improve education policies, the MoEHE:

- 1.1.1. Developed and headed a functional audit of policies, structures and processes throughout the three-tiered system of the MoEHE, from the local school to the district directorate and to the central ministry itself. This effort resulted in supporting data-driven decision-making to reform systems of leadership and accountability within and across schools, district directorates and general directorates.
- 1.1.2. Expanded the scope of work of NIET (National Institute for Educational Training), making it—rather than higher education institutions—the primary service delivery point for the professional development of school principals and under-qualified teachers.
- 1.1.3. Approved alternative strategies, tools and processes comprising a supportive, developmental model of supervision of principals and teachers, as a supplement to the traditional summative performance evaluations used by the Department of Field Follow-Up (DFF) and the Directorate of Supervision and Qualification (DSQ).
- 1.1.4. Aligned the standards, methods and tools used by the directorate sections of DFF and DSQ with the MoEHE's policy shift—championed by LTD—away from an “evaluative” system of professional assessment to one that emphasizes a learner-centered, supportive and developmental approach.
- 1.1.5. Mandated the formation of the District Leadership Team (DLT) as a permanent structure in all school directorates, a move that strengthens the capacity of district leadership to support school improvement more effectively.
- 1.1.6. Scaled up and fast-tracked its HR e-Portal Initiative to include LTD school principals. LTD leveraged its robust provision of Internet connectivity and laptops to principals and teachers in LTD schools to assist the MoEHE's Directorate of Human Resources and Administrative Affairs to conduct a pilot study with 39 LTD school principals, training them to utilize the Ministry's HR e-Portal to process administrative communications. Key outcomes are that most West Bank schools now use digital employee time clocks networked to the HR e-Portal and nearly all school directorates have accelerated their transition from paper to electronic communications with schools through the use of email and authorized social media—outcomes that are improving administrative efficiency and reducing paper wastage.
- 1.1.7. Separately from the MoEHE, the Faculty of Education of Al-Azhar University in Gaza modified a graduation requirement for pre-service teachers, now requiring graduates to be

competent in conducting action research. This decision also led to the addition of a new methods course focused on action research.

## 1.2. Education Structures Improved

As a result of its interventions to improve education structures, LTD successfully:

- 1.2.1. Empowered School Improvement Teams (SITs) that were established in the 454 LTD schools as a requirement of LTD's Leadership Diploma Program as a mechanism for shared leadership in which key stakeholders of a school community—the principal, teachers, staff members, students, parents, and community members—work collaboratively to identify needs and to design and implement evidence-based School Improvement Plans (SIPs).
- 1.2.2. Supported the capacity of the newly created District Leadership Teams (DLTs) to develop strategic plans framed by needs of their local schools and MoEHE education initiatives.
- 1.2.3. Built the technical capacity of the Assessment and Evaluation Department (AED) of the MoEHE to apply advanced methods in educational research, resulting in the expansion of AED's capacity to conduct data analytics from student testing and mixed methods research to investigate contextual factors in schools that may impact student learning and achievement. AED staff have already applied their skills to investigate policy questions, including research on the relationship between student achievement and the physical environment of the classroom (e.g., lighting, classroom space, air quality, furniture, etc.), and the relationship between achievement and the grouping of students in schools based on grade levels.
- 1.2.4. Formed the Monitoring and Evaluation Task Force (METF), an interdepartmental group of M&E experts from across the MoEHE to provide technical input and consultation to develop and implement many of the tools and procedures used by LTD for its functional audit of schools, directorates and the central MoEHE; the METF continues to serve the MoEHE by contributing to its decentralization policy study and its annual sector review.

## 1.3. Systems Improved

As a result of its interventions to improve systems, LTD successfully:

- 1.3.1. Supported the DAA's e-Portal Initiative to conduct a pilot study to train a group of 39 LTD principals, the success of which led the DAA to scale up e-Portal training for all school principals in the West Bank.
- 1.3.2. Provided technical and in-kind assistance for the MoEHE's multi-year "Digital Ministry" initiative to network digital communications across its key administrative and financial systems that produced the digital architecture for a Single Sign-On (SSO) and project technical manual, both of which the MoEHE is now using to complete the creation of a unified portal.

## Result 2: Enhanced Capacity of Principals, Teachers and Supervisors to Improve Classroom Instruction

Accredited by the MoEHE's Accreditation and Quality Assurance Commission and delivered by NIET, LTD's Leadership Diploma Program is a 320-hour school-based professional development program that engages cohorts of principals in face-to-face training, action research, reflective practice in learning circles and inquiry-based leadership projects. With support from the District Leadership Teams, the program supported principals to develop attitudes and skills in shared leadership, and to mobilize teachers, students and parents to promote a healthier, safer and more child friendly learning environment for all students.

Furthermore, LTD provided each school with an average of \$19,000 of in-kind assistance that covered the cost of Internet connectivity, educational technology and the school's purchase of resources needed to implement the school improvement plan developed by its SIT, which is chaired by the principal.

Additionally, over the lifetime of the program, and in coordination with the DLTs in each directorate, LTD sponsored 16 district-wide education conferences. These professional networking events took place at the completion of a cohort's LTD training and created a space for principals, teachers and supervisors to share best practices and lessons learned.

### 2.1. Educational Leadership Improved

As a result of its interventions to enhance the capacity of school principals to work with teachers and supervisors to improve classroom instruction, LTD successfully:

2.1.1. Transformed the school leadership paradigm. LTD and its partner NIET transformed the principalship from a traditional command-and-control style of educational leadership to one that values and practices shared leadership. The principal's role in leading the SIT was the key mechanism for this transformation.

- The SIT served as the mechanism by which the principal distributed some of his/her leadership responsibilities to teachers, parents, staff members or others from the local community in order to work cooperatively in a participatory process of data analysis, discussion and decision-making to design and implement a school improvement plan. Indeed, SIT members awarded an 84% approval rating to the principal's effectiveness in supporting and managing the SIT's collaborative work in developing and implementing their SIPs.
- The shared leadership model of the SIT increased the capacity of LTD schools to: (1) create a more child-friendly climate by making major improvements to the physical conditions of schools; (2) foster the widespread use of ICT in classroom instruction; (3) strengthen internal and external relations among students, staff and parents, especially by leveraging the evidence-based SIP to secure in-kind support from the local community; and (4) encourage teachers to use student assessment data in making informed decisions to improve their teaching practices.

2.1.2. Improved principals' competencies in instructional leadership. The Leadership Diploma Program enabled principals to supplement their administrative skills with values, attitudes,

knowledge and skills necessary to be more effective in providing instructional leadership, and to prioritize their own ongoing professional learning as well as that of their teachers. Over the life of the program, the cohorts of principals saw as much as 24% growth in their competencies to lead teaching and learning.

## 2.2. Leadership Role of Teachers Enhanced

The Teacher Qualification Diploma Program, developed jointly by LTD and NIET, enhanced the capacity of teachers to:

- 2.2.1. Improve students' academic achievement as measured by standardized test scores in Arabic, English, math and science. An LTD-MoEHE joint evaluation study found that:
  - Students of LTD teachers scored higher on standardized tests of achievement in Arabic, English, mathematics and science/biology than did students of non-LTD teachers.
  - LTD students scored higher than their non-LTD peers on test items measuring the cognitive skills of knowing, applying and reasoning in Arabic, math and science/biology.
- 2.2.2. Increase the classroom engagement of students across the four core domains of 21<sup>st</sup>-century learning skills: communication, collaboration, critical thinking and creativity. In the evaluation study noted above, LTD students rated their classrooms as more "learner-centered" than did their non-LTD peers.
- 2.2.3. Transform the culture of teacher supervision from "evaluative" to "supportive." LTD provided technical assistance to support efforts by the DSQ to develop and implement its modular Supervision Diploma Program. The program is transformative and builds the capacity of supervisors to:
  - Redefine their role as supporters of teacher professional development rather than act strictly as evaluators of teacher performance.
  - Coach peers and teachers to use educational technology, including interactive whiteboards.
  - Conduct fieldwork and action research for school-based projects.
  - Adopt new approaches to teaching and authentic assessment.
  - Champion professional learning communities among teachers under their supervision.

## 2.3. IT Usage in Schools Expanded

- 2.3.1. Empowered 451 principals to leverage LTD-supplied information and computer technology to support the systemic integration of technology in classrooms.
- 2.3.2. Successfully piloted a one-semester computer-programming course for 542 middle school students in LTD schools in Hebron, Ramallah and Jenin, which contributed to policy discussions by the MoEHE to develop a national education strategy to integrate IT into public school classrooms. Furthermore, it contributed to the MoEHE decision to expand the coding

course to 426 LTD and SSP schools spread across 15 districts in the West Bank during the 2017 winter semester.

- 2.3.3. Procured and installed two interactive whiteboard projectors in all 454 of its schools and, with the cooperation of NIET and DSQ, conducted a training-of-trainers that enabled a team of four IT supervisors to lead a cascading series of workshops to train district IT supervisors and teachers in the effective pedagogical use of interactive whiteboard technology in classrooms.

## 2.4. Professional Networking Enhanced

LTD sponsored regional and international study tours to the USA and neighboring Jordan involving 52 MoEHE personnel, including top-level policymakers, department officials, principals and teachers. The study tours allowed the staff to network with regional experts, explore innovative approaches and methods for technology in leadership and teacher training as well as for their own professional learning, and develop action plans for action research.

## Result 3: National Cadre of Teacher and Leadership Educators Established

LTD supported the establishment of a national cadre of teacher and principal educators (trainers) comprised of 26 NIET staff and 20 university faculty consultants. With technical support from a team of experts from the Center for International Education at the University of Massachusetts, Amherst, LTD and NIET developed and delivered the Teacher Educator Enhancement Program (TEEP). TEEP is a 270-hour training-of-trainers (TOT) program that mirrored the training approach and methods adopted in the Teacher Qualification Program (TQP). During their delivery of training for LTD's first cohort of principals and teachers, TEEP participants engaged in recurring cycles of reflection in order to identify problems of practice, do action research and meet regularly in learning circles with peers to share findings, exchange feedback and plan changes in their practice.

LTD's success in establishing a national cadre of teacher and leadership educators that meets MoEHE standards for instruction and supervision led to the following outcomes.

### 3.1. Professional Learning Communities (PLCs) Enhanced

With the success of the TEEP program, NIET embedded the inquiry cycle—consisting of iterative phases of action research, building a portfolio of professional practice, and critical reflection in a professional learning community—into its internal system of professional development, and it is now taken into consideration in the annual performance evaluations of NIET's training staff.

### 3.2. Trainers' Competencies Strengthened

The TEEP program strengthened the capacity of trainers to deliver high quality training that meets seven core competencies: (1) using a variety of learning activities; (2) balancing theory and practice; (3) practicing active learning and learner-centered techniques; (4) employing educational technology and new media; (5) facilitating critical thinking; (6) providing continuous feedback; and (7) helping trainees to transfer their learning to the real-world context of their workplaces.

### 3.3. Performance Standards Developed

LTD provided technical support to NIET’s leadership for the development of organization and trainer performance standards based on international standards for organizations that deliver educational training and professional development. The standards offer a comprehensive framework for facilitating annual strategic planning, the induction of new trainers, the mentoring of novice trainers, the development of tools for peer observation, the benchmarking of best practices for high quality training, and as a rubric for both formative and summative performance evaluations.

## Result 4: Pre-Service Teacher Education in Gaza Improved

LTD partnered with key stakeholders—administrators, faculty and students of the Faculty of Education of Al-Azhar University, Gaza—to improve the quality of its pre-service teacher education programs. With technical support from UMass, LTD guided the administration in a consultative process to produce a three-year strategic plan that aligned the Faculty of Education’s vision, mission, curricula, courses, learning outcomes and instructional practices. Additionally, LTD delivered a faculty professional development program modeled after TEEP to 36 instructors. Finally, with expertise provided by World Learning/SIT Graduate Institute, LTD delivered an accredited Professional Certificate for English Language Teachers (PCELT) program to 108 student-teachers and certified three instructors as fully licensed PCELT trainers.

LTD’s success in building the capacity of pre-service teacher education programming at Al-Azhar University Gaza, LTD led to the following outcomes.

### 4.1. Three-Year Strategic Plan Developed

LTD supported the Faculty of Education in producing a three-year strategic plan that aligns the faculty’s mission and vision, curriculum, instructional practices and learning outcomes.

4.1.1. The strategic plan lays out a roadmap with milestones to: (1) enhance faculty excellence; (2) increase experiential learning across its programs; (3) revise the undergraduate curriculum and increase opportunities for students to transfer their learning to authentic classroom practice; and (4) provide lecture halls and classrooms with “smart” technologies like interactive whiteboards to increase the capacity of both instructors and students to integrate educational technology in teaching and learning.

4.1.2. To support the implementation of the strategic plan, LTD provided \$40,000 of in-kind assistance to retrofit three lecture halls with LCD projectors, Wi-Fi access point devices, and smart boards and audio devices, allowing faculty and students to engage in more blended learning methods for teaching and learning.

### 4.2. Learner-Centered Instruction Improved

4.2.1. Enhanced instructors’ capacity to utilize learner-centered and active learning methods. Harmonized faculty development with the objectives in the strategic plan by implementing TEEP for 20 members of the Faculty of Education and 12 members of the Faculty of Science.



- Participants in TEEP conducted action research projects, attended learning circles and workshops, and documented evidence of their improved practices in electronic portfolios using Moodle and Google sites.
- Instructors reduced their reliance on traditional “chalk and talk” lecturing by augmenting their unit and lesson planning with student-centered, active learning and assessment methods.

4.2.2.LTD’s provision of 37 laptops to the Faculty of Education increased instructors’ use of technology for online collaboration, integrated technology in teaching and assessment, and improved opportunities for continuing professional development.

4.2.3.LTD provided technical assistance to a Technology Task Force established by the dean of the Faculty of Education and comprised of three senior faculty members. The task force piloted the use of Moodle—an open-source classroom management system—to create demonstration courses for other instructors to learn how to integrate blended learning methods in course instruction and assessment.

### 4.3. English Language Teaching Improved

4.3.1.LTD’s sub-recipient, World Learning/SIT Graduate Institute, delivered the jointly developed 120-hour Professional Certificate in English Language Teaching, resulting in the certification of 108 student-teachers and the licensure of three instructors as PCELT trainers. PCELT enhanced the competencies of the student-teachers by: (1) improving their beliefs and attitudes about the teaching profession and their students; (2) increasing their ability to select and use a variety of tools and approaches to engage students in active learning; (3) enhancing their skills in lesson planning and designing appropriate assessments; (4) increasing their confidence in the use of peer collaboration to share resources and exchange feedback; and (5) fostering ongoing professional development via social media using a PCELT Facebook page created by AMIDEAST/West Bank to network PCELT certified teachers and future teachers of English in an online professional community of practice.

4.3.2.The licensure of three university instructors as PCELT trainers ensures the sustainability of PCELT teacher certification in Gaza. Moreover, one of the instructors successfully completed a rigorous training to become a licensed master trainer that qualifies her to train and license future PCELT trainers in Gaza, thus sustaining access to PCELT for in-service teachers.

# 1. Project Award and Start-up

---

## 1.1 Initial Mobilization

With the signing of Cooperative Agreement AID 294-A-12-00006 on May 3, 2012, USAID and AMIDEAST launched the four-year Leadership and Teacher Development Program. On two later occasions, USAID would approve AMIDEAST's request to extend the program, allowing it to continue through June 2018. The mobilization and launch of LTD in 2012 benefited from insights, lessons learned and best practices gleaned from AMIDEAST's years of implementing educational reform and institutional capacity building programs in the Middle East and North Africa (MENA) region in general and in the West Bank and Gaza in particular, including USAID's Model Schools Network (MSN) Program and the Palestinian Faculty Development Program (PFDP). Because most of the staffing, logistics and administrative requirements were already in place, AMIDEAST was able to move quickly to begin planning and implementing LTD's interventions.

## 1.2 Establishing MoEHE Partnerships for Systemic School-Based Reform

As a comprehensive program to build capacity throughout the complex and complicated education sector in West Bank/Gaza, LTD required strategies that would integrate top-down and bottom-up communication and decision-making from the level of the school to the district directorate to the central MoEHE bureaucracy. Building on partnerships developed through MSN, the senior staff of LTD held dozens of orientation and technical meetings with key stakeholders directly involved in education policy, decision-making and reform. These included the directors general of the Department of Administrative Affairs (DAA), the Department of Planning (DP), the National Institute for Educational Training (NIET), the Department of Field Follow-Up (DFF), the Department of Supervision and Qualification (DSQ), and the Assessment and Evaluation Department (AED). In short, AMIDEAST reestablished and reinforced its partnerships and alliances with key stakeholders throughout the educational system to ensure agreement on core principles and approaches for effective school-based reform.

## 1.3 Performance Monitoring Plan

Following the development of the First Year Implementation Plan in August 2012, LTD finalized its Performance Monitoring Plan (PMP). The PMP described the processes and tools the program would use in tracking, documenting and assessing progress of all inputs, outputs and outcomes as measured against indicators agreed on through consultation with USAID and key MoEHE stakeholders, including the Department of Planning, Office of the Deputy Minister, NIET and others. From these discussions emerged a clear articulation of a program theory of change that unified and guided M&E efforts throughout the life of LTD.

## 1.4 Subcontractors—UMass and World Learning/SIT

AMIDEAST entered into strategic partnerships with the University of Massachusetts Amherst's Center for International Education (UMass) and World Learning/SIT Graduate Institute. With over four decades involvement in innovative reforms of education systems to support the development of teachers and teacher educators for USAID and other donors, UMass's scope of work called for designing the Teacher Educator Enhancement Program, supporting the development of the MoEHE's planned Teacher Performance Assessment System, and hosting representatives from the MoEHE on study tours to learn and gain a comparative perspective of school administration and professional development of principals and teachers.

To support LTD's capacity building of pre-service teacher education at Al-Azhar University, AMIDEAST contracted World Learning/SIT, an accredited American university well known internationally for its TESOL master's and certificate programs, to deliver the Professional Certificate in English Language Teaching and license up to four PCELT trainers and as many as two PCELT master trainers. PCELT is an internationally recognized 120-hour TESOL certificate program developed by AMIDEAST and World Learning/SIT.

## 2. Policies and Structures within the MoEHE to Support Leadership and Teacher Development Improved

LTD’s interventions worked to align the policies and structures comprising the three levels of the educational system—school, district directorate and central ministry—into a more cohesive and harmonized system focused on empowering school leadership and teachers to provide high quality learning for all students. To provide a roadmap for improving education policies, structures and systems, a joint AMIDEAST-MoEHE task force examined the intra- and inter-departmental operations of the major units of the MoEHE and identified gaps in their implementation and management of policies and resources throughout the basic education system in the West Bank. Preliminary findings of the functional audit were shared with key stakeholders, and the resulting discourses and debates helped policymakers to reexamine and prioritize school reform policies for the Ministry’s new five-year Education Development Strategic Plan 2014–2019.

Beginning with a summary of that audit, the following sections review the ways that LTD contributed to enhancing policies, structures and systems within the MoEHE to support leadership and teacher development.

### 2.1. Functional Audit: The Process and Its Results

LTD designed and implemented the functional audit as a multi-level gap analysis carried out in three stages. The first occurred within schools among principals, teachers and counselors; the second within district directorates with district directors, deputy directors and heads of directorate sections; and the third with senior officials in the central offices of the MoEHE, including nine directors general and two assistant deputy ministers. With technical support and collaboration from members of the functional audit task force—a committee comprised of the Monitoring and Evaluation Task Force (METF) and representatives from the Departments of Planning and Administrative Affairs—the functional audit took a full year to complete.

As shown in Figure 3, the audit identified twelve major areas of needed policy reform and development.

Figure 3. Functional audit process

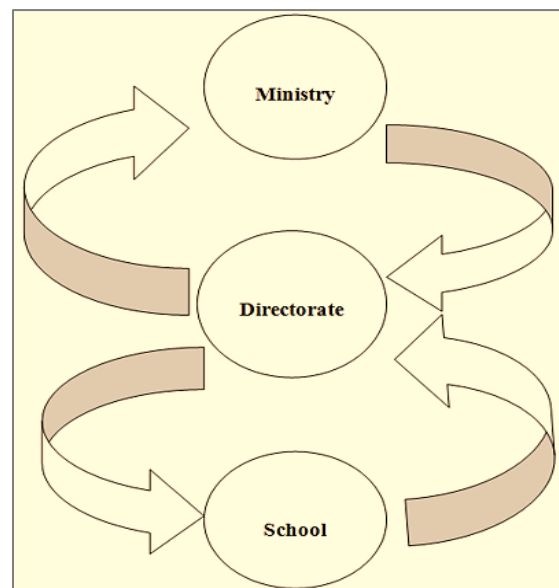
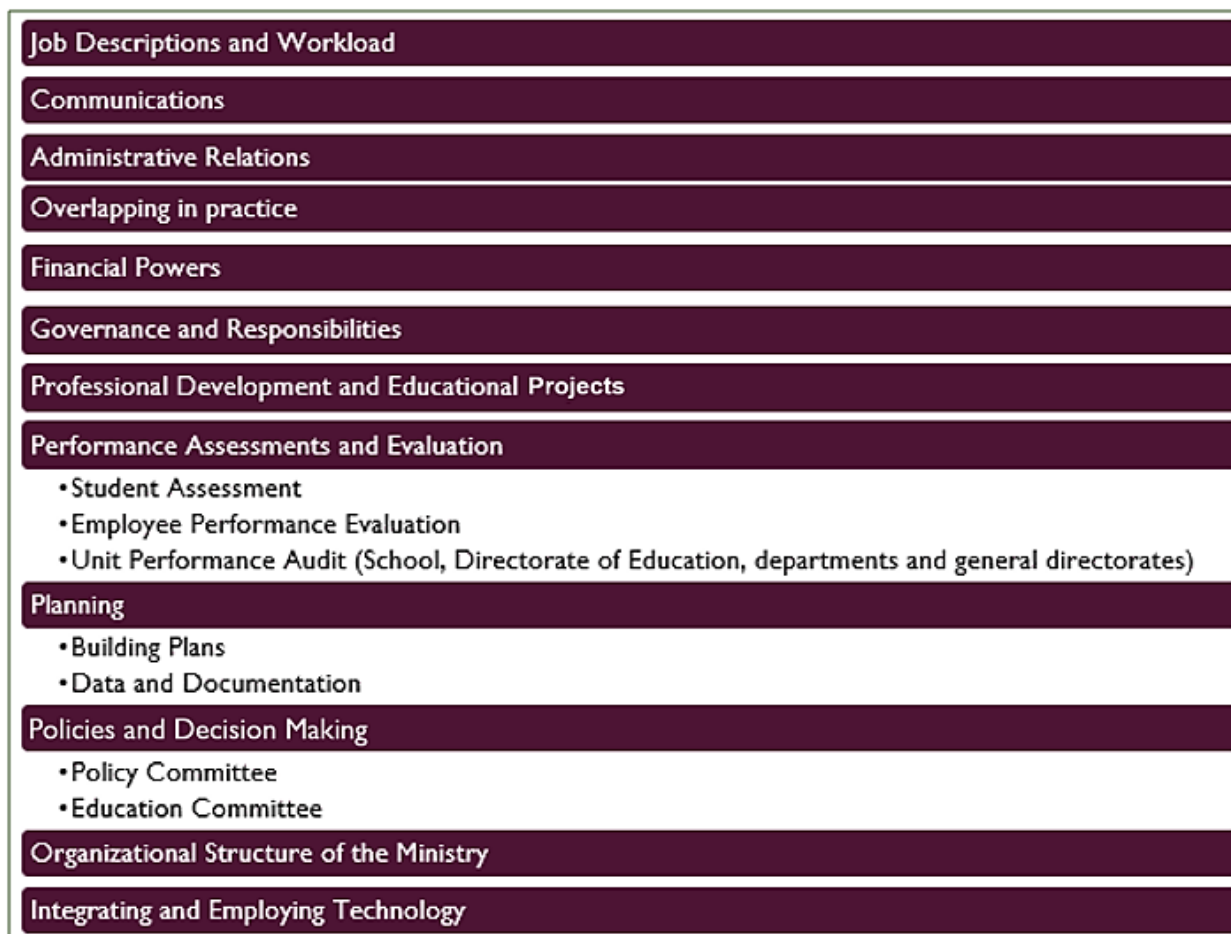


Figure 4. MoEHE Policy Reform Needs



LTD published the Functional Audit Report in December 2014, presenting copies to the MoEHE and to the Education Sector Working Group, a committee of members from all donor countries and international agencies that work in education. The MoEHE welcomed the report as a valuable resource in guiding ongoing discussions on restructuring the ministry. LTD followed up the report’s publication by convening a series of wide-ranging meetings and workshops with the MOEHE in which policymakers, directors of education and heads of departments began prioritizing short- and long-term goals to align MoEHE policies, structures and processes to support the vital role that schools and district leadership play together in ensuring high levels of learning for all students.

Even before the official publication of the functional audit report, some of its findings and recommendations had already triggered three big changes: (1) official recognition of the District Leadership Team as a new structure in the district directorates; (2) the Department of Administrative Affairs’ rollout of its initiative to connect all schools in the West Bank to the centralized e-Portal for human resources and administrative affairs; and (3) the decision by the Department of Supervision and Qualification to change its policy regarding the preparation of teachers’ lesson and unit plans from paper-and-pencil to fully electronic.

In addition to these changes and throughout the life of the program, AMIDEAST continued to leverage the findings of the functional audit to advance policy development that would ensure the sustainability of LTD's school-based and systemic approach to educational reform. In particular, LTD called on the MoEHE to take the following actions.

- Recognize and support school-based management reforms linked to school improvement planning and a process of distributive leadership, whereby parents and teachers have greater input in planning and implementing the development of effective schools characterized by learner-centered instructional practices and alternative learning assessments.
- Redefine the leadership model of the principal from command-and-control to shared/distributed leadership, with an emphasis on supportive instructional supervision to promote purposeful professional learning and growth of the teaching staff.
- Clarify and institutionalize procedures and expectations associated with the role of the District Leadership Teams and School Improvement Teams.
- Authorize the District Directorates to empower the DLTs to support principals and SITs to increase the involvement of parents, teachers and other stakeholders of the school community in discourses and evidence-based decisions on improving the school, especially by giving attention to improving communications and information exchange among stakeholders using technology.
- Allow principals to seek alternative sources of revenue flows to fill budget deficits in light of the country's chronically low-resourced education sector, which, among other things, limits the capacity of a school to finance its annual SIP.
- Empower the DLTs to organize annual professional networking conferences for principals and teachers to share ideas and best practices, and to explore innovative strategies to improve school leadership and classroom instruction resulting in high quality learning for all students.
- Develop a national strategy for the use of IT in classroom instruction, in school management and for administrative affairs at both the district and central ministry levels.
- Enhance the capacity of NIET to deliver professional development either by increasing its staff of trainers or authorizing supervisors from NIET programs to supply additional labor for professional development in cooperation with DSQ.

## 2.2. Key Achievements in Improving Policies

### 2.2.1 Expanded Scope of Work of NIET

One of LTD's most far-reaching impacts on education policy was the MoEHE decision to expand the mission of NIET to become the primary service delivery point for leadership and teacher professional development. As originally envisioned by the Ministry's Education Development Strategic Plan (EDSP) and Teacher Education Strategy (TES) issued in 2008, teacher development would be centrally directed but delivered locally by universities. In meetings with the Ministry of Education in 2013, LTD successfully made the case that NIET's trainers, who were hired from the ranks of top-performing school principals and teachers, and who held master's degrees, were no less experienced or qualified than university instructors. The Minister of Education concurred and approved the hiring of 16 new NIET trainers to boost NIET's capacity to develop curricula and deliver training for both the Leadership Diploma Program and Teacher Qualification Diploma Program.

To support the additional financial costs associated with training large numbers of teachers, USAID and the Joint Financing Partners (JFP)—a consortium of five EU countries—reached an agreement whereby the JFP would underwrite LTD's teacher training as delivered by NIET. This decision permitted LTD to allocate more resources for the procurement of educational technology for schools and teachers. In sum, the expansion of NIET's scope of work represented a major policy change and an important achievement by AMIDEAST, making NIET a key player in promoting the sustainability of the LTD model of school-based professional development for principals and teachers.

### 2.2.2 Ushered in a New Paradigm for the Supervision and Evaluation of Principals and Teachers

A key finding from LTD's functional audit of the MoEHE was that the supervision and assessment of the teacher and principal performance tends to be evaluative rather than supportive of professional growth.

“...employee performance assessment generally is judgmental and takes the form of a checklist. It does not include any reference to the extent of change in performance between the previous and the current assessment. The assessment does not provide guidance or recommendations for improving performance.”

By leveraging a key recommendation of the functional audit that employee performance assessment “should be associated with support and should include guidance for improvement,” the MoEHE permitted LTD to work with the Department of Field Follow-Up (DFF), which supervises school principals, and the Department of Supervision and Qualification (DSQ), which supervises teachers, to introduce theories and strategies of supportive supervision that empowers principals and teachers to engage in reflective practice and take more responsibility for their own professional growth. Details about LTD's role in this effort are described below on pages 24–27.

### 2.2.3 Supported Decentralization through the District Leadership Team Mandate

LTD leveraged yet another recommendation from its functional audit to encourage the MoEHE's policy decision in July 2014 to mandate the District Leadership Teams as a permanent structure in all the directorates throughout the West Bank. The core membership of each team includes the Deputy District

Director, who chairs the DLT, the head of the Supervision section, the head of the Field Follow-up section, the head of the IT section, and heads of other sections who may serve at the request of the chair.

This decision, which dovetailed with the MoEHE’s policy prioritization of decentralization, represented a major achievement by AMIDEAST towards guaranteeing the sustainability of the LTD model of school-based reform by ensuring that the DLT would have more autonomy in supporting their local schools in developing and implementing their annual school improvement plans beyond the life of LTD. A detailed description of the structure and function of the DLT begins on page 26 of this report.

#### **2.2.4 Enhanced Policy Goals for Expanding the Use of ICT in Education**

In concert with the fourth EDSP (Education Development Strategic Plan, 2014–2019), LTD’s functional audit emphasized the deployment of ICT (information communication technologies) at all levels of the educational system—central ministry, district directorates, and inside schools and classrooms.

At the level of the central ministry, LTD provided technical and in-kind assistance for the MoEHE’s “Digital Ministry” initiative intended to network and facilitate digital communications across key administrative and financial systems of the Ministry. LTD hired a team of five highly skilled experts in ICT who, through much of 2016, led the initiative by preparing and reviewing the Single Sign On (SSO) implementation plan and project technical manual to guide the creation of a unified portal, allowing MoEHE departments to seamlessly input and retrieve information as well as support multiple platforms for e-learning and collaboration among teachers, students and parents.

At the directorate and school levels, LTD improved the capacity of district supervisors to support the effective use of technology in teaching and learning in schools. LTD provided laptops to DLTs and installed state-of-the-art interactive projectors in the school directorates. These ICT resources complement LTD’s significant infusion of technology in all 454 LTD schools—Internet connectivity, laptops, LCD projectors, and interactive whiteboard projectors—that allow teachers to simplify lesson preparation, visualize presentations with interactive media, enhance differentiated instruction, and increase students’ interest, motivation and active participation.



*Interactive whiteboard training-of-trainer workshop*

To ensure that teachers received the training necessary to make effective use of the interactive projectors and software, LTD formed a core group of four tech-savvy MoEHE staff who developed and delivered training in a cascading series of workshops to technology supervisors and IT teachers in all districts. The first phase introduced the technology to members NIET’s national cadre of teacher educators. The second phase saw the four-member team deliver trainings to all technology supervisors in 15 school districts. The third phase had the technology supervisors train their fellow supervisors of the different school subjects



(e.g., Arabic, English, math, science and so on), who in turn offered workshops to teachers in their respective LTD schools.

In Gaza, LTD provided technical support to Al-Azhar University’s Faculty of Education in piloting an innovative technology integration strategy that introduced blended learning and the use of an online classroom management system (Moodle) in six pre-service teacher education courses. Students and instructors alike became more engaged than ever before in active learning both inside and outside the classroom. Moreover, instructors found that their lesson planning improved, as did their use of formative assessments to improve student learning. Evidence of the pilot’s success convinced the university administration to introduce the blended learning model in more courses and departments.

### 2.2.5 Supported a National Dialogue on Reforming Classroom Assessment

A key policy challenge that LTD’s functional audit raised with policymakers was the predominance of summative assessments of student learning—classroom, district-wide, and national standardized test of achievement—whose results rarely, if ever, inform decisions by teachers or principals to help students improve their learning. LTD, in coordination with the MoEHE, formed an interdepartmental steering committee that convened a two-day national forum on assessment, the National Assessment Strategy Forum. The forum saw the participation of 80 invited educators and education professionals across the spectrum of school, directorate and ministry officials, and included representatives from universities, private schools and UNRWA schools.



*Dr. Said Assaf, LTD Chief of Party, welcoming Dr. Saidam, Minister of Education and Higher Education, and guests at the National Assessment Forum.*

The recommendations from the Forum proved compelling enough that the Minister of Education and Higher Education approved changes to the national policy on the weighting of class grades. The Minister officially approved the new policy for Assessment Standards for Basic Education (grades 1–9) in October 2017 and directed all school districts to begin its implementation in the 2017–18 school year. The policy supplements exam-based grading to allow schools to assess and evaluate student learning based on multiple modalities of assessment, including alternative and authentic assessments, evidence of creativity, improved study habits, extracurricular participation and improved attitudes in the classroom. The new policy is notable for its provision of a more equitable and supportive system of assessment that recognizes risks to learning faced by special needs students.

### 2.2.6 Added Action Research as a Graduation Requirement for Pre-Service Teachers in Gaza

Independently from the MoEHE, the Faculty of Education of Al-Azhar University, Gaza (a private institution) modified a graduation requirement for pre-service teachers, who are now required to be competent in doing action research. This change in curriculum policy was the result of LTD’s work in

Gaza, with technical support from its subcontractor UMass, to assist the Faculty of Education in developing a three-year strategic plan. The new policy now requires that students enrolled in any of the pre-service programs across the four departments of the Faculty of Education must be competent in doing action research. The Faculty of Education also developed a new required course focused on action research.

A key reason for this policy change was that several members of the strategic plan steering committee were also participants in LTD’s year-long Teacher Educator Enhancement Program (TEEP), in which action research and an inquiry-based approach to professional development played central roles in their professional development. Seeing the value of action research in their own professional growth, the faculty members championed its inclusion in the strategic plan.

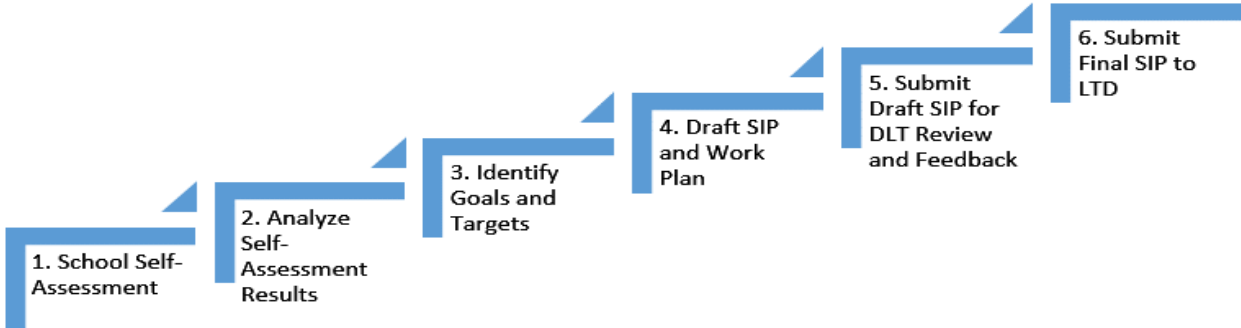
### 2.3. Key Achievements in Improving Structures

LTD defines a structure as a formal group of individuals organized under the authority of the MoEHE with specific roles and responsibilities to support the implementation of Ministry policies, goals and programs. LTD’s capacity building and school-based reform efforts involved a large variety of institutional structures at the local, directorate and ministerial levels, including the School Improvement Team, the District Leadership Team, NIET, DFF, DSQ, DP, DAA, and AED.

#### 2.3.1 School Improvement Teams (SIT)

Established as a requirement of LTD’s Leadership Diploma Program, the SIT is a mechanism for shared leadership in which key stakeholders of a school community—the principal, teachers, staff members, students, parents and community members—work collaboratively to identify needs and to design and implement an evidence-based School Improvement Plan (SIP). As a graduation requirement for the Leadership Diploma Program, every LTD principal established an SIT in his or her school. Under the leadership of the principal, the SIT follows six stages to develop its SIP.

Figure 5. School Improvement Plan Development



Unlike the command-and-control model that typifies the principalship in schools in the West Bank and Gaza, the LTD model of the SIT fosters school governance that engages the voices of key stakeholders comprising the entire school community.

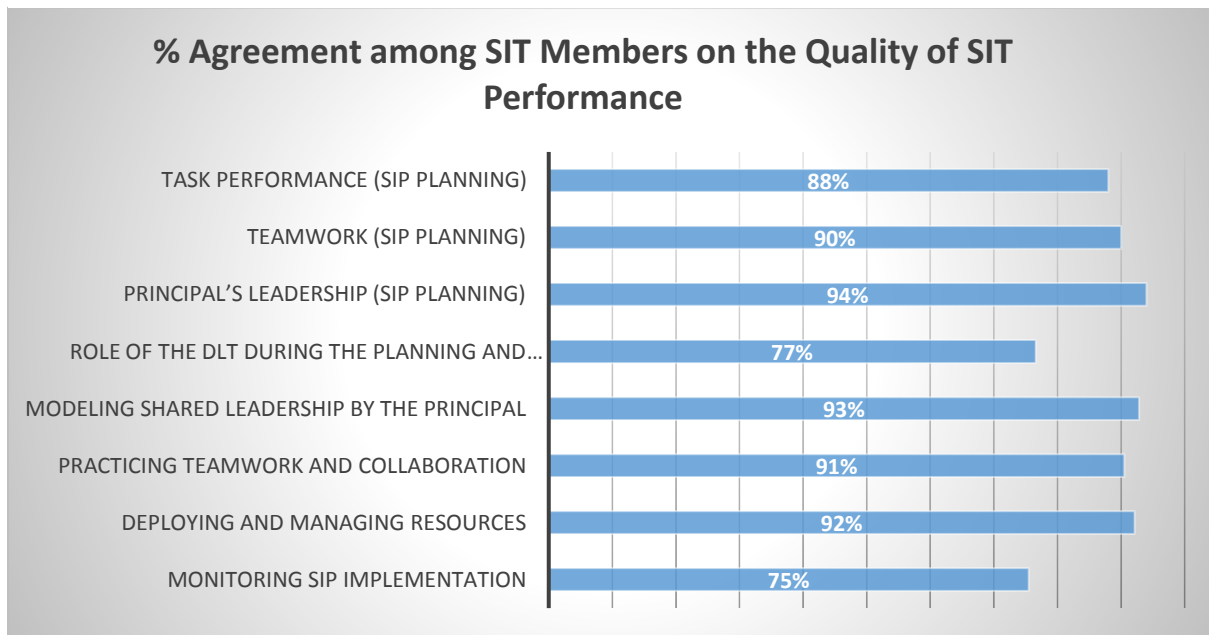
Evaluation studies carried out by LTD across three cohorts of LTD schools offer evidence for the success of the LTD model. Key findings strongly suggest that LTD—particularly through its implementation of the Leadership Diploma Program—contributed substantively to creating a culture of shared leadership among the key stakeholders of a school community: leadership, teachers and parents.

The consensus heard in the focus groups with SIP members was that the process of developing the SIP helped them focus attention on supporting more effective teaching and learning. Principals expressed satisfaction in seeing and supporting teachers who were experimenting with new strategies gained in their LTD trainings, such as integrated teaching and collaboration among teachers. Teachers, likewise, observed changes in teaching and learning resulting from the technology resources provided to school SITs, such as LCD projectors, laptops and other equipment that improved computer labs.

“From the very beginning, the roles of our team were distributed. For example, I was responsible for surveys and interviews with the parents; another teacher was responsible for the student survey, a third for the teacher survey, and a fourth did data entry. Then we worked together on the analysis and identified strengths and weaknesses and then prepared the strategic plan based on seven domains and each of us took one of these and discussed our work.”

—Faculty member of an SIT

Figure 6. Quality of SIT performance in implementation stage



In short, the LTD model of the School Improvement Team creates a process that empowers the principal to more effectively, and democratically, marshal strategic human and financial resources of the school community in ways that help build the kind of learner-centered and child-friendly classrooms that ensure more opportunities for all students to achieve high levels of learning. At the same time, however, the stakeholders expressed the desire to see the performance of the SIT strengthened even further by empowering the SIT to:

1. Collect and use data to systematically monitor, report progress, share feedback and take action to improve the implementation of goals and targets outlined in the SIP, with a particular emphasis on monitoring teaching and learning to improve learning for all students.
2. Formalize the role, representation and active participation of the parent council on the SIT in both the planning and implementation phases of school improvement.
3. Manage resources, including time, more strategically to increase the successful completion of goals, objectives and targets during the implementation of the SIP.

In addition, stakeholders also recommended that the DLT leadership should improve its capacity to:

1. Cooperate more closely with the SIT to offer systematic, constructive and timely comments and feedback during the development and implementation of a school's SIP.
2. Offer strategic backing for the principal's efforts to identify individuals, groups or organizations in the local community, or the broader school district, who may have access to supplementary resources to support the successful implementation of the SIP.

### **2.3.2 District Leadership Teams (DLT)**

As important as the SIT is for structuring a results-based process of school improvement, no SIT can go it alone. Members of an SIT rely on the support of their local DLT to accomplish goals set out in their school SIP. Framed by the MoEHE's Standards for Effective Schools, the core mission for all DLTs is to provide technical and leadership support to schools by working in tandem with School Improvement Teams to enhance communication and cooperation between school leadership and the local education directorate. Thus, the DLT and the SIT are designed to form a strategic axis of joint leadership to enhance the capacity of principals to work collaboratively with teachers and supervisors, as well as parents and community stakeholders, with the ultimate goal of improving the quality of teaching and learning for all students.

***Institutionalization of the DLT.*** To support the 'institutionalization' of the DLT into the school directorate bureaucracy, LTD conducted technical meetings with newly appointed DLT members, giving them a thorough orientation about their scope of work in supporting school development and the work of the SITs. During the spring 2015 semester, LTD co-sponsored centralized meetings for all DLTs and, along with their respective Directors of Education, assisted the teams in developing district-wide action plans to identify goals and targets to support school leadership and teacher development aimed at improving school performance standards and learning outcomes for all students. LTD also helped to strengthen DLT and SIT networking and collaboration by inviting DLTs to attend special leadership refreshing courses for graduates of LTD's Leadership Diploma Program.

***DLT as a Mechanism for Decentralization.*** The MoEHE tapped the DLTs to support its incremental efforts to devolve more responsibility and accountability to local school directorates. LTD co-sponsored two day-long meetings that brought together members of all districts in the West Bank to strengthen their policy mandate to support school improvement. Specifically, the Deputy Minister expanded the scope of work of DLTs by authorizing them to play a larger role in the implementation of system-wide policies to improve student learning in six areas: the use of IT in schools; the new regulations and approaches for student assessment associated with the General Secondary School Exam (*Injaz Tawjeehi*); strategies for supporting schools more effectively; engaging community involvement; the integration of vocational education in the curriculum; and preschool programming.

***Progress Report on DLT Performance to Date.*** LTD conducted a formative evaluation involving a survey and focus groups to assess the performance of DLTs covering the 2016–17 academic year. Overall, the study’s quantitative and qualitative findings indicate that the DLT is making progress towards its potential as a knowledge hub for networking schools and directorates in a manner that facilitates decision-making and actions to support school improvement. The findings, however, also point to gaps that pose significant challenges to the quality and sustainability of the DLT as a viable leadership structure in school directorates. The study assessed the progress of the DLT in five thematic areas: planning and goal setting; communications and knowledge management; implementation of DLT goals and plan; leadership and teamwork; and accomplishments in supporting school improvement.

**Figure 7. DLT Survey Findings**

<p><b>Key Findings from the DLT Survey</b></p>	<p><b>PLANNING AND GOAL SETTING:</b> Large majorities of DLT members (85%) are mindful of the MoEHE Standards for Effective Schools in planning and setting goals, particularly as they relate to teacher performance (73%) and student achievement (71%).</p>
	<p><b>COMMUNICATIONS AND KNOWLEDGE MANAGEMENT:</b> Of the school-based sources of data that DLT members use to inform their communications and decisions, 93% on average claim that student achievement data are important, while 87% on average consider data about professional development of principals and teachers as useful.</p>
	<p><b>IMPLEMENTATION DLT GOALS AND PLAN:</b> When assessing DLT support for school improvement, large majorities of both DLT members (87% on average) and principals (82% on average) credit the DLTs with monitoring school improvement plans and strengthening school-community relations and promoting school-to-school coordination.</p>
	<p><b>LEADERSHIP AND TEAMWORK:</b> In rating the quality of teamwork, nearly three-quarters of the DLT members agreed they conduct business with professionalism (73%) and teamwork (74%), while smaller majorities consider DLT meetings to be well-organized (58%), facilitated effectively (66%), and scheduled frequently enough (58%).</p>
	<p><b>ACCOMPLISHMENTS IN SUPPORTING SCHOOL IMPROVEMENT:</b> As measured against the seven domains comprising the MoEHE Standards for Effective Schools, a large majority of both DLT members (88% on average) and principals (89% on average) credit support from the DLT in contributing to school improvement.</p>

Quantitative findings from the survey demonstrate the DLT’s continuing potential as a hub for knowledge exchange and planning that can enhance the capacity of district leadership to empower school leadership and teachers to lead change in their schools. However, the fact that a relatively large portion of DLT members (38%) and principals (42%) did not agree that the DLT’s work contributed to actual school improvement begs for an explanation. The focus group results summarized in the next section provide insights about why.

Qualitative findings from the DLT focus groups exposed multiple factors working at cross-purposes that constrain the capacity of the DLT to function in a more sustained and integrated team-like fashion.

**Figure 8. DLT Focus Groups Findings**

<b>Key Findings from the DLT Focus Groups</b>	First, the work of the DLT has tended to be reactive rather than proactive: instead of setting its own priorities and agenda based actual school-based evidence of needs, the DLT’s work has become dependent on the priorities and agendas of external actors like LTD and the MoEHE.
	Second, because individual sections inside a directorate tend to compartmentalize and prioritize their own agendas and information, any planning or decision-making by the DLT itself takes a backseat to the priorities of sections whose members serve on the DLT.
	Finally, the locus of accountability of each DLT member is, foremost, to his or her particular section, not to the DLT, and this organizational pressure pulls a member’s time and attention away from DLT business.

To support the continuing development of the DLT as a vital knowledge hub for networking schools and their local directorate, LTD recommended to the MoEHE that every school directorate should undertake the following measures.

1. Establish a clear set of governing practices—ground rules—that spell out the roles and responsibilities of DLT members, and that emphasize teamwork that prioritizes trust and mutual respect, encourages differing opinions and perspectives, practices collaborative decision-making, balances commitment and accountability, and celebrates individual and team successes.
2. Develop an annual work plan in a consultative process inclusive of all sections of a directorate that aligns with school improvement plans, the strategic plan of the directorate and the MoEHE Standards for Effective Schools.
3. Mitigate the compartmentalization or “silozation” of directorate sections by building the capacity of the DLT to develop a culture of data use and information exchange across the sections of the directorate.
4. Develop a management information system and protocol so that school improvement data and information can be shared routinely and efficiently within and across directorate sections in order to foster informed discussion and decision-making.

5. Plan a schedule of regular DLT meetings more than once per semester and frame them with goals and milestones outlined in the annual work plan at the beginning of the year.
6. Establish protocols for processing SIP data and information and communicating with schools in a timely fashion to support informed decision-making by school principals and teachers focused on improved teaching and learning.
7. Consider equitable ways to include the voices of principals and/or School Improvement Teams in DLT meetings or consultations.

### **2.3.3 Supportive Supervision of Principals**

LTD successfully integrated the concept and practices of supportive supervision into the standards, methods and tools used by DFF and DSQ to assess the annual performance of principals and teachers. Supportive supervision emphasizes a formative, developmental approach that allows a principal or teacher to take greater responsibility for his or her own professional growth through reflective practice and mentoring with peers in communities of practice. This approach contrasts sharply with the evaluative and often punitive procedures used in the annual performance evaluations of principals, teachers and ministry officials. LTD accomplished this transformation in two ways. First, it provided technical expertise and support for the development of the Framework for Supportive Follow-Up, an officially adopted manual to guide leadership and school improvement. Second, LTD co-developed with DSQ the Supervision Diploma Program, a professional development program for teacher supervisors that has been submitted to the MoEHE's Accreditation and Quality Assurance Commission (AQAC) for accreditation.

Framework for Supportive Follow-Up: Recognizing DFF's critical role in supervising and evaluating the performance of school principals, who are the linchpins for school-based reform, LTD convened a series of technical workshops with DFF leadership to co-develop training materials aimed at mainstreaming supportive supervision. Fourteen heads of the DFF sections from the West Bank district offices participated in a seven-module, 150-hour training program. By the end of training, the supervisors were able to:

- Assess a principal's performance against goals and objectives in a school improvement plan.
- Distinguish between a performance evaluation for an individual and for an organization.
- Understand the norms and practices of participatory leadership in the context of forming a school improvement team and developing a school improvement plan.
- Evaluate and suggest changes to existing tools for school and principal evaluation.
- Review and recommend revisions to the job description of the DFF section head in a district directorate.

The Framework for Supportive Follow-Up manual replaces the traditional evaluative approach with strategies for enacting a supportive, appreciative and developmental process for the professional development of principals. The manual offers four mechanisms and processes that can be used separately or in combination: individual visits, group meetings, learning circles, and quarterly reports. LTD conducted a formative assessment of the Framework for Supportive Follow-Up involving DFF staff and school principals in three stages from December 2016 to October 2017. Evidence from the assessment strongly



suggests that the new system is showing genuine progress in strengthening the development of effective school administration and the professional growth of school leadership. Specifically, the four mechanisms of supportive follow-up are contributing to a system of overlapping structures and processes that are better aligned with the MoEHE Standards for Effective Schools. The study's findings and recommendations are summarized as follows.

**The Individual Visit.** In general, the structure and process of the individual visit creates a professional, respectful and non-judgmental dialogue that fosters openness, reflective practice and useful feedback about a school's performance and the needs for its continued progress. Yet, the efficacy of the individual visit is lessened somewhat because the visits do not occur frequently enough. Furthermore, the only 'visit' that has real significance for a principal is the annual performance evaluation, which is strictly evaluative and largely independent from visits undertaken as part of Supportive Field Follow-Up.

**Group Meetings.** The group meeting creates an authentic space to engage in technical discussions about critical school issues facing school improvement among a cluster of schools, allowing individual schools to share and exchange technical ideas for implementing and tracking school improvement initiatives. A challenge, however, is the lack of confidence among principals in the capacity of other relevant sections of the directorate to

respond promptly with meaningful feedback or practical assistance to the diverse and complex needs presented in school improvement plans they submit to the directorate.

**Learning Circles.** The learning circle creates a professional learning community where "critical friends" can network in order to share and exchange information on how their schools are progressing, to explore actionable solutions to common challenges, and to support one another's professional growth. Often, however, the learning circles lack sufficient pre-planning to identify relevant topics for discussion, and lack effective group facilitation techniques by a capable moderator, resulting in less-than-desired levels of participation.

"I believe that through the learning circles, all school principals were able to improve their [leadership] capacities in addition to improving their competencies in technical and administrative aspects."

—School Principal

"The relationship with the Department for Field Follow-Up has become stronger, more open, clearer, and more comfortable. We talk about our concerns, real problems and weaknesses instead of concealing them."

—School Principal

"Follow-up within a group offers strength to the principal as he/she is able to share experiences with the [other] principals in meetings."

—School Principal



“The quarterly report seems to have made me ‘look into the mirror’ in a moment of reflection to ask myself, “What is the fundamental goal I should be working to achieve?”

—School Principal

**Quarterly Reports.** Quarterly reports document planning and progress of both school improvement and the professional development of school leadership. Because the reports are guided by established standards or benchmarks set by the MoEHE, they provide a vital chain of evidence to track and support the ongoing improvement of school performance and to motivate principals to take charge of their own continuous professional development. Unfortunately, the existing load of paperwork in the bureaucracies of schools and district directorates acts as a disincentive for the additional paperwork required by the quarterly reports. Furthermore, the stove-piping of information inside each of the more than a dozen sections comprising a district directorate often impedes the

timely and efficient sharing of critical information and garnering of support on crosscutting issues with directorate personnel beyond the DFF section itself.

**Recommendations.** The following recommendations reflect what DFF staff and school principals believe would make the system of Supportive Field Follow-Up more effective.

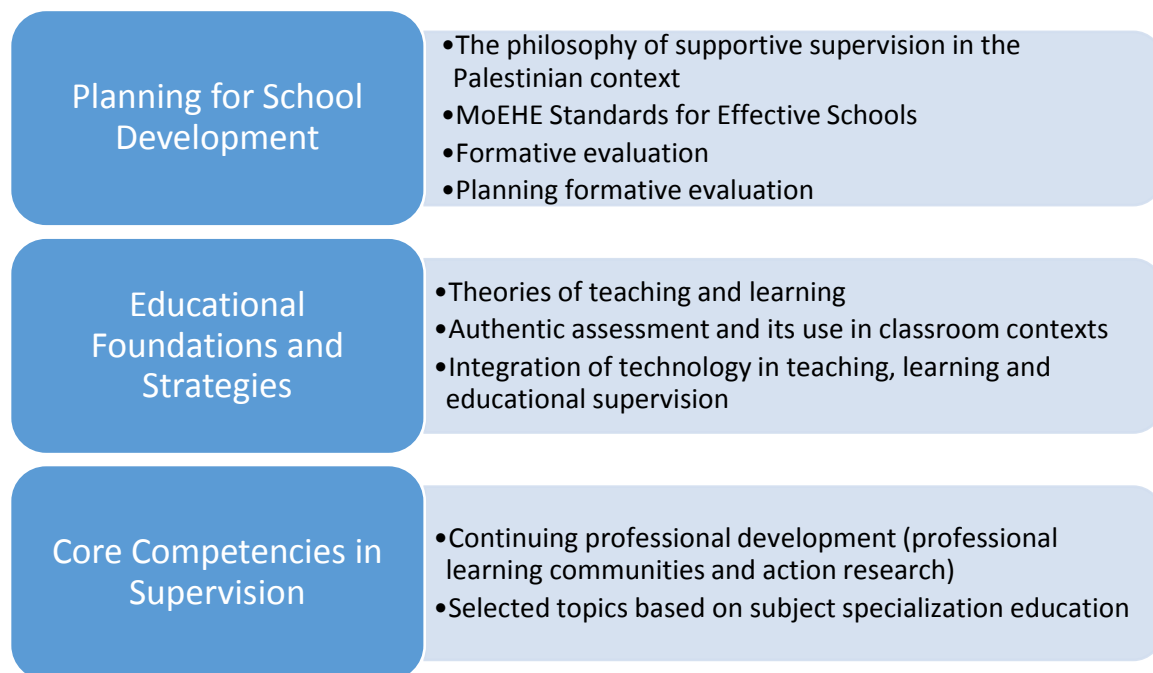
1. Spread the culture of supportive supervision throughout the Ministry’s departments and directorates: for example, by holding workshops for the directors general and heads of sections of school directorates, and for school principals, in order to introduce the role of supportive field follow-up in improving school leadership and school performance.
2. Align the existing system for the annual performance evaluation for school principals with the Ministry’s Standards for Effective Schools and the mechanisms for supportive field follow-up in order to ensure that principals receive ongoing professional development, while also guaranteeing that their annual performance is evaluated fairly and equitably.
3. Clearly distinguish between visits as “supportive” versus ones that are “evaluative” so that members of DFF, DSQ and other relevant sections of a directorate can produce a unified report that documents school performance and needs, and forms an evidence-based strategy to support school improvement.
4. Utilize the DLT as a mechanism for facilitating interdepartmental communications, cooperation and collaboration among the different sections of the directorate.
5. Streamline the process for processing, storing and managing documents—the records of meetings and quarterly reports, for example—by reducing the number of required reports and by utilizing digital tools for electronic filing and retrieval. Furthermore, three reports, not four, are sufficient: one for needs and priorities; a second for progress towards goals; and a final one for end-of-year reporting.
6. Increase the number of follow-up visits of any type—individual, group or learning circle—by permitting the principal to request additional visits based on school needs and by allocating sufficient financial and transportation resources to support extra visits.

7. Maximize the sharing and exchange of ideas and experiences by increasing the number of group meetings and learning circles.

### 2.3.4 Supportive Supervision of Teachers

At the time of LTD’s start-up, teachers universally viewed DSQ supervisors as inspectors whose function was to find fault rather than support continuing professional development. To compound the problem, supervisors themselves, who number over 500 across the school directorates, would rarely receive any professional development and thus were mostly unaware of supportive supervision concepts. To address this problem sustainably, LTD provided technical assistance to DSQ for the development of nine modules for its Supervision Diploma Program, which, as of this report, has been delivered to the first cohort of 150 supervisors. The 350-hour program—to be accredited by AQAC—is comprised of face-to-face modules, learning circles, and action research in the field and projects. Core themes and topics of the modules include the following.

Figure 9. SDP Modules’ Themes and Topics



In sum, LTD’s work with DSQ successfully advanced the institutionalization and sustainability of LTD’s school-based model of educational reform by unifying the policies, approaches and practices that support a formative, developmental model of professional development for supervisors of teachers. Furthermore, LTD’s capacity building for DSQ contributed to the alignment of MoEHE Standards for Effective Schools with key structures that work together to support sustainable school-based reform and high quality learning for all students—the School Improvement Team and the DLT, whose members include the heads of section for both DFF and DSQ.

## 2.4. Key Achievements in Improving Administrative Systems

As seen in the preceding sections on policies and structures, LTD's approach to school-based reform is a systemic model that takes account of the complex web of policies, structures, processes and practices comprising LTD's theory of change. The LTD model recognizes that each school community is nested in relationships with local groups, organizations and institutions while also being connected to the district directorate, which in turn is linked to the management structures and policies of the central MoEHE. For this reason, at the request of the MoEHE, LTD supported the ministry's efforts to digitize administrative operations up and down the system, linking schools, directorates and the central ministry.

### 2.4.1 Support for the Department of Administrative Affairs (DAA) E-Portal Initiative

Based on the findings of its functional audit of MoEHE operations, LTD recognized the important role the Department of Administrative Affairs plays in school-based reform in light of its policies that regulate how a principal manages school personnel and resources. In subsequent meetings, LTD leveraged its provision of Internet connectivity and laptops to principals and teachers in LTD schools to assist the Directorate of Human Resources and Administrative Affairs at MOEHE to conduct a pilot study to train a group of principals to conduct inter-office administrative communications using the Ministry's HR e-Portal. Several workshops were conducted with 39 LTD principals from Cohort I schools, who became the first school administrators in the West Bank to utilize the system. Based on the success of the pilot, the DAA made the decision to scale up the e-Portal training for all school principals in the West Bank.



The success of the pilot program led to several noteworthy outcomes. First, it encouraged the DAA to fast-track its plan to scale up the training for all principals who completed their LDP training and to add other West Bank schools as soon as they became connected to the Internet. Second, the DAA prioritized the installation in all LTD schools of the Ministry's clock-in/clock-out technology to modernize the attendance tracking system for all school personnel. Third, with more and more schools connected to the e-Portal system, the increased efficiency in processing paperwork has resulted in eco-friendly cost reductions in paper usage and wastage.

A fourth outcome, albeit indirect, was that the Department of Supervision and Qualification, recognizing the benefits of going digital, decided to modify its policy on how teachers prepare and submit their course plans for administrative review. Now, instead of having to submit hand-written plans, teachers wishing to do so are permitted to submit their documents electronically to the principal and the head of the DSQ section at their local directorate.



*DAA-LTD e-Portal training session*

#### **2.4.2 Support for the MoEHE’s Digital Ministry Initiative**

LTD provided technical and in-kind assistance for the MoEHE’s “Digital Ministry” initiative aimed at networking digital communications across its key administrative and financial systems. Among its chief contributions, LTD hired a team of five highly skilled experts in ICT who, through much of 2016, led the initiative by preparing and reviewing a Single Sign On (SSO) implementation plan and project technical manual to guide the creation of a unified portal.

When completed, the SSO and portal will allow MoEHE departments to input and retrieve information seamlessly, as well as support multiple platforms for e-learning and collaboration among teachers, students and parents. A key goal of this effort is to enhance data-driven management throughout the entire educational system of the West Bank and Gaza.

#### **2.4.3 M&E Collaboration and Capacity Building**

Following the trend in education development to explore the association of teacher performance with student achievement, USAID urged AMIDEAST to include student achievement scores on standardized tests as an indicator of LTD’s impact on improving teacher performance. To this end, LTD worked jointly with AED in the design and administration of quasi-experimental evaluation research using student achievement in grades 5–10 in the four subject areas of Arabic, mathematics, science, and English. LTD supported AED in creating MoEHE’s first national test for English language achievement for 7<sup>th</sup>-graders. The achievement testing was conducted twice at the end of Cohort 1 and Cohort 2, and a third time involving a random stratified sample of students of Cohort 1, 2 and 3 teachers. (See page 55 for the critically important results of the third trial.)

#### **2.4.4 Building the Research Capacity of the Assessment and Evaluation Department (AED)**

From the outset, LTD considered AED as a critical player in its program of school-based reform. The mission of AED includes responsibility for overseeing student achievement testing at the local, directorate, national and international levels, the results of which are vital to policymakers, curriculum developers and supervisors of principals and teachers. Given AED’s importance to monitoring and evaluation, LTD’s capacity building focused on strengthening the department’s research capabilities by providing its senior research team with opportunities for joint M&E collaboration with LTD, focusing professional development efforts on advanced methods in the design, analysis and reporting of educational research, and by providing AED with laptops and statistical software.

Building on the experience and expertise of AED’s research staff, LTD delivered a three-day hands-on workshop that engaged AED’s senior research staff in using actual datasets from recent achievement testing in the West Bank.

- Using authentic scenarios and data, the participants developed their capacity to design and conduct all phases of quantitative, qualitative and mixed-methods research; used data from student achievement testing to explore or explain variations in student achievement; and designed proposals to guide independent studies that the participants were expected to present to the MoEHE before the end of the school year.
- Following the workshop, and working in two teams, the researchers designed and carried out authentic studies based on policy questions the MoEHE wanted AED to investigate. One team designed a study to research the relationship between student achievement and the physical environment of the classroom (e.g., lighting, classroom space, air quality, furniture, etc.). The second team investigated the relationship between student achievement and the grouping of students in schools based on grade levels: 1–4, 5–9 and 10–12. AED’s director submitted the final drafts of the two reports for MoEHE consideration in policy discussions.

#### **2.4.5 Forming the Monitoring and Evaluation Task Force (METF)**

At the start-up of the program, LTD and the MoEHE jointly formed an interdepartmental group of M&E experts from across the MoEHE. As a specialized ad hoc committee, the METF provided expert reviews, feedback and recommendations on developing and implementing many of the tools and procedures used in the collection, analysis and reporting against LTD’s performance monitoring plan (PMP). For example, the METF contributed critical feedback to LTD’s M&E staff that led to the design and reliability testing of LTD’s classroom engagement survey, a tool that measures the extent of learner-centered teaching and learning practices in classrooms.

The scope of work of the METF was expanded to include specific tasks for the design, development and implementation of the functional audit. These important tasks included the design of the audit protocol, methods and instruments, and strategies for coordination; a critical review of relevant documents; development of tools for interviews and focus groups; formation of panels of experts (e.g., high performing principals, district managers and individuals in the MoEHE) to provide comments and feedback regarding the data collected by the functional audit researchers; and drafting reports of the results and findings.

### 3. The capacity of school principals to work with teachers and supervisors to improve classroom instruction improved

---

Improving the capacity of principals to enact attitudes, strategies and practices for shared leadership and supportive instructional supervision was a major goal of LTD's Leadership Diploma Program. Delivered by NIET, the Leadership Diploma Program is a 320-hour school-based professional development program accredited by the MoEHE's Accreditation and Quality Assurance Commission. The program engages cohorts of principals in face-to-face trainings, action research, reflective practice in learning circles and inquiry-based leadership projects. Each cohort is organized by school clusters in each participating directorate. The program transforms the principalship from its traditional command-and-control approach to one that positions the principal as both the leader and lead learner of the school community focused on ensuring high quality learning for all students in a child friendly learning environment.

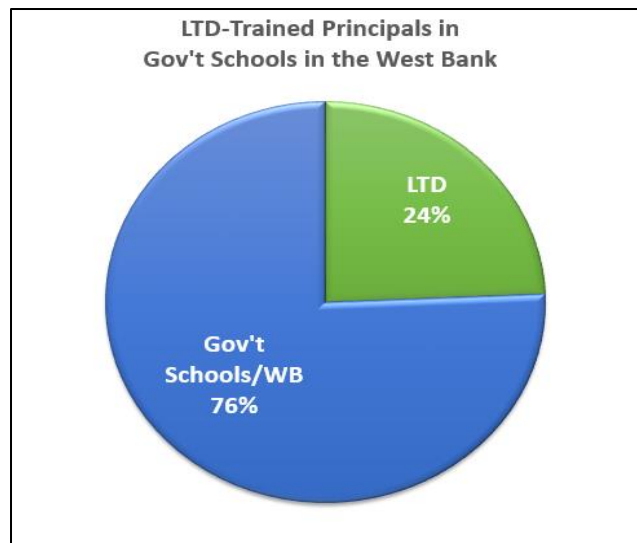
To support this transformation, LTD provided each school improvement team with up to \$19,000 of in-kind assistance that covered the cost of Internet connectivity, educational technology and other resources to improve the school learning environment.

Furthermore, in coordination with the DLTs in each directorate, LTD sponsored district-wide educational conferences. These professional networking events, which took place at the completion of each cohort's LTD training, created large networking event where principals, teachers, supervisors and others from the local directorate could share best practices and lessons learned.

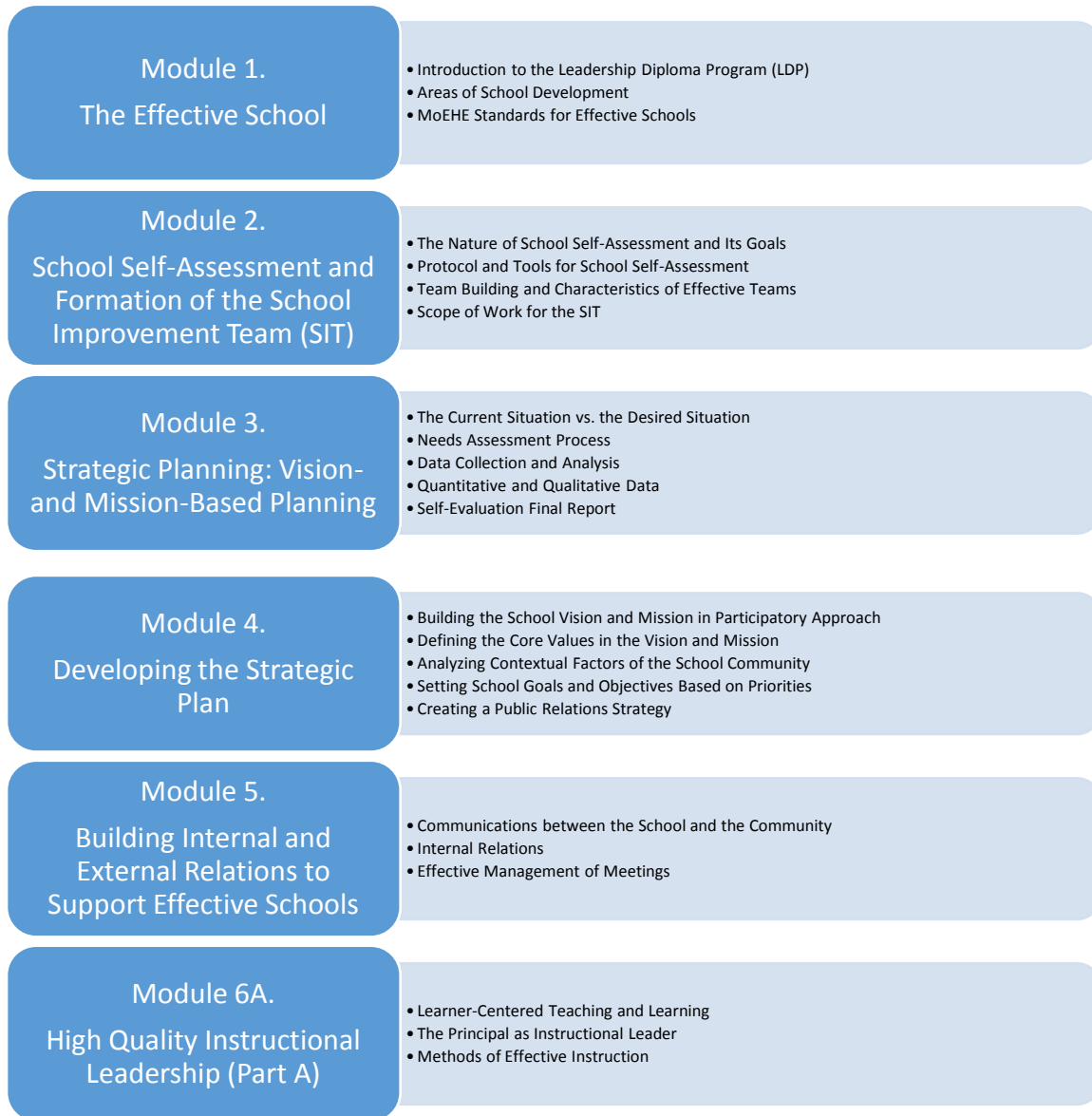
#### 3.1 LTD Leadership Diploma Program Framework

The 10 modules of the Leadership Diploma Program curriculum afford principals a large array of assignments that deepen and expand their knowledge, skills and attitudes about educational leadership.

Figure 10. Percentage of LTD-Trained Principals



**Figure 11. LDP Module Content**



<p>Module 6B. High Quality Instructional Leadership (Part B)</p>	<ul style="list-style-type: none"> <li>•Theories of Teaching and Learning</li> <li>•Support for the Professional Growth of Teachers</li> <li>•Support for Integrative Teaching and Learning across the Curriculum</li> <li>•Extra-Curricular Activities</li> </ul>
<p>Module 7. Assessment-Based School Improvement</p>	<ul style="list-style-type: none"> <li>•Assessment of Teachers, Principals, and Students</li> <li>•Use of Multiple Tools in Assessing Student Performance</li> <li>•Effective Use of Assessment Results</li> </ul>
<p>Module 8. Integration of ICT in Teaching, Learning, and School Management</p>	<ul style="list-style-type: none"> <li>•Use of Technology in Teaching and Learning</li> <li>•Use of Technology in School Management</li> </ul>
<p>Module 9. Child Friendly Schools</p>	<ul style="list-style-type: none"> <li>•Children’s Rights</li> <li>•The School and Children’s Rights</li> <li>•Providing an Attractive, Caring, and Safe Learning Environment for All</li> <li>•Educational Policies and School Belonging of Staff and Faculty</li> </ul>
<p>Module 10. Management of Human, Financial, and Material Resources</p>	<ul style="list-style-type: none"> <li>•Management of Human, Financial, and Material Resources</li> <li>•Resource Management and School Climate</li> <li>•Professional Ethics</li> <li>•Evaluating the Performance of School Staff</li> </ul>

The major graduation requirement for the LDP is for each principal to plan and implement an action research project designed to show evidence of impact on teaching and learning in his or her school. LTD principals used the inquiry cycle of action research to identify a problem, determine its causes, and develop and implement a plan to engage the school community in addressing the problem. Projects varied from school to school, but all shared the common goal of enhancing the quality of teaching and learning. Illustrative topics included working with teachers to improve reading, increasing the effective use of computer and science labs, expanding students’ access to libraries and computer labs, as well as a variety of initiatives to forge and deepen partnerships with families and local community organizations and institutions: for example, by making computer labs available to family members and college students.



Based on their action research and graduation projects, many principals made evidence-based administrative decisions that resulted in improved teacher and staff development. A sampling of some of the school policy decisions includes the following.

- Improved protocols for monitoring student absenteeism to include better coordination between school counselors and students’ families
- Enabled better coordination among teachers to manage homework assignments and testing so that students are not overwhelmed by assignments
- Greater participation of community members in the school improvement planning process
- Improved technology infrastructure to support the integration of ICT in the classroom
- Enhanced teacher and student use of computer and science labs
- Expanded access to school libraries for students as well as members of the local community
- Increased partnerships with families and local community organizations to support school improvement

### 3.2 Improved Principal Leadership Competencies

The Leadership Diploma Program enabled principals to supplement their administrative skills with values, attitudes, knowledge and skills necessary to be more effective in providing school-wide leadership, and to prioritize their own ongoing professional learning as well as that of their teachers. As measured by surveys conducted by NIET, the principals of each cohort credited LTD with improving their leadership competencies by 28% on average. Though more modest in their assessment, teachers on the survey indicated improvements in their principals’ competences.

**Table 1. Leadership Improvement Survey Results**

	Cohort	Pre	Post	Change
Principal’s Self-Assessment	1	3.41	4.47	31%
	2	2.84	3.64	28%
	3	2.94	3.64	24%
	4	3.19	3.60	13%
	Cohort	Pre	Post	Change
Teachers’ Assessment of Principals	1	3.68	4.12	12%
	2	2.84	3.38	19%
	3	2.87	3.36	17%
	4	3.19	3.30	3%

The teachers’ ratings of changes they observed in their principals’ discreet leadership competencies speak to the impact of the Leadership Diploma Program on enhancing the quality of school leadership. To mark this change, a random sample of nearly 600 teachers from the 144 schools of Cohort 2 indicated solid

improvement in their principals’ competencies across the seven domains comprising the MoEHE Standards for Effective Principals, with the biggest change seen in the principal’s capacity to lead school improvement planning effectively.

**Table 2. Principal Effectiveness Improvements**

Leadership Standard	Pre-Training Score (out of 100)	Post-Training Score (Out of 100)	% Change
1. School Improvement Planning	62	80	28%
2. School/Community Relations	72	85	18%
3. Management of Human and Material Resources	75	87	16%
4. Support for Teaching and Learning	72	85	18%
5. Child-Friendly School Environment	71	83	18%
6. Assessment for Improving Teaching and Learning	72	85	18%
7. Technology for teaching/Administration	73	86	18%
Grand Average	71%	84%	19%

### 3.3 Professional Networking Conferences

Under the slogan “Experiences Worth Documenting and Disseminating,” LTD’s cohort-based district education conferences played a critical role in LTD’s approach to professional development and capacity building. Working in coordination with the DLTs—marking the first time ever that district offices played a central role in organizing national conferences in their districts—LTD sponsored 23 day-long professional networking conferences across 15 school districts of the West Bank.

Over the nearly six years of the program, these conferences brought together more than 12,000 principals, teachers, school directorate officials and specially invited attendees, including key decision-makers such as the Deputy Governors of the districts, the Minister and Deputy Ministers of Education and other top MoEHE officials, local dignitaries and academics from universities, representatives of USAID, and, representatives of the European Joint Financing Arrangement, a consortium of five EU countries who underwrote NIET’s delivery of LTD’s Teacher Qualification Program.

**Figure 12. DLT-LTD Professional Networking Conference Schedule.**



### 3.3.1 The District Conference as Capacity-Building Event

In all, 184 principals and 920 teachers presented workshops and some 575 teachers and principals made poster presentations to share results of action research and education projects. These activities allowed the participants to exchange ideas for innovative approaches and practices in educational leadership, classroom instruction and in-service professional development.

Results of post-conference surveys indicated near universal agreement among the workshop and poster presenters that as a capacity-building event, the conferences gave them networking opportunities that increased their knowledge and skills acquired through their LTD trainings.



*District Conference registration*

On average, there was over 90% agreement among principals and teachers that the conferences enabled them to network with teachers from other schools, observe methods of teaching or leadership carried out by other teachers or principals, gain a better understanding of the importance of action research in schools and deepen their understanding of school leadership.



*District Conference training session*

**Figure 13. Conference Improvement of Professional Skills (Cohort 3)**

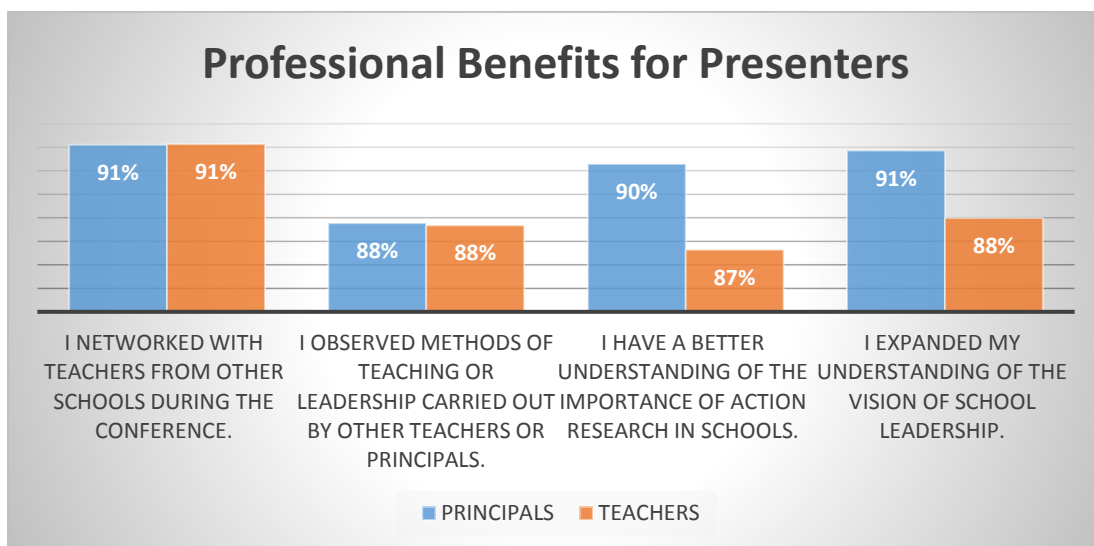
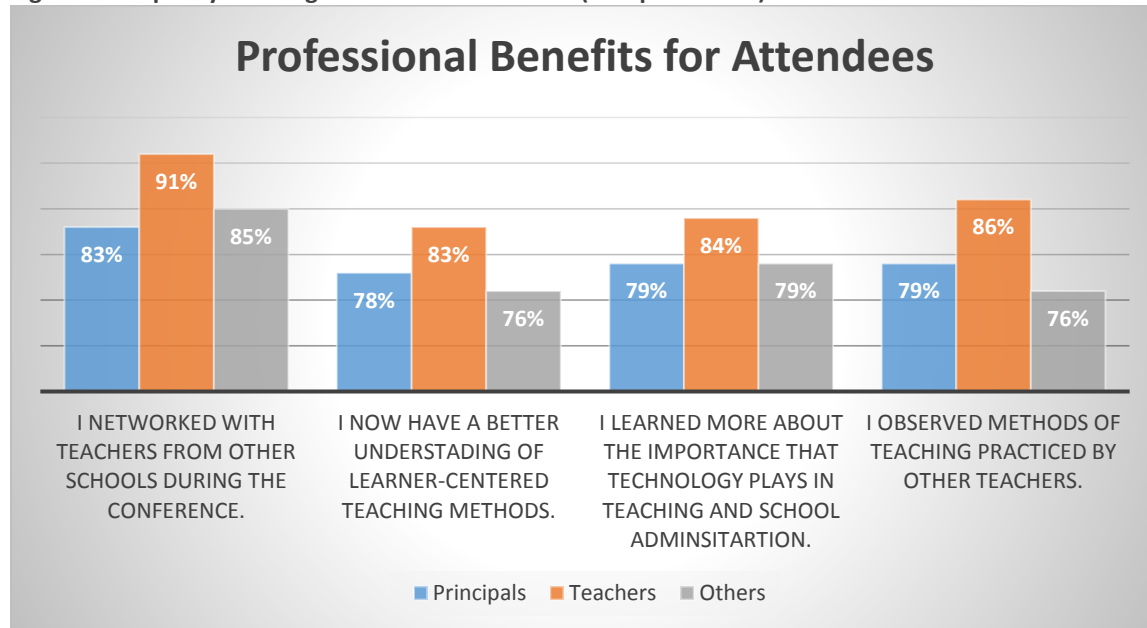


Figure 14. Capacity-Building Benefits for Attendees (non-presenters)



Furthermore, the conferences developed the capacity of the DLT to plan and organize large-scale educational conferences. With technical support from LTD, each DLT took charge of coordinating logistics involving their schools, AMIDEAST and NIET, including locating venues; managing invitations



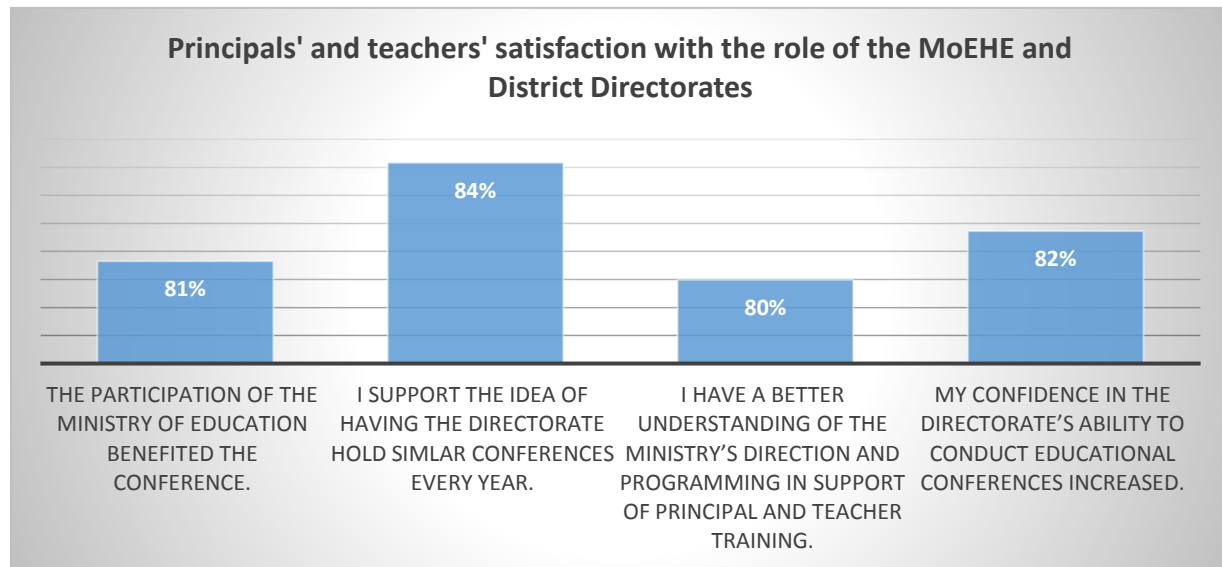
*DLT Conference Presenter*

and public relations; registering guests; acting as master of ceremonies; appointing discussants for workshop presentations; and collecting and disseminating post-conference feedback, comments and recommendations. Thus, the conferences succeeded in connecting all three levels of public school education—schools, district directorates, and central ministry—into district-wide communities of practice.

### 3.3.2 The District Conference as National Networking Event

MoEHE and the District Directorates were big winners in the eyes of attendees—principals and teachers—across all the districts. Eighty-one percent of attendees agreed that the participation of the MoEHE enhanced the conference experience, and 80% agreed that they gained a better understanding of the Ministry’s direction and programming in support of principal and teacher training. Equally large numbers of attendees agreed that the conference increased their confidence in the directorate’s ability to conduct educational conferences, and 84% agreed that they would like to see the directorate hold similar conferences every year.

Figure 15. Principals and teachers’ satisfaction with role of MoEHE and Directorates



### 3.4 Building Capacity through International and Regional Study Tours

AMIDEAST sponsored study tours as a means to further the capacity-building of MoEHE officials and senior technical experts, district managers, school principals and teachers. As defined by USAID, a study tour is a form of participant training in a learning activity conducted within the U.S., a third country or in the host country for furthering USAID development objectives. A study tour creates opportunities for participants to interact with knowledgeable professionals to gain new knowledge or skills for their professional or technical enhancement.

Over the course of the project, LTD hosted four study tours—one to the United States and three to neighboring Jordan. The regional study tours afforded participants access to knowledge, expertise and information-sharing in contexts where language was not a barrier and working conditions and school systems and policies were comparable, making the sharing of information and expertise with others both easy and relevant.

### **3.4.1. Study Tour 1: Professional Development and Teacher Certification, USA, Oct–Nov 2013**

Four high-level officials from the MoEHE participated in a seven-day trip to the United States hosted by LTD subcontractor UMass, including a two-day visit to Washington, DC. The officials included the Assistant Deputy Minister for Planning, the Director General of Supervision and Qualification, the Director General of the National Institute for Educational Training, and the Acting Director of the Commission for Developing the Teaching Profession (CDTP). The participants learned about the American education system in the context of teacher professional development, supervision, formative and summative assessment, and new approaches to learner-centered pedagogy and assessment. The visit also afforded opportunities to network with experts and explore possibilities for collaborative partnerships. The group visited several schools in both Amherst, Massachusetts and Washington, DC, and with organizations that deliver professional development and assessment for principals and teachers.

This first study tour provided the senior officials in the MoEHE opportunities to learn about and compare policies and processes in American teacher professional development, instructional supervision, formative and summative assessments, teacher certification and innovative programs for learner-centered pedagogy.

### **3.4.2. Study Tour 2: “Revolutionizing Education,” Teacher Skills Forum, Jordan, December 2014**

LTD sponsored a three-day regional study tour to Jordan from December 5–7, 2014, for 12 members of NIET’s senior training staff, including its Director General, Dr. Shahnaz El Far. The focus of the tour was the two-day international education conference “Revolutionizing Education,” hosted by the Queen Rania Teacher Academy (QRTA), followed by an official visit to the Queen Rania Center for Education and Information Technology. The Teacher Skills Forum included over 100 workshops, plenaries and sub-plenaries focused on new teaching strategies and techniques to enhance literacy, math and science competencies, and 21<sup>st</sup>-century learning skills in the Arab world.

Participants engaged in hands-on opportunities to learn about best practices in teaching, to network and create professional relationships, and to explore innovative approaches and methods for professional development, particularly in the use of technology in leadership and teacher training. A separate day-trip to Amman included an official tour of the Queen Rania Center for Education and Information Technology, where the participants learned about the Center’s training activities to support a national online system for school curriculum and administration. In the weeks after the study tour, the participants debriefed, shared their reflections and developed action plans to put what they learned into practice.

### **3.4.3. Study Tour 3: “From ‘What Do We Teach’ to ‘How Do We Teach’,” Teacher Skills Forum, Jordan, December 2015**

LTD sent 28 employees of the MoEHE—11 principals, 9 teachers, and 8 NIET trainers—to the Teacher Skills Forum hosted by the Queen Rania Teacher Academy, December 5–6, 2015. The tour included a pre-forum institute on December 5, during which the participants were able to engage with world-class experts in the practical exploration of issues in education, including 21<sup>st</sup>-century learning skills across the curriculum, building strategies to improve teaching and learning the Arabic language, fostering emotionally healthy schools, and exploring approaches to developing teacher leadership in order to improve school culture and student learning. With an emphasis on putting theory into practice, over 100 workshops of the forum included topics on classroom teaching and technology, early childhood development, discipline-



based literacy, leadership in education, STEAM (science, technology, engineering, arts and math) education, and differentiated teaching and learning.

The study tour concluded with a visit to Mayar International Schools, a private dual-language school in Amman, Jordan offering both the Cambridge-based International General Certificate of Secondary Education (IGCSE) and the Jordanian Tawjihi. The participants toured the school facilities, learned about dual language education, observed classes relevant to their subject specializations, and participated in two roundtables—one focused on school leadership for principals and the other on pedagogy and technology for teachers. The roundtables afforded the participants the opportunity to explore more deeply many of the ideas, approaches and practices they had learned during the conference, and to add new contacts to their growing network of colleagues from the region.

#### **3.4.4. Study Tour 5: “Deconstruct/Reconstruct Education,” Teacher Skills Forum, Jordan, March 2017**

LTD sponsored the participation of 15 employees of the MoEHE—10 supervisors and 5 technical IT department managers—at the Queen Rania Teacher Skills Forum in Jordan, March 25–26, 2017. The participants attended a pre-forum institute on Friday March 24. Technology figured prominently in the forum’s workshops, offering innovative approaches and strategies for incorporating ICT in the construction and implementation of effective learning goals to enhance the quality of teaching and learning assessment in the classroom. Delivered by regional and international experts from renowned universities and institutions, the pre-forum institute offered special opportunities for the participants to engage in hands-on, innovative and practical solutions based on real issues in education from a variety of specialized disciplines.

Structured along six major academic strands—student mental health, interactive pedagogies, leadership in education, early childhood, innovation and entrepreneurship, and special learners—the forum provided the LTD participants multiple strategies for integrating IT in the process of deconstructing learning targets and re-constructing clear and understandable learning goals to expand and deepen the quality of teaching and learning experiences in the classroom.

In the post-conference debriefing, the participants highlighted that the forum improved their capacity to select a wider variety of strategies for employing information technology, new media and software in the educational process; to expand their professional networking inside and beyond the West Bank; and to reflect critically on the role of IT in driving future directions for educational change in Palestinian schools.

#### **3.4.5. Study Tour 5: Capacity Building for the Digitization of Administrative Work, August 2017**

To further support ongoing efforts by the MoEHE to digitize its administrative systems, LTD sent eight high-ranking officials to attend the international conference, “Electronic Transfer, Paper Minimization, and Service Automation,” in Amman, Jordan, from August 13–17, 2017. The conference workshops allowed the participants to learn, explore and share with others their experiences in the West Bank and Gaza. Moreover, the conference afforded networking opportunities with colleagues in the region to share ideas for innovating and improving the MoEHE’s efforts to upgrade its archiving systems.



**Table 3. Electronic Transfer Conference Participants**

#	District	Name	Title
1	Ramallah	Othman Ahmad Jaber Khalifa	Manager of the Diwan Department
2	Nablus	Muna Rizek Farhan Ahmad	Programmer in the General Administration of Technology
3	Ramallah	Nawal Omar Othman Fatafta	Head of Archives Section
4	Ramallah	Morooj Ibrahim Khurma	Secretary of Assistant Deputy Minister for Financial and Administrative Affairs
5	Ramallah	Sami Yousef Shalash Zied	Head of Files Section for Administrative Affairs
6	Ramallah	Ramzi Salim Ghazi Hudaihed	Programmer, Employability Section
7	Ramallah	Marwan Abed Al Qader Bakir	Head of Resources Development Section at the National Institute of Educational Training (NIET)
8	Nablus	Sa'ad Mahmoud Rawhy Akka	Administrative Employee, Financial Department

The study tour resulted in a briefing paper presented to the Minister of Education and Higher Education that included the following set of policy recommendations.

- Study key learnings from the study tour to augment and enhance ongoing efforts of the MoEHE to introduce efficient and affordable electronic archiving of information and documents throughout the educational system.
- Network and coordinate with the other sectors of public administration to design and implement a training plan to harmonize policies and technical approaches to electronic transfer, paper minimization and service automation.
- Reach out to relevant partners from the international donor community and the private sector to support the MoEHE in acquiring the necessary technical, financial and capacity-building resources to upgrade the existing IT infrastructure to support the expansion of electronic archiving.
- Explore the feasibility of launching a centralized project to pilot and scale up an electronic library management system for school libraries.

## 4. National Cadre of Teacher Educators Established

### 4.1. Teacher Educator Enhancement Program

To support the position of the MoEHE Education Development Strategic Plan 2008–2012 that the quality of a national in-service training program for principals and teachers is contingent on high quality trainers, AMIDEAST and its subcontractor, UMass, developed and implemented the Teacher Educator Enhancement Program (TEEP), a 270-hour professional development program, for 23 NIET staff and 20 university faculty contracted to serve as teacher educators. The goal of TEEP was to provide a comprehensive teacher educator enhancement program that used specific tools and activities (relying on formative and appreciative inquiry strategies) to prepare teacher educators to deliver in-service modules to in-service principals enrolled in the Leadership Diploma Program and to in-service teachers enrolled in the Teacher Diploma Program in the fields of Arabic, English, math, science and technology.

Table 4. TEEP Program Enrollment

Subject Specialization	NIET Training Staff	University Faculty	Gender		Total
Arabic	2	2	F	4	9
	2	3	M	5	
English	6	1	F	7	10
	1	2	M	3	
Math	1	2	F	3	6
	2	1	M	3	
Science	4	3	F	7	13
	2	4	M	6	
Technology	0	1	F	1	5
	3	1	M	4	
TOTALS	13	9	F	22	43
	10	11	M	21	

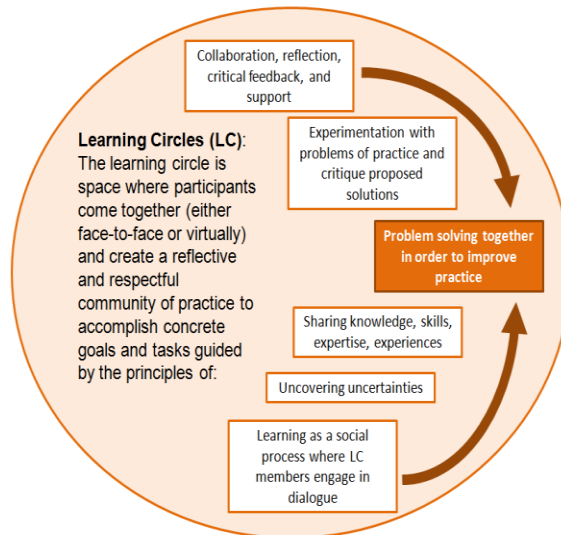
The TEEP workshops modeled “best practices” and provided opportunities for NIET’s teacher educators and leadership trainers to engage in critical reflection on their own professional practice, provide one another formative feedback as they deliver the in-service modules, and link their own professional growth to in-service practices.

#### 4.1.1 TEEP Model of Professional Development: Learning Communities, Action Research and Portfolios of Professional Practice

- Learning Circles: The learning environment that was essential for TEEP is known as a “Learning Circle,” a space and place where participants come together (either face-to-face or virtually) to create a community of practice to accomplish concrete goals and tasks. The learning circle created an environment of collaboration, reflection, critical feedback and support through which members

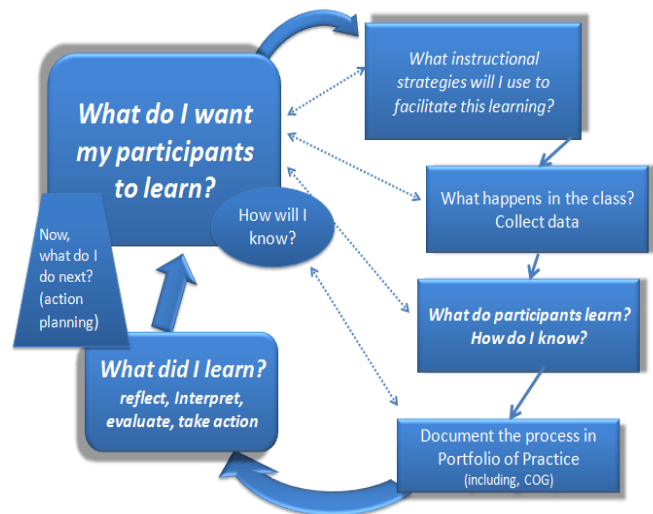
came together both formally (during workshop sessions) and informally (during observations, meetings or impromptu meet-ups) to dialogue, share their various knowledge and skills, experiment with authentic problems of practice and analyze proposed solutions.

Figure 16. Structure and process of learning circles



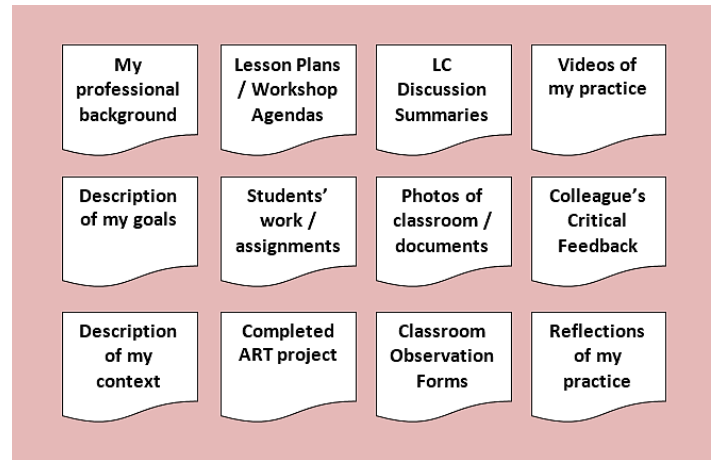
- **Action Research Inquiry Cycle:** Within the learning circles, the methodology that members used was the “Action Research Inquiry Cycle,” a tool that helps individuals identify, problematize, take action, collect data and reflect upon a coherent context-based problem of practice. Action research empowered the NIET staff to develop strategies (potential solutions) to approach a problem of practice, and then map out and implement new practices in order to document, reflect, interpret, and revise their strategies in an on-going inquiry cycle.

Figure 17. Action research cycle of inquiry



- Portfolios of Professional Practice: Using action research as their methodology, the trainers began developing their portfolios of professional practice, a receptacle (either tangible, virtual or both) for collecting evidence about changes in practice, and could include any of the following: lesson plans; summaries of learning circle discussions; critical feedback from colleagues, observation protocols; student work, etc. LTD used the portfolios both formatively and summatively; and, most importantly, the portfolio became a repository of resources that documented the growth of the trainers' professional practices.

Figure 18. Potential contents in portfolio of professional practice



#### 4.1.2 High Quality Trainers

Evidence from LTD evaluation research found that 81% of the participants agreed that the TEEP program, overall, developed their knowledge and skills necessary to deliver high quality training that met the MoEHE's seven core competencies for NIET trainers: (1) using a variety of learning activities; (2) balancing theory and practice; (3) practicing active learning and learner-centered techniques; (4) employing educational technology and new media; (5) facilitating critical thinking; (6) providing continuous feedback; and (7) helping trainees to transfer their learning to the real-world context of their workplace.

"I believe the LTD Teacher Educator Enhancement Program offers a learner-centered model of professional development that the Ministry will find useful in helping teachers easily adapt their instruction to any future changes in the national curriculum."

—Dr. Randa Al Najdi, TEEP participant, and Lecturer in Math at Al Quds Open University

Furthermore, a majority of university TEEP participants transferred their mastery of action research to the pre-service context of teacher education at their respective universities. This unintended “multiplier effect” of TEEP’s approach to inquiry-based, job-embedded professional development created added value for TEEP beyond the in-service context of the LTD program.

I used to enter my class and give my lecture with some student engagement. Only after participating in TEEP did I fully understand that my students were just receiving knowledge more than learning. The more sessions I attended in TEEP the more I began to change as a teacher. I started to engage my students with real-life examples and map out students’ participation in class. I began targeting the 'no talkers' and sleepers in my lectures and I focused on engaging all students in an interactive learning process. I was no longer giving students the knowledge, but giving them ways to seek for it and apply it to real-world contexts.

—Dr. Khaldoun Abu Hien,  
Geology professor, Al-Azhar University in Gaza

## 4.2. Sustaining High Quality Training Delivery by NIET

With the establishment of the National Cadre of Teacher Educators at NIET, LTD marked a milestone in building NIET’s capacity to conduct professional development trainings for principals and teachers that meet international standards. To support the sustainability of NIET as a national leader in educational training, LTD welcomed NIET’s invitation to provide technical assistance in producing a quality assurance framework comprised of a dual set of performance standards, one for NIET’s organizational performance and one for the continuous professional development of its National Cadre of Teacher Educators. Aligned with the mission and vision of NIET and with the national policies and standards of the Ministry of Education and Higher Education for effective school leadership and teaching, the framework, “Organization and Trainer Performance Standards for the National Institute for Educational Training (NIET),” was adopted by NIET in February 2016.

Table 5. Standards for Organizational and Trainer Performance

Standards for Organization Performance	Standards for Trainer Performance
<p><b>Domain 1: Accountability and Quality Control</b></p> <ol style="list-style-type: none"> <li>1. Strategy and Planning</li> <li>2. Managing Information and Knowledge</li> <li>3. Program Impact</li> </ol> <p><b>Domain 2: Learning Organization</b></p> <ol style="list-style-type: none"> <li>1. Inquiry-Based and Job-Embedded Professional Development</li> <li>2. Professional Learning Community</li> </ol> <p><b>Domain 3: Collaboration</b></p> <ol style="list-style-type: none"> <li>1. Inter-organizational (partnerships)</li> <li>2. Intra-organizational</li> </ol> <p><b>Domain 4: Structures, Resources, and Roles</b></p> <ol style="list-style-type: none"> <li>1. Leadership Structures</li> <li>2. Allocation of Resources</li> <li>3. Roles and Job Descriptions</li> </ol> <p><b>Domain 5: Diversity, Equity and Global Consciousness</b></p> <ol style="list-style-type: none"> <li>1. Equitable Opportunities to Learn and Grow Professionally</li> <li>2. Recruit and Support Diverse Participants</li> </ol>	<p><b>Domain 1: Professionalism towards Self and Others</b></p> <ol style="list-style-type: none"> <li>1. Promotes a positive work environment</li> <li>2. Fosters the exchange of ideas and strategies</li> <li>3. Supports systemic development</li> </ol> <p><b>Domain 2: Planning and Preparing</b></p> <ol style="list-style-type: none"> <li>1. Plans and prepares curriculum, units, and lessons</li> <li>2. Plans and prepares materials, resources, and technology</li> <li>3. Plans and prepares for the differentiated needs of learners</li> </ol> <p><b>Domain 3: Training Strategies and Behaviors</b></p> <ol style="list-style-type: none"> <li>1. Communicates and monitors learning goals to drive learners' progress</li> <li>2. Uses learner-centered methods and techniques appropriate for adult learners</li> <li>3. Monitors and manages learners' active engagement and high expectations</li> <li>4. Establishes norms and procedures to sustain learners' commitment to active learning and engagement</li> </ol> <p><b>Domain 4: Professional Growth in a Community of Practice</b></p> <ol style="list-style-type: none"> <li>1. Evaluates personal performance</li> <li>2. Develops and implements a professional growth plan</li> </ol>

The standards have multiple purposes. The Standards for Organization Performance are designed to assist NIET in assessing the quality assurance of its day-to-day operations and to guide its annual self-assessment of operational performance and outcomes as measured against its annual strategic plan. The Standards for Trainer Performance create a framework for NIET to improve the recruitment and hiring of new trainers, guide the induction process of new trainers, facilitate coaching and mentoring among staff in communities of practice, develop rubrics and instruments for peer observation as well as for annual performance reviews, and support the continuous professional development of NIET's National Cadre of Teacher Educators, including its trainers for the Leadership Diploma Program.

### 4.3. Teacher Qualification Diploma Program

LTD and NIET jointly designed and developed the Teacher Qualification Diploma Program, a 360-hour in-service teacher qualification program accredited by the MoEHE for in-service teachers of grades 5–10 (upper-basic education cycle). The development of the content, learning activities and assessments for the modular curriculum were anchored in the ministry's standards and competencies for teacher performance

and augmented with subject-specific pedagogical content knowledge in Arabic, English, math, science and technology.

At the start of LTD, and working in coordination with the program’s Teacher Education Department, NIET appointed subject specialists from the ranks of its senior trainers to serve on five curriculum development committees. Each committee of three to four individuals included a university faculty member with a PhD to serve as a content specialist.

Following a series of capacity-building workshops on curriculum design and curriculum mapping, which included the process of “backward design” made popular in Wiggins and McTighe’s book *Understanding by Design*, the committees unwrapped the MoEHE’s teacher performance standards and competencies to identify core concepts, big ideas, enduring understandings, attitudes and skills that would comprise the curriculum and content of the nine-module program.<sup>2</sup> The entire process took approximately ten months to complete.

**Figure 19. Core teacher competencies**



**Table 6. Topics and themes in Teacher Qualification Program curriculum**

Module	Title	Topics
1	Introduction to the program in the context of ongoing professional development	<ul style="list-style-type: none"> <li>Professional development and teacher competences</li> <li>Philosophy of teaching; learning circles and critical friends</li> <li>Portfolio of professional practice</li> <li>Reflective practice</li> </ul>
2	Learner-centered instruction (part 1)	<ul style="list-style-type: none"> <li>The meaning of ‘learner-centered’ instruction</li> <li>Strategies for learner-centered instruction</li> <li>Planning action research based on reflection about teaching strategies and problems of practice</li> </ul>
3	Learner-centered instruction (part 2)	<ul style="list-style-type: none"> <li>The distinction between ‘knowing’ and ‘understanding’: using questions and Bloom’s Revised Taxonomy to stimulate higher order thinking</li> <li>Backward design for developing formative assessment learning activities</li> <li>Project-based learning</li> </ul>
4	Authentic assessment	<ul style="list-style-type: none"> <li>Understanding authentic assessment and its tools</li> </ul>

<sup>2</sup> The original set of modules numbered twelve, but were later revised and condensed to nine in order for teachers to complete the program over two semesters rather than three.

		<ul style="list-style-type: none"> <li>• Designing authentic assessments using GRASPS<sup>3</sup></li> <li>• Student portfolios</li> </ul>	
5	Integrative approaches to learner-centered instruction	<ul style="list-style-type: none"> <li>• 21<sup>st</sup>-century learning skills</li> <li>• Developing activities to support integrative project-based learning to support digital literacy and creative thinking</li> </ul>	
6	Students' learning styles, prior knowledge and multiple intelligences	<ul style="list-style-type: none"> <li>• Connecting knowledge and metacognition to student learning</li> <li>• Merging diverse learning strategies with students' learning styles</li> <li>• Strategies for developing students' multiple intelligences</li> </ul>	
7	Technological Pedagogical Content Knowledge (TPACK)	<ul style="list-style-type: none"> <li>• Understanding Technological Pedagogical Content Knowledge (TPACK)</li> </ul>	
8		<ul style="list-style-type: none"> <li>• Selecting appropriate strategies for using technology to develop students' higher-order thinking skills</li> </ul>	
9	Community engagement and networking inside and outside the school	<ul style="list-style-type: none"> <li>• Enhancing learning communities</li> <li>• Reflection on changes in teaching philosophy and professional development</li> <li>• Role of teacher in fostering a child-friendly school</li> </ul>	
<b>Requirements for Graduation</b>			
	Type of Activity	Frequency/Duration	Hours
	• Face-to-Face session (F2F)	9 sessions x 6 hours each	54
	• Learning Circles	16 sessions x 3 hours each	48
	• Online Participation	9 sessions x 10 hours/month	90
	• Assignments	9 sessions x 12 hours/month	108
	• Action Research/Final Project	36 hours	36
	• Field Visits for Peer Observation	6 visits X 4 hours each	24
	<b>TOTAL</b>		<b>360</b>

#### 4.3.1. Enhanced Quality of Teaching Practices

LTD's capacity building of NIET's training staff through the TEEP program and its technical support in the development of the Teacher Qualification Diploma contributed to the growth of teachers' competencies across the MoEHE's Standards for Quality Teaching. By the end of their training, LTD teachers and the principals who supervise them reported significant improvements in their capacity to enhance the quality of learning for students.

<sup>3</sup> GRASPS is an acronym describing six essential elements of a performance task that guide students in completing an authentic assessment activity: Goal, Role, Audience, Situation, Product and Standards. The GRASPS model is from *Understanding by Design* by Grant Wiggins and Jay McTighe.



**Table 7. Teachers' and Principals' Improvement Self-Assessment Results**

	Cohort	Pre	Post	Change
Teachers' Self-Assessment	1	3.5	4.2	20%
	2	2.7	3.3	23%
	3	2.8	3.4	19%
	Cohort	Pre	Post	Change
Principals' Assessment of Teachers	1	3.1	3.9	26%
	2	2.3	3.2	36%
	3	2.5	3.2	29%

The teachers' ratings of changes they observed in their own teaching competencies speak to the impact of the Teacher Qualification Diploma on enhancing the quality of teaching and learning in LTD schools. To illustrate this change, a random sample of 306 teachers from the 144 schools of Cohort 2 indicated solid improvement across the seven domains of MoEHE's Standards for Quality Teaching.

**Table 8. Change in Baseline and Endline Scores for Teacher Effectiveness as Reported by Teachers (n = 306)**

Teacher Competency Domains	Pre-Training Score (out of 100)	Post-Training Score (Out of 100)	% Change
1. Facilitating student-centered teaching and learning	70	86	24%
2. Designing educational materials and resources	65	82	27%
3. Creating a safe and effective learning environment	69	84	23%
4. Monitoring and evaluation of the teaching and learning process	66	83	25%
5. Providing guidance and direction for learners	73	85	17%
6. Seeking continuous professional development	67	85	26%
7. Encouraging cooperation with stakeholders in the community	66	80	22%

#### 4.3.2. Enhanced Quality of Classroom Engagement

In light of the improvements in teaching performance reported by teachers and principals, did the students themselves observe changes in their classroom learning experiences? To investigate this question, with technical support from AED, LTD conducted evaluation research in April–May 2017 involving a random stratified sample of 3,000 students of LTD Cohort 1, 2, and 3 teachers who had completed LTD training, and a subsample of 1,000 students from non-LTD schools for comparison. The study collected two types of data: scores on standardized tests of achievement, which are reported separately on page 60, and a student

opinion survey to evaluate the quality of learner-centered classroom engagement: that is, the extent that students agree that their teachers create opportunities for active learning.

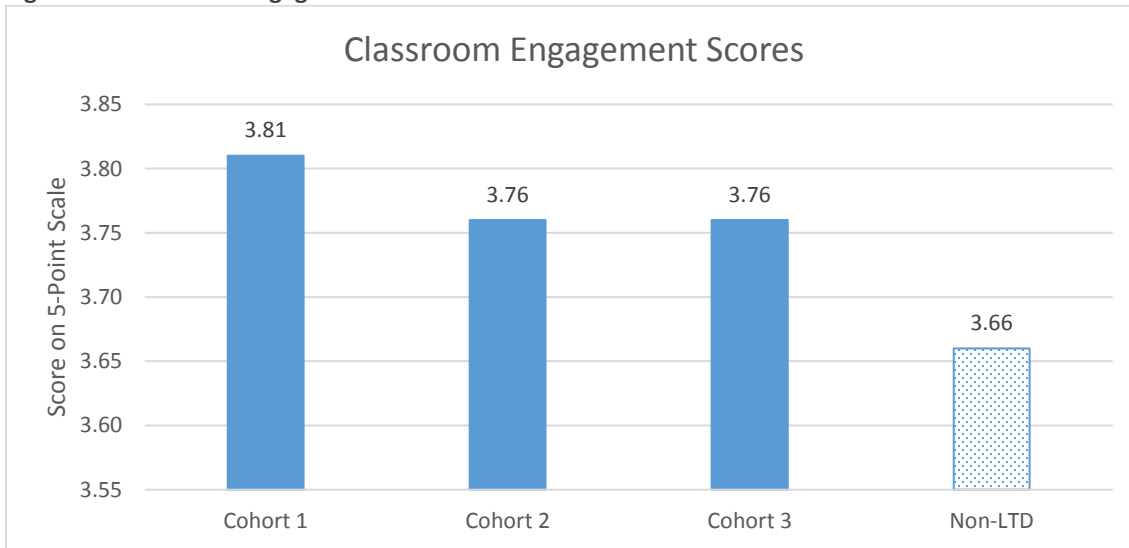
***Creating a More Learner-Centered Classroom.*** The survey contained twenty items on a five-point scale that measured indicators of learner-centered instruction across four domains characteristic of 21<sup>st</sup>-century learning skills: communication, collaboration, critical thinking and creativity. As shown in the following tables and graphs, the survey results revealed overall that students taught by LTD-trained teachers rated their classroom environments as more learner-centered than did their non-LTD peers.

**Table 9. Agreement that teachers are creating a learner-centered classroom**

Classroom	Valid N	Mean	Std. Deviation
Students of LTD Teachers	2835	3.77	0.496
Students of Non-LTD Teachers	943	3.66	0.512

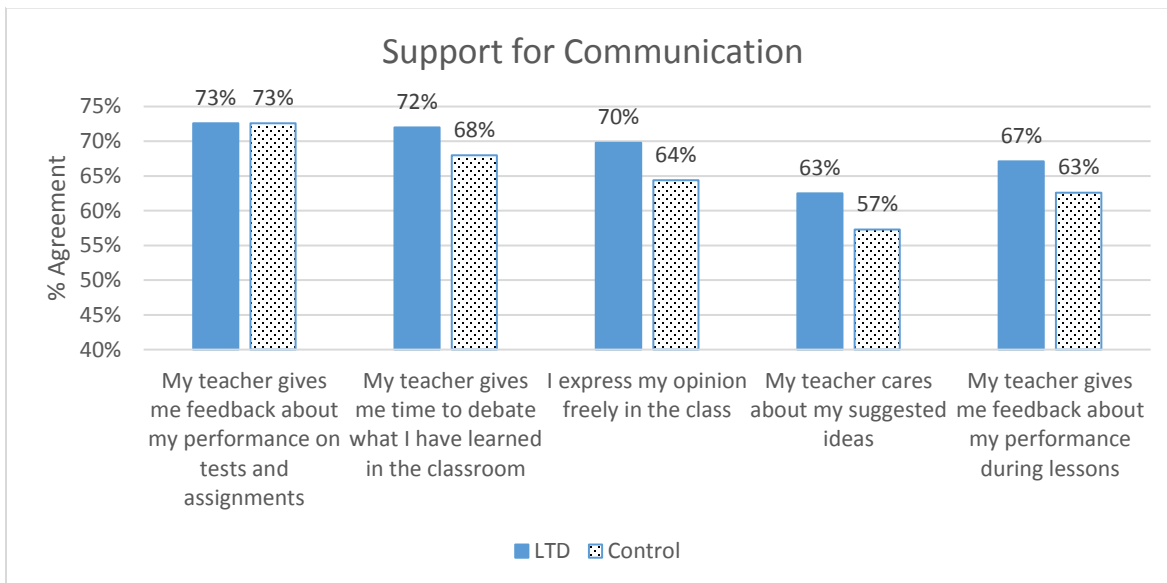
Though there is but a modest 3% difference in the two means, the variance of the means is in fact statistically significant at the 0.01 level (2-tailed). What this means is that while both groups of teachers are working to create learner-centered classrooms in line with MoEHE priorities, the evidence suggests that teachers who completed LTD’s Teacher Qualification Program are having greater success.

**Figure 20. Classroom engagement scores**

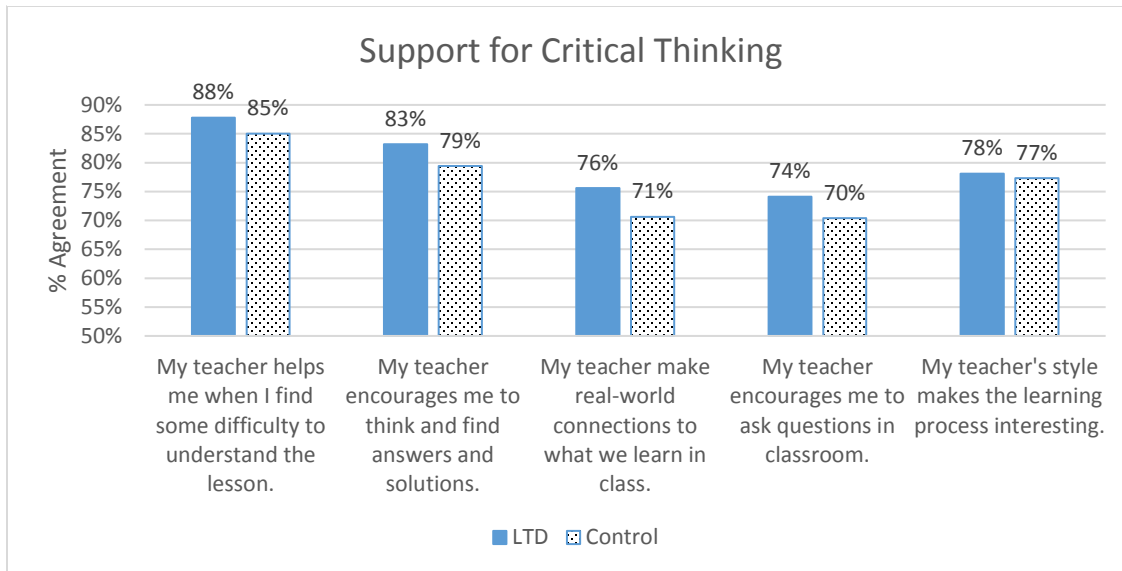


***Improving the Development of Students’ 21<sup>st</sup>-Century Learning Skills.*** Results of the survey also provide evidence that students of LTD-trained teachers are more likely to engage in learning activities that develop critical thinking, creativity, communication skills and collaboration than are students of non-LTD teachers.

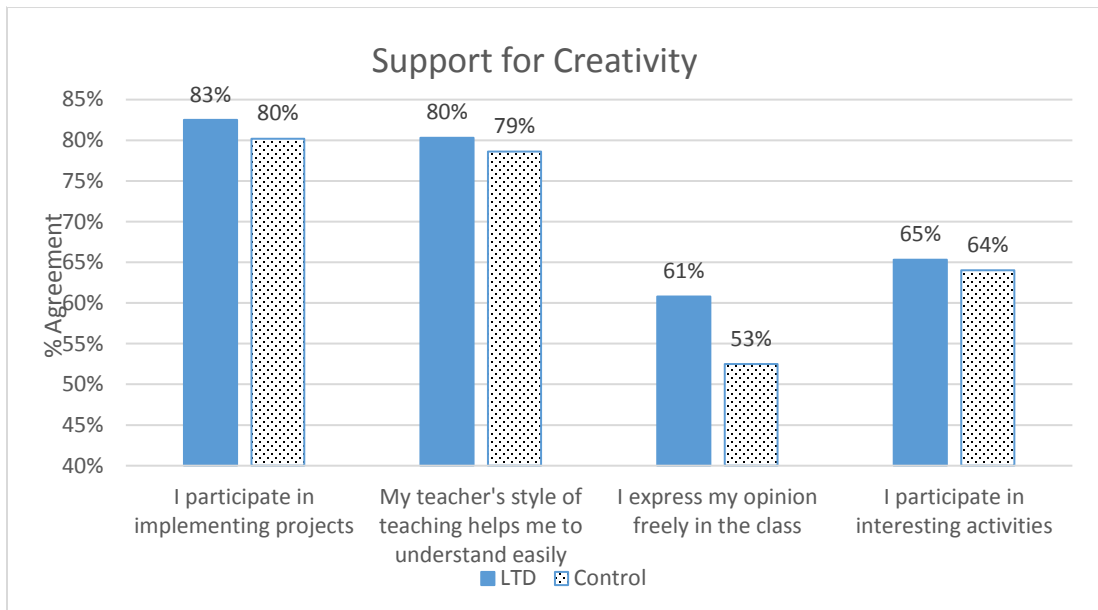
**Figure 21. Support for communication skills**



**Figure 22. Support for critical thinking**



**Figure 23. Support for creativity**



## 5. LTD’s Impact on Student Learning Outcomes

Is there empirical evidence indicating that LTD’s teacher professional development program contributed to improved student learning as measured by scores on standardized tests of academic achievement? To address this question, in coordination with the Assessment and Evaluation Department of the Ministry of Education and Higher Education, LTD administered standardized tests of achievement in May 2017 to a random sample of 3,000 students of LTD teachers in four core subjects: Arabic (8<sup>th</sup> grade), mathematics (6<sup>th</sup> grade), English (7<sup>th</sup> grade) and science/biology (10<sup>th</sup> grade). The sample was stratified by cohort so that students of teachers from Cohorts 1, 2 and 3 were represented.

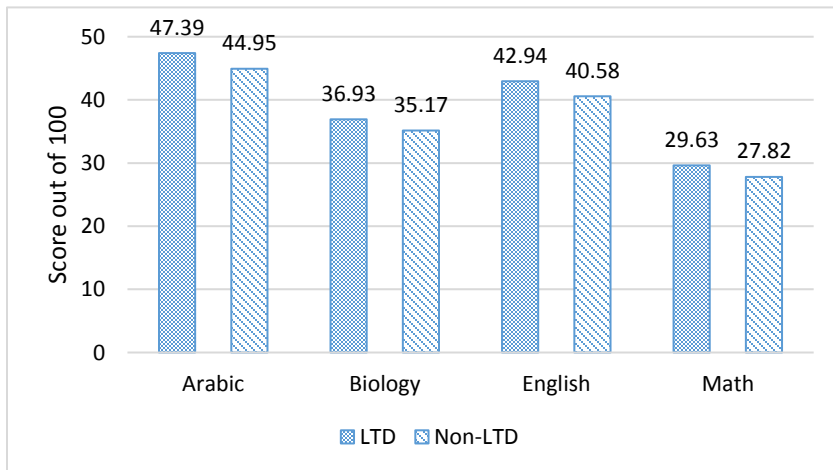
For the purpose of comparison, the study included a control group of 1,000 randomly selected students selected from non-LTD schools from all districts in the West Bank.

In light of AMIDEAST’s robust school-based training and technical interventions provided to LTD teachers, schools and districts, in addition to its strengthening of policies and structures to support school-based reform, the evaluation study found—as predicted—that scores on standardized exams of taught by LTD teachers were higher than were those of students taught by non-LTD teachers.

### 5.1 Content Knowledge

Compared to students of non-LTD teachers, as shown in Table 11, students of LTD teachers scored higher on standardized tests of achievement in Arabic, English, mathematics and science/biology. There is a five to six percent difference between the scores of LTD and non-LTD students (Table 10). Although the variance of the means between the LTD and non-LTD scores were statistically significant for the English exam only, additional contextual evidence presented below strongly suggests that the differences observed in the other exams are, practically speaking, meaningful.

**Figure 24. Percentage Difference: LTD and Non-LTD Scores**



**Table 10. Results of Exams for LTD and Non-LTD students**

Exam	LTD	Non-LTD	% Difference
Arabic	47.39	44.95	5.28%
Biology	36.93	35.17	4.88%
English	42.94	40.58	5.65%
Math	29.63	27.82	6.30%

## 5.2 Thinking Skills

The exam items tested not only students' content knowledge, but also their thinking skills. Each test item was designed to measure one of three cognitive domains: knowing, applying and reasoning. The analysis revealed that LTD students scored higher than their non-LTD counterparts in each of these domains for Arabic, math and science (Table 11).

**Table 11. Results of Analysis of Cognitive Domains**

	Arabic			Math			Science		
	LTD	Non-LTD	Difference	LTD	Non-LTD	Difference	LTD	Non-LTD	Difference
Knowledge	47.17	43.52	8.04%	44.80	43.60	2.71%	51.14	51.56	0.83%
Application	54.25	52.13	3.98%	23.65	21.11	11.35%	39.89	38.40	3.81%
Reasoning	41.25	39.25	4.97%	15.42	13.98	9.78%	22.14	18.28	19.08%

## 5.3 Conclusions: LTD's Theory of Change Validated

In light of the rigor of the study's research design, these findings substantiate the conclusion that LTD's model of teacher professional development is making a positive contribution to student learning. The model is working because of its learner-centered approach that empowers teachers, both independently and in professional learning communities, to develop their competencies, self-confidence and self-efficacy as professional educators. What is more, LTD's supportive approach to instructional supervision used by principals and supervisors contributes to the sustainability of LTD's model of teacher professional development for effective teaching. As the literature shows, an effective teacher is the most important factor contributing to student achievement (Barber & Mourshed, 2007; Goddard, Hoy, & Hoy, 2000; Gutierrez, Weinberger, & Engberg, 2016; Heck, 2009; Kyriakides, Christoforou, & Charalambous, 2013; Vescio, Ross, & Adams, 2008).

## 6. Pre-service Teacher Education at Al-Azhar University in Gaza Improved

While LTD’s work in the West Bank focused on in-service training for principals and teachers, in Gaza it centered on pre-service teacher education at a private institution of higher education, Al-Azhar University. At the start of LTD, AMIDEAST successfully leveraged its reputation as a provider of high-quality educational services in Gaza, including a recently completed USAID-funded scholarship program with Al-Azhar University, to conclude a memorandum of understanding (MoU) with the university to focus capacity building in three areas.



- *Strategic Planning*: to align curricular policies, structures, processes and practices through a process of strategic planning focused on learning
- *Teacher Educator Enhancement*: to harmonize faculty professional development with the strategic plan through action research in communities of practice to ensure all students learn
- *Professional Certificate in English Language Teaching*: to help future teachers of English build the professional habits of learner-centered teaching and professional development

### 6.1. Strategic Plan for the Faculty of Education

AMIDEAST, with substantive technical support from LTD’s subcontractor UMass, contributed to the capacity building of the Faculty of Education of Al-Azhar University, Gaza, through a year-long, eight-stage consultative process to produce a three-year strategic plan. The UMass team developed a workbook to guide the strategic planning through an eight-step process involving a steering committee chaired by the Dean of the Faculty and comprised of the heads of the four departments of the Faculty of Education: Curriculum and Instruction, Foundations of Education, Islamic Studies, and Psychology

With the understanding that strategic planning is a process, not a product, the Steering Committee met monthly and sometimes bi-monthly to work on the tasks in each stage of the process. Key tasks included: evaluating the Faculty’s pre-existing mission, vision, and goals; conducting a SWOT and gap analysis of the programs in each of the four departments; developing objectives organized into five larger “Strategic Objectives” as the basis for generating the final Strategic Plan document; articulating a theory of change to align intended

Figure 25. Strategic planning process



outcomes with specific inputs and outputs; and prioritizing short- and long-term objectives based on available resources. On November 30, 2014, the strategic plan was submitted for approval to the president and board of directors of the university, who approved the plan two weeks later.

### 6.1.1. Major Goals and Objective of the Strategic Plan

The Strategic Plan mapped out a strategic pathway designed to realize the vision of Al-Azhar as a provider of excellence in pre-service teacher education for Gaza’s school system. The plan staked out five major goals: (1) enhance faculty excellence; (2) increase experiential learning across our programs; (3) revise the undergraduate curriculum so that students have more opportunities to transfer their learning to authentic classroom practice; and (4) provide well-equipped facilities to harness the most effective education technologies toward advancing teaching and research.

The plan laid out five strategic objectives to guide the collective efforts of faculty and administrators, as illustrated below.

“We are proud of the strategic plan because we wrote each word in it and now we are committed to making it a reality.”

—Dr. Ata Darwish, Member, Strategic Planning Committee

Figure 26. Strategic objectives of the Strategic Plan



### 6.1.2. A Focus on Technology

One outstanding aspect of the plan was its emphasis on integrating technology in teaching and learning. To support this goal, LTD provided \$40,000 of in-kind assistance that enabled the renovation of three lecture halls. Each room was retrofitted with educational technology per the strategic plan, which included LCD projectors, Wi-Fi access point devices, smart boards, and audio devices. These resources allowed faculty and students to engage in more learner-centered practices using blended learning methods. The upgrade also converted the lecture halls into multipurpose spaces to serve not only as classrooms but also as



professional development workshops to build the capacity of faculty to integrate the use of technology into their courses.



*Lecture hall, before and after the technology upgrade*

In addition to providing in-kind assistance to support the technology upgrade, LTD contributed technical support to a technology task force. Known as the Technology and Teacher Education Task Force, LTD facilitated technical meetings aimed at building the capacity of the three-member team to serve as technology mentors for other faculty members wishing to integrate technology into their lecture courses.

An online survey of 355 students in six courses evaluated their experiences in courses taught by members of the task force. The students overwhelmingly approved of the changes to the teaching and learning environment of the courses.

- **Active Engagement.** Well over two-thirds of the students surveyed agreed that the use of an online course management system (Moodle) improved the completion rate of assignments, facilitated following up on their work and learning activities, and kept them more engaged with course content outside of class.
- **Improved Communication for Learning.** Two-thirds of the students agreed that communication with their instructor improved and, importantly, nearly three-quarters (73%) agreed that the instructors' use of technology made the students feel part of a learning community, allowing them to exchange ideas and information and to ask questions and compare answers.
- **Enhanced Study Habits.** Nearly three-quarters of the students reported that the instructors' use of technology enhanced their learning experiences by improving their study habits and encouraging them take greater personal responsibility for their own learning.
- **Better Academic Achievement.** Student achievement in three technology-enhanced courses were compared with results from the same courses offered the previous semester, and the results indicated marked improvement in academic achievement in all three cases. Impressively, the percentage of failing or passing students in a pharmacology course declined dramatically from 34% to just 14%, in a course on teaching geometry from 38% to 29%, and in a course on teaching science from 8% to 0%.

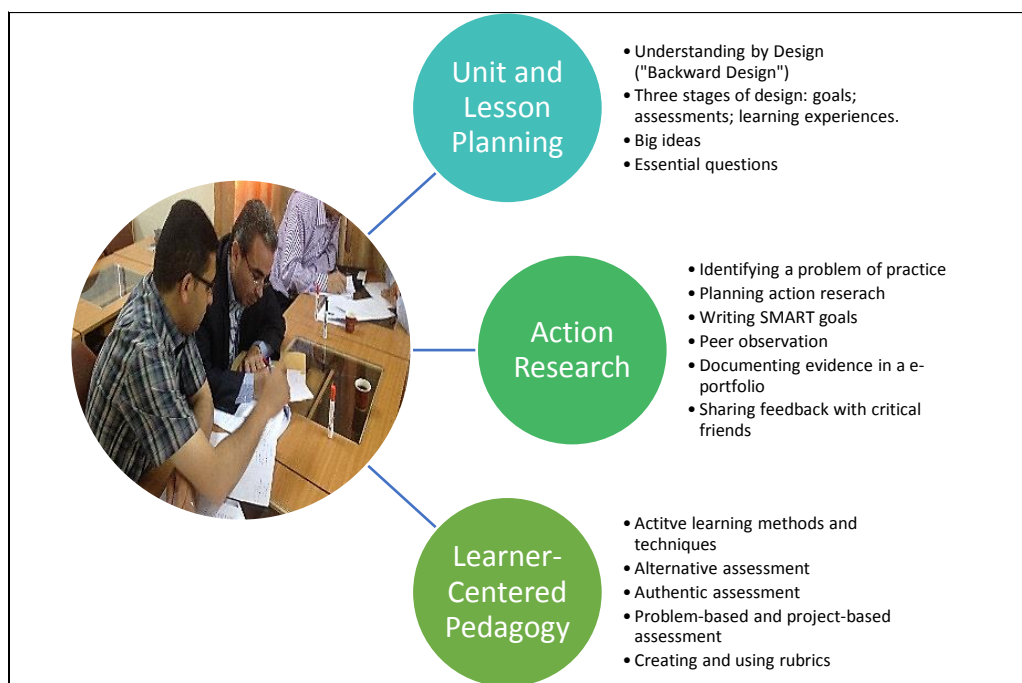
## 6.2. Teacher Educator Enhancement Program (TEEP)/Gaza

Framed by the same principles and process of the *inquiry cycle* of the TEEP program in the West Bank, the TEEP initiative at Al-Azhar University was adapted to fit the context of pre-service teacher education. Twenty faculty members from across the four departments of the Faculty of Education completed the year-long, 120-hour TEEP training during the 2013–14 academic year, and a second cohort of faculty from the Faculty of Science participated in a four-month, 40-hour intensive TEEP training, February to May 2015.

### 6.2.1. Structure and Process of TEEP for Al-Azhar University

Organized into professional learning communities based on their disciplinary specializations, the TEEP participants met monthly—bi-monthly in the case of the science faculty—for workshops facilitated by LTD staff as well as peer-facilitated learning circles. The participants conducted periodic action research projects between workshops and documented in electronic portfolios on Moodle or Google Sites evidence of and reflections about their professional development.

Figure 27. TEEP themes and topics for university faculty



A major goal of the workshops was for the participants to learn how to become less reliant on traditional “chalk and talk” lecturing and become more comfortable using student-centered, active learning and assessment instructional methods. Additionally, the participants used peer observations and paired up as “critical friends” to observe their experimentation with new pedagogy and then exchange constructive feedback. LTD provided each participant with a laptop to support online collaboration and continuing professional development, and to encourage the integration of technology in their teaching.

### 6.2.2. Capstone Event

The culminating event at the conclusion of both TEEP programs—June 2014 and June 2015—was a conference to celebrate the role action research played in the participants’ professional development. Each conference was attended by more than 100 faculty members from Al-Azhar and local universities, serving as a teachable moment to educate others about the efficacy of action research in higher education in general and in pre-service teacher education in particular.



Unlike most conferences that focus on conventional academic research, the TEEP conference focused exclusively on the faculty members’ own teaching practices and student learning as the objects of their action research. In addition to faculty-led workshops and panel presentations, all participants prepared poster presentations that were displayed in an interactive “poster gallery” in one of the conference halls. During the session, each presenter stood by his/her poster and responded to questions and comments from attendees.

### 6.2.3. The TEEP Influence on Changing Attitudes and Practices

At the conclusion of the TEEP program in 2015, LTD conducted an evaluation study with members of the two TEEP cohorts. The following quotes from focus groups point to TEEP’s effect on faculty attitudes and practices.

- **Increased Engagement.** *“After TEEP, my students and I have become more interactive and engaged in a participatory way. My students are becoming more engaged not just as receivers of knowledge but as learners and participants.”*
- **Improved Pedagogical Content Knowledge.** *“A teacher is like a mirror for his students. I’ve come to understand in TEEP that as the performance of the teacher improves so does the performance of his students.*
- **Professional Development with Critical Friends in a Community of Practice.** *“TEEP has had an impact on my teaching practices in terms of allowing me to engage with critical friends to discuss and share ideas about challenges I face in teaching such theoretical and abstract subjects.”*
- **Professional Development in a Community of Practice.** *“TEEP provided us with a space to meet with other colleagues to discuss, reflect and share experiences. And it added to my professional career as a member of the administration of the Faculty of Education, and even had a positive impact on my life outside the academic field.”*

### 6.3. Professional Certificate in English Language Teaching

The Professional Certificate in English Language Teaching (PCELT) is a U.S.-accredited and internationally recognized TESOL certificate program developed by AMIDEAST and World Learning/SIT Graduate Institute. The 120-hour PCELT program provides a cutting-edge curriculum that blends international best practices with topics of particular relevance to assist teachers in Arabic-speaking countries to acquire the pedagogical expertise and the language fluency to deliver quality instruction that equips students with the language skills they need to compete successfully in today’s job market or pursue continuing education in contexts where English is the primary language of instruction.

Figure 28. PCELT program at a glance

Professional Certificate in English Language Teaching (PCELT) Program at-a-Glance	
Number of Hours	<ul style="list-style-type: none"> <li>120 hours</li> </ul>
Delivery Options	<ul style="list-style-type: none"> <li>Intensive: 4 weeks (30 hours/week)</li> <li>Semi-intensive: 10 weeks (12 hours/week)</li> <li>Non-intensive: 16 weeks (7-8 hours/week)</li> </ul>
Delivery Mode	<ul style="list-style-type: none"> <li>Face-to-face, cohort-based</li> <li>Delivered by PCELT-licensed trainers</li> </ul>
Class Size	<ul style="list-style-type: none"> <li>10-12 participants</li> </ul>
Components	<ul style="list-style-type: none"> <li>Modular curriculum, competency-based, with core areas integrated throughout</li> <li>Practicum component for teacher application, self-assessment, and classroom observation</li> </ul>
Content Areas	<ul style="list-style-type: none"> <li>Foundations in international best teaching practices in TESOL</li> <li>Skills development in areas of relevance for different groups of teachers, from primary to university</li> <li>Topics relevant for EFL teachers in MENA region today, e.g. EL in a global economy, EL for academic success, EL for employability</li> </ul>
Training Approach	<ul style="list-style-type: none"> <li>Ongoing emphasis on experiential learning, critical thinking, creative problem-solving, informed decision-making and teacher reflection</li> </ul>
Assessment Means	<ul style="list-style-type: none"> <li>Teacher reflection assignments</li> <li>Graded lesson planning</li> <li>Classroom observations</li> <li>Teacher portfolio</li> </ul>

### 6.3.1. Evidence of Impact

Evidence from surveys, observations and focus groups indicates how transformative the experience was for both the pre-service teachers and the faculty trainers. PCELT graduates affirmed that the training enabled them to:

- **Improve their perceptions of students and their learning.** They believe that PCELT increased their sensitivity to the emotional, cognitive and social needs of learners.
- **Adopt positive values and attitudes about teaching.** They are convinced that PCELT developed their professionalism and attribute this to PCELT's emphasis on self-reflection, peer observation and collective feedback focused on problems of practice.
- **Acquire a wide variety of useful and effective tools and approaches.** They appreciate not only the richness of the PCELT toolkit but also the variety of strategies for selecting and applying the tools appropriately in different contexts with students.
- **See evidence of improved student learning as a result of using PCELT methods and techniques for planning, instruction and assessment.** They credit PCELT for helping them to increase their students' motivation to learn, improve their speaking fluency and listening comprehension, and engage them in collaborative activities resulting in larger participation and active learning.
- **Share their PCELT experience and learning with others outside the program.** They have been sharing their PCELT skills and materials with peers and other educators, including classmates in their pre-service program, cooperating teachers during their practice teaching in schools, and with relatives and friends.

“During four intensive weeks of training, we got the chance to practice teaching English for speakers of other languages using a variety of new and effective teaching approaches. We learned that the teacher is no longer the center of the class, and he is no longer the only resource for the students....We learned the key elements of lesson planning, teaching and reflecting (on our practice), which, in my opinion is one of the first steps on the way to becoming a good teacher.”

—PCELT graduate



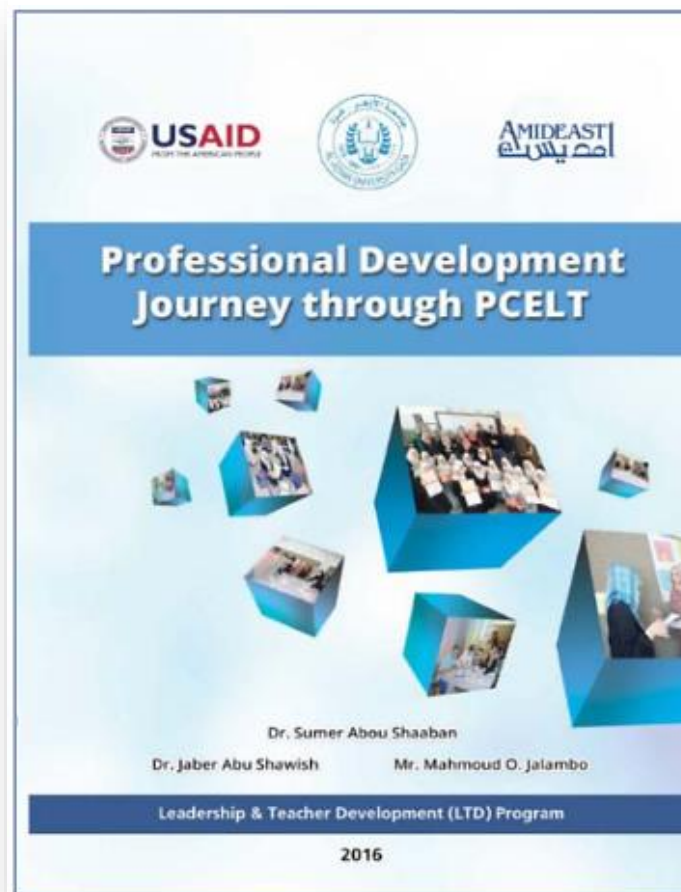
Dr. Sumer (left) and Mr. Mahmoud speaking about their PCELT experiences

### 6.3.2. Book Publication to Educate Others about the PCELT Model of Professional Development

The three university instructors who became licensed PCELT trainers considered their training to have been one of the most transformative professional development experience of their careers. With the encouragement of LTD, the three colleagues—Dr. Sumer Salman Abou Shaaban, Mr. Mahmoud O. Jalambo, and Dr. Jaber Ibrahim Abu Shawish—co-authored a professional memoir to share with other teacher educators how the PCELT experience changed their philosophies of teaching and their teaching practices.

With the completion of the manuscript in May 2016, LTD co-sponsored a book launch hosted by Al-Azhar University in September 2016 that was attended by 160 faculty members, student graduates of PCELT, AMIDEAST Country Director Mr. Steven Keller, and local AMIDEAST/Gaza staff. A free copy of the book was given to the attendees, and Al-Azhar University later distributed additional copies to other universities, schools and NGOs in Gaza.

Figure 29. Cover of PCELT trainers' professional memoir





## 7. Leading Change with Technology

---

LTD prioritized the role that technology plays in improving teaching and learning in the classroom and enhancing school management. Over the life of the program, LTD provided each of its participating 454 schools with school-wide wireless connectivity to the Internet. The program supplied over 5,639 laptops, 1,200 LCD projectors and 947 interactive whiteboard projectors to schools and directorates. To support the effective integration and use of ICT resources in schools, LTD upgraded the content of the modules in both the Leadership Diploma Program and the Teacher Qualification Program to include advanced training in the effective use of ICT resources in teaching and learning and in school administration.

### 7.1. Use of ICT by School Leadership

LTD's robust provision of ICT resources enhanced the principals' effectiveness in communicating with major stakeholders of the school community—teaching staff, students, parents and the local education directorate. Monitoring and evaluation research by LTD found that:

- Nearly all principals (95%) report they make use of LTD-provided ICT resources for administrative purposes on a daily basis, including the Internet (93%) and their laptops (80%).
- The vast majority of principals report they use the ICT resources for communications with their local education directorate (95%), teachers (87%), students (71%) and parents (68%), in addition to processing routine HR documents such as teacher attendance sheets, leave requests, and creating class schedules and electronic records of students' grades.
- Forty-three percent of the principals use the MoEHE Human Resources e-Portal, mainly for processing teachers' leave requests (89%); and 78% say that using the e-Portal has made administrative work more efficient in terms of time and decreased wastage.

### 7.2. ICT Resources by Teachers

Virtually all of the LTD-trained teachers are using ICT tools to support lesson planning and the delivery of learning content in their classrooms, and a majority (69%) are using the LTD-supplied interactive whiteboard projectors; 40% of these are using the devices on a weekly basis. Additionally, a comprehensive survey among principals and teachers conducted by LTD's M&E department<sup>4</sup> provided the following evidence.

---

<sup>4</sup> The survey sampled 175 principals and 332 teachers selected randomly from 243 schools stratified by geographical location in the West Bank—84 (48%) from the north; 37 (21%) from the center; and, 53 (30%) from the south. The survey had a 95% confidence level with a  $\pm 4$  margin of error.

- Virtually 100% of the LTD-trained teachers reported they use ICT resources provided by LTD, and some 98% say that their school administration encourages them to use ICT resources in the classroom.
- Nearly all LTD teachers report they are using ICT resources to find and use supplementary content to enhance students' learning, including video (99%) and other digital resources (98%) presented during lessons.
- A strong majority of teachers (96%) report they use YouTube, Internet browsers (Internet Explorer, Google Chrome, etc.) to support their classroom teaching.
- Almost three-quarters of the LTD-trained teachers (73%) use Microsoft Word and Microsoft PowerPoint to support their teaching.

### 7.3. Impact of ICT Resources on Teaching Practices

Consistent with the above findings, access to and use of ICT resources had a positive impact on teaching competencies for a majority of teachers. The largest impact has been in classroom management, delivering and assessing learning content, and promoting creative and critical thinking.

- 81% of the principals and 79% of the teachers see improvement in teachers' competencies in motivating students, classroom management and testing students' learning.
- 70% of the principals and 69% of the teachers see improvement in teachers' capacity to foster student creativity and higher order thinking skills.
- A majority of principals (57%) and teachers (64%) believe ICT contributes to teachers' competencies in increasing student productivity, their use of multimedia tools or the internet in classroom, and engaging students in small-group collaboration.

### 7.4. Principals' and Teachers' Perception of the Impact of ICT on Students

Large majorities of both principals and teachers observed improvements in students' study habits, learning skills and behavior to LTD's infusing of ITC resources and training.

- Three-quarters of both principals (75%) and teachers (76%) observed solid improvement in students' collaborative learning, and communication, presentation and research skills.
- About two-thirds of principals (64%) and teachers (64%) observed improvement in student behavior/discipline, in academic achievement and in homework completion.



- A majority of teachers (53%) and nearly half of the principals (46%) observed improvement in students' creativity, problem solving and critical thinking.

## 7.5. Coding: Preparing LTD Students for the Global Workplace

Computer science is now a major driver of innovation and jobs across the global economy, and coding is increasingly recognized as an important learning skill in the 21<sup>st</sup> century (Du et al., 2016; Kafai, Burke, & Resnick, 2014; Krauss & Prottzman, 2016; Lamb & Johnson, 2011). In light of these global trends, LTD developed and implemented a one-semester coding course for ninth-grade students, first as a pilot project in 32 LTD schools, then for all other LTD and SSP schools in the West Bank.



*Students presenting a project to their technology teacher*

### 7.5.1. Pilot Coding Project

LTD implemented a pilot coding class during the second school semester of the 2016–17 school year. The pilot program, implemented with technical support from IT experts at Palestine Polytechnic University (PPU), was offered to over 480 ninth-grade students in 32 schools in Hebron, North Hebron, and South Hebron and one school in Ramallah/AI-Bireh and was designed to build their skills in computer programming and to better prepare them for a 21<sup>st</sup>-century job market. The twelve-week coding course used Scratch, a child-friendly tool for learning to code developed by MIT that is popular in schools and other institutions in over 150 different countries.

### 7.5.2. Expansion of Coding Course to All LTD and SSP schools



*Coding students sharing feedback about projects*

So successful was the pilot that the Ministry of Education and Higher Education expanded the program to ninth-grade classes in the remaining LTD and SSP schools—426 schools across 15 districts—during the fall semester of the 2017–18 school year. In coordination with experts from PPU, LTD developed the coding textbook used in the course and printed over 22,000 copies for the participating schools and students.

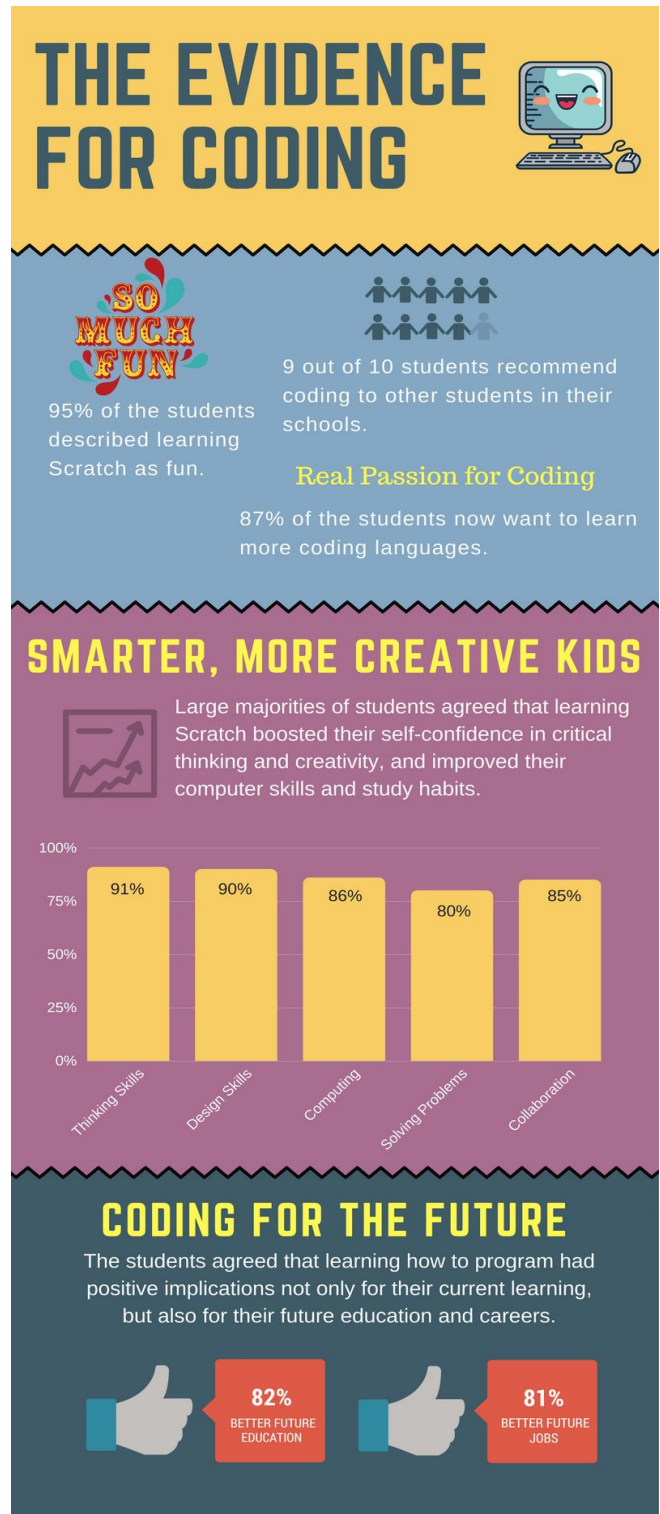
### 7.5.3. Evidence that Coding Makes a Difference in Student Learning Experiences

To provide evidence to key stakeholders in the Ministry of Education and Higher Education that the introduction of coding in the ninth-grade technology curriculum—or possibly earlier—was both feasible and highly beneficial in developing students’ computational skills, LTD conducted a mixed methods study using a survey and focus groups to capture the opinions of students, facilitators, and teachers about the pilot coding activity.

The study found strong evidence that students in the ninth grade and possibly earlier possess both the ability and interest to learn how to code and design simple computer programs. Specifically, the pilot coding activity found that:

- The experience of learning Scratch promoted positive attitudes about programming, largely because of the easy-to-learn and interactive graphical interface of Scratch and the hands-on approach to creating interactive projects, all of which made learning to program both easy and fun.
- Learning Scratch offered students opportunities to build their cognitive capacity in critical thinking, problem solving and creativity, while also improving their study skills and their use of logical reasoning, problem solving, design thinking, creativity, and metacognition.
- Learning Scratch reinforced the students’ belief that the skill of programming has benefits not only for their immediate learning and study habits, but also for their future education and career choices.
- The students enjoyed the project-based approach of the lessons far more than the lecture and seatwork format of a typical classroom; the instructional method of the course created learning activities that simulated the design process of authentic computer programming by emphasizing creativity, choice, problem solving, trial-and-error, peer feedback, and producing projects for authentic audiences.

Figure 30. Evidence the coding made a difference



## 8. Gender Equality and Female Empowerment

Evidence from the program’s monitoring and evaluation work points to the success of LTD’s contribution to supporting the core principles underlying USAID’s Gender Equality and Female Empowerment policy. LTD’s gender strategy focused on two key pillars of gender equality: equal access and female empowerment. Equal access in the context of LTD programming in the West Bank and Gaza referred to the degree to which women and men had equal opportunities to benefit from resources and services offered by LTD, such as training, capacity-building, and in-kind assistance. In contrast, female empowerment related to the program’s capacity to increase woman’s agency (i.e., self-efficacy) to realize her professional goals in the context of LTD’s mission to improve the quality of school leadership and teaching.

Even though LTD’s cooperative agreement with USAID did not specify gender-specific deliverables, the program consciously prioritized gender equality and empowerment in the program’s implementation. For example, the program made sure that training opportunities were available equally and fairly for both male and female principals and teachers. Furthermore, the program ensured that gender considerations, particularly in the context of female empowerment, were taken into account in discussions on policy and capacity building with the MoEHE.

Although LTD was not designed specifically as a program for female empowerment, its activities were carried out in the spirit of USAID’s policies on gender equality and female empowerment, which aims to “improve the lives of citizens around the world by advancing equality between females and males, and empowering women and girls to participate fully in and benefit from the development of their societies.”<sup>5</sup>

### 8.1. Measuring Equality and Empowerment

LTD conducted gender equality/empowerment surveys three times in 2015, 2016 and 2017. To measure gender equality, LTD developed a ten-item survey to measure perceptions about LTD’s provision of opportunities, resources, and services associated with professional development in leadership and teaching. For assessing empowerment, LTD used a validated tool recommended by USAID, the Generalized Self-Efficacy Scale.<sup>6</sup>

For the sake of brevity, we report here the results for the 2015 trial since it was the only one of the three to include beneficiaries from both the West Bank and Gaza. The sample included principals and teachers from the 144 schools of Cohort 2 districts—Hebron,

**Table 12. Sample for gender survey**

SAMPLE			
Position	Female	Male	Total
Teacher	159	143	302
Principal	71	44	115
Trainer	7	7	14
Undergrad	16	35	51
Faculty	8	2	10
<b>Total</b>	<b>261</b>	<b>231</b>	<b>492</b>

<sup>5</sup> USAID. (2012). *USAID Policy on Gender Equality and Female Empowerment*. Washington, DC: U.S. Agency for International Development. (Page 1)

<sup>6</sup> The measure required by USAID is the Generalized Self-Efficacy or GSE as discussed in Judge, T. A., Locke, E. A., Durham, C. C., & Kluger, A. N. (1998). Dispositional effects on job and life satisfaction: the role of core evaluations. *Journal of applied psychology*, 83(1), 17.

Bethlehem, Jerusalem Suburbs, Ramallah, Salfit, and Qalqilya—plus NIET’s training staff of about 35 individuals and approximately 20 faculty and 70 PCELT alumni at Al-Azhar University in Gaza.

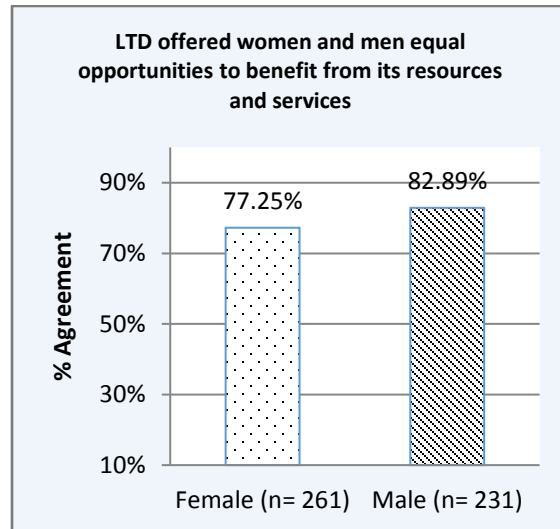
## 8.2. Promoting Gender Equality

LTD’s target for the percentage of female and male beneficiaries reporting equal access (i.e. gender equality) to opportunities, resources and services provided by LTD was set at 85%.

The survey results for gender equality found that 80% of the sample of both females and males agreed that LTD provided them with equal access to opportunities, resources and services regardless of gender, with 77% of the females in agreement compared to 83% of the males. Although 80% is slightly below LTD’s end-of-program target of 85%, it is still comfortably within the deviation margin of +/- 10% allowed by USAID.

Additionally, there was near unanimous agreement by both females (95%) and males (97%) that LTD’s trainings helped them gain new skills that benefited their work as principals and teachers, particularly in the area of leadership skills.

Figure 31. Supporting gender equality



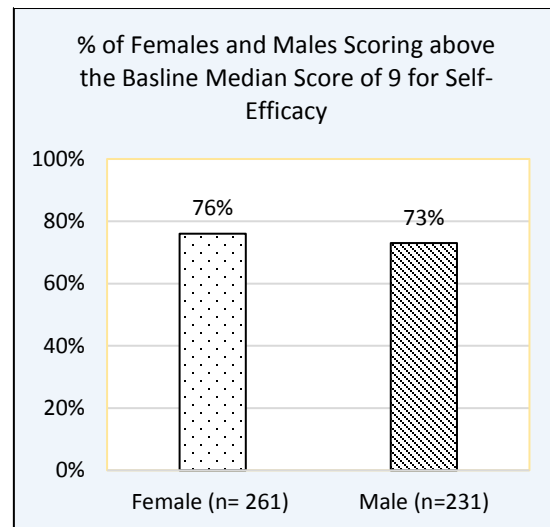
## 8.3. Promoting Gender Empowerment

LTD’s annual target for self-efficacy (i.e., empowerment) was 60% of women and men scoring above the baseline median score on the self-efficacy scale.

The results for gender empowerment (i.e., self-efficacy) found that the score for female beneficiaries increased 29% over the duration of their year-long training with LTD, while those for males rose by 32%.

Compared to the baseline median score of 9 out of a possible 16 points, 76% of females scored above the median on the endline survey compared to 73% of the males. These results indicated that LTD contributed to increasing women’s perception of improved empowerment.

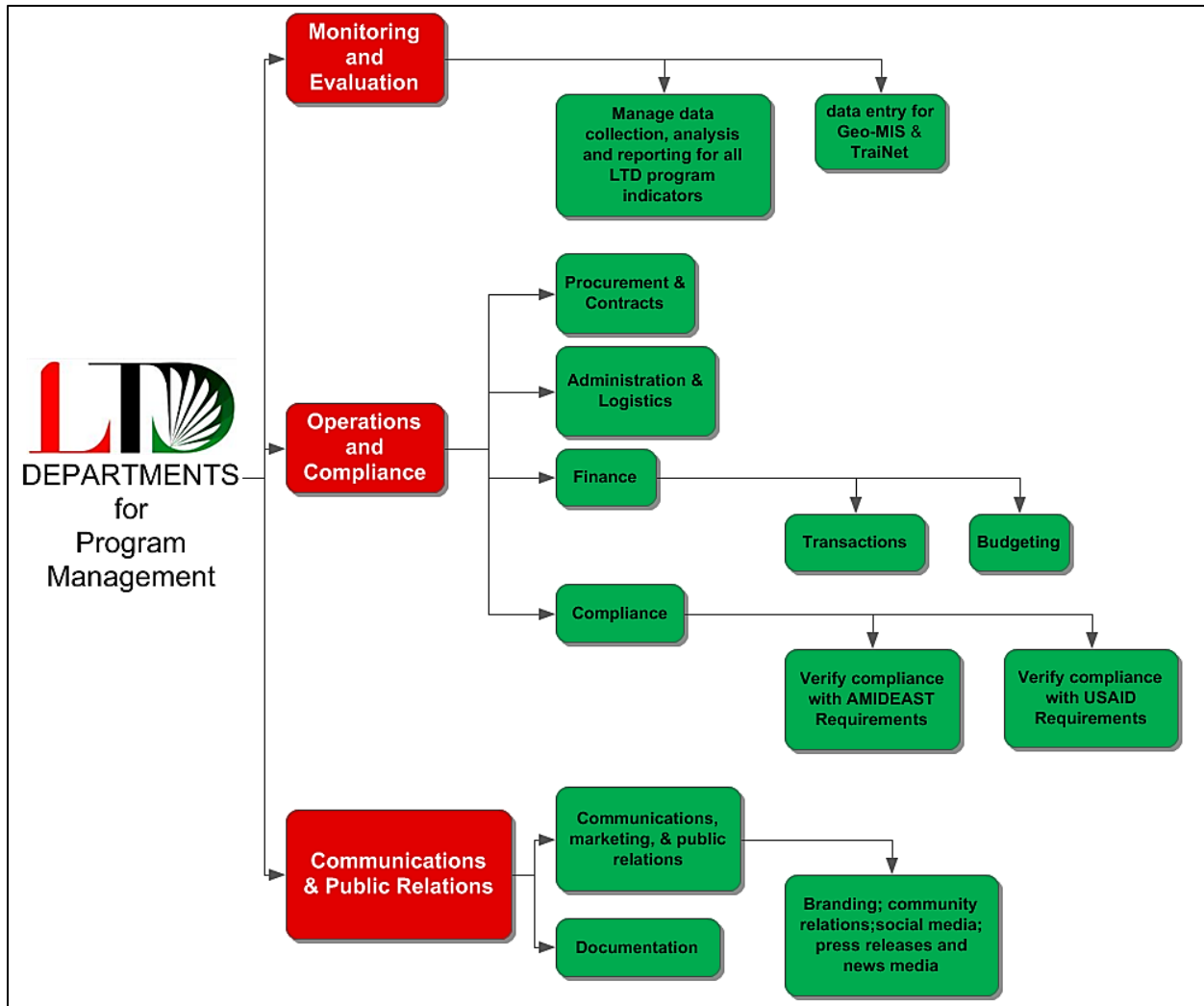
Figure 32. Supporting gender empowerment



## 9. Project Management

LTD’s successful work over nearly six years relied heavily on a system of management structures and processes to ensure the effective and efficient operation of all its activities. These included Monitoring and Evaluation (M&E), Operations and Compliance (OCD), and Communications and Public Relations. The M&E team strove to provide accurate and timely data and information for effective results-based management. The OCD team managed the efficient procurement and allocation of resources, and served as the program’s backstop to guarantee its full compliance with USAID regulations. The officer in charge of Communications and Public Relations documented and published news and information to celebrate the program’s progress and successes to a broad audience of stakeholders in schools, directorates, and the Ministry of Education and Higher Education, not to mention USAID and the home office of AMIDEAST.

Figure 33. Schematic of LTD’s Departments for Program Management



## 9.1 Major Accomplishments by Monitoring and Evaluation Department

The Monitoring and Evaluation Department of LTD was responsible for the efficient, effective and reliable collection of data for the purpose of monitoring, reporting on, and evaluating activities delivered to beneficiaries throughout the life of the program. The M&E system supported not only LTD's results-based management and internal impact evaluation research, but also contributed to LTD's capacity building of the MoEHE. The success of M&E operations relied considerably on the strength of its professional relationships with its counterparts in departments across the MoEHE, especially the National Institute for Educational Training (NIET) and the Assessment and Evaluation Department (AED).

At the start-up of LTD, the M&E staff worked in close consultation with key partners in the MoEHE to develop a robust evidence-based Performance Monitoring Plan (PMP). The PMP served as the framework for guiding the performance of the M&E department in providing: (1) timely monitoring and reporting of activities at all levels and stages of LTD's interventions; (2) quality data to be recorded in USAID's Geo-MIS and TraiNet systems; (3) timely reporting to inform decision making on the status of deliverables; and, (4) periodic evaluation of LTD's performance-based indicators (with focus on outputs, e.g., number of trainees) and impact-based indicators (with a focus on outcomes, e.g., changes in the performance of principals and teachers). Following is a summary of major accomplishments of the M&E department over the life of LTD.

### 9.1.1 Major Accomplishments in Monitoring LTD Performance

- Created a quick-access index to rationalize data management. Organized on the basis of program indicators, the index served as an archival and retrieval system that facilitated easy access to output and impact indicators for analysis and reporting.
- Developed the School Profile and Teacher Profile forms to collect and document relevant demographic data used in (1) validating school and teacher eligibility under USAID compliance regulations and LTD selection criteria; (2) verifying quantities of IT resources to be procured for teachers; and, (3) validating accuracy of entries in the Geo-MIS system.
- Passed three data quality assessment (DQA) inspections by USAID. The results of each inspection verified that the collection and maintenance of data provided to USAID/WBG from AMIDEAST met the data quality standards pursuant to ADS 203.3.5.2.
- Developed tools and procedures for field visits. A field visit protocol and tracking sheet were developed to monitor program activities and events on a regular basis and to ensure follow-up and continuous improvements to the planning, implementation, and the overall organization of activities conducted by LTD and its key partners from the MoEHE.
- Designed a data verification protocol which created a more transparent procedure to verify the accuracy of data entered in Geo-MIS system: (1) entry of data by the M&E Assistant, (2) verification by the M&E officer, and, (3) and a final approval by the M&E director.



### 9.1.2 Major Accomplishments in Evaluating LTD Performance and Impact Indicators

- Reinforced and extended the capacity of LTD’s Monitoring and Evaluation System through Ministry partnerships. AMIDEAST coordinated with the MoEHE to create two structures to support monitoring and evaluation of LTD activities: the Monitoring and Evaluation Task Force (METF) and the NIET/LTD M&E Joint Working Group (JWG).
  - Comprised of representatives from five Ministry departments (DSQ, DFF, AED, DP, and NIET), the METF participated in the development of indicators for LTD’s performance monitoring plan (PMP) and of tools for data collection; the METF also participated in all stages of LTD’s functional audit of policies, systems, and structures of the MoEHE.
  - The JWG provided interdepartmental coordination with AMIDEAST and improved the flow of information and coordination involving joint data collection of the Leadership Diploma Program and the Teacher Qualification Training Program.
- Worked jointly with AED in the design and implementation of three quasi-experimental evaluation studies to investigate the impact of LTD-trained teachers based on student achievement on a battery of standardized tests in Arabic (8<sup>th</sup> grade), English (7<sup>th</sup> grade), mathematics (6<sup>th</sup> grade), and science (10<sup>th</sup> grade).
- As part of the AED student achievement testing, AMIDEAST supported AED in developing Palestine’s first-ever national test for English language achievement for 7th grade.
- Developed two new gender indicators and tools to assess LTD’s compliance with USAID’s policies and strategy regarding gender equality and female empowerment policies (see page 70, above).

### 9.1.3 Major Accomplishments in Support of Capacity Building

- Collaborated with NIET in developing a trainer observation protocol and tool. The Trainer Observation Guide (TOG) was used as a formative assessment mechanism to support the continuous professional development of NIET’s cadre of trainers as reflective practitioners in communities of practice. The tool enabled critical friends to observe each other’s trainings, share feedback, and identify several immediate learning objectives (SMART goals) to guide improvements in specific competencies.
- Designed and delivered an intensive 4-day capacity-building seminar to AED staff on advanced methods in research design and methods in quantitative, qualitative, and mixed-methods research in education. Participants included the director of AED and five senior researchers. The seminar used a project-based approach in which the participants used data from student achievement testing in Palestine to explore variation in student achievement. Two project teams each produced an official report for the MoEHE that examined the relationship between student achievement and classroom physical environment and the division of schools by grade levels, 1–4, 5–9, and 10–12.
- Introduced the assessment strategy known as Common Formative Assessment into the Teacher Qualification Training Program delivered by NIET. The strategy organizes teachers into collaborative data teams based on grade and subjects they teach. Teams develop formative

assessments and then analyze the results to identify problems areas facing students and then plan interventions to raise students' levels of proficiency.

- Headed the development of two sets of performance standards for assuring the quality of NIET's organizational performance on the one hand and the performance of its trainers and training programs on the other. The new standards address NIET's desire to strengthen its system for quality control and align its performance with international best practices for organizations that deliver educational training.

## 9.2 Major Accomplishments by Operations and Compliance Department

With a total procurement component for LTD of nearly \$10 million, the Operations and Compliance Department (OCD) played a critical role in guaranteeing that LTD achieved all project deliverables by ensuring that LTD would meet or exceed its targets on all matters relating to finance, administration, procurement and compliance.

In regards to compliance, the OCD oversaw the program's adherence to USAID's compliance regulations and procedures, including strict monitoring of Mission Order 21 as stipulated in the Cooperative Agreement. Furthermore, the OCD bore responsibility for providing strategic coordination with MoEHE partners from local schools to district offices and to departments and directorates in the central Ministry to safeguard program resources, expedite procurement processing, and monitor the implementation of contracts and deliverables.

### 9.2.1 Major Accomplishments in Procurement

- Procured over \$3.7 million worth of school supplies in support of school improvement plans (SIPS) of LTD schools
- Supplied all 454 LTD schools with ICT resources, including 454 laptops for principals, 4,438 laptops for teachers, 902 LCD projectors for 451 schools, Wi-Fi networks installed in all 454 LTD schools
- Upgraded 15 training centers used for LTD training with new furniture and technology
- Upgraded NIET's conference hall with new equipment used for simultaneous translation during workshops and conferences

#### Technology Procurement: Making a Difference

Looking back over the six years of LTD, the OCD takes pride in having contributed to supporting LTD's major goal of enhancing the quality of school leadership and of teaching and learning by providing laptops, LCD projectors, and Wi-Fi connectivity. On many occasions, teachers and principals communicated what a big difference these resources made on teaching and learning. One teacher's appreciation sums up what was heard many times over from teachers and principals:

"After we installed a modern IT laboratory and LTD provided us with Internet, teachers rushed to use the lab. The Arabic teacher started using YouTube for the first time. The teachers and students love how technology has added to the learning experience."



## 9.2.2 Major Accomplishments in Compliance

OCD managed and facilitated examination assignments as follows.

- Audit of LTD Program for the 22 months ending June 2015. The process was conducted in accordance with Partner Contracted Audit (PCA) Guidelines. The audit report was free of any findings/deficiencies.
- Compliance with Mission Order 21. The review covered the 16 months ending August 2015; no report was issued as of September 30, 2015.
- IRM documents package concerning IT procurements was prepared for two activities, and associated approvals were obtained.
- Source and nationality requirements were considered for all procurement activities.
- Marking requirements were implemented for supplies delivered to schools, and printed materials were marked with USAID logo.
- Dozens of vetting requests (individuals and organizations) were prepared and submitted.



*PR focal points from the directorates participating in a camera-training workshop*

## 9.3 Major Accomplishments by Communications and Public Relations Department

The Communications & Public Relations Office of LTD was headed up by the Communications Officer who was in charge of communications and public relations strategies. The Communications Office supported the overall quality and coherence of the LTD's external relations through a number of important initiatives, including coverage of the official launch of each cohort of school principals; the creation of a Facebook page; updating the LTD pages on the AMIDEAST website; the production of media and press releases, including a quarterly newsletter and brochures; and, the production of print and digital success stories. Public relations work included liaising frequently with the MoEHE's public relations officers in the district directorates to raise the profile of LTD to all beneficiaries, partners and the Palestinian community at large. The Communications Office was also responsible for marking the USAID identity on all program deliverables including commodities, technical assistance manuals, studies, reports, papers, publications, audio-visual productions, public service announcements, Web sites/Internet activities and other promotional, informational, media, or communications products funded by USAID.

### 9.3.1. Major Accomplishments in Press Relations

- Maintained outstanding relations with local broadcast media, including TV stations such as Palestine TV, Maan TV and Watan TV, all of which responded with excellent coverage of many of LTD's major events.
- Initiated a national networking campaign to strengthen communications and cooperation with media and public relations officers in all 17 education directorates of the West Bank, and with all

major Palestinian news outlets including Al Quds, Al Hayat, and Al Ayyam, Maan, Wafa, PNN, Alwatan Voice, Raya FM and others.

- Supported the professional development of media officers at school directorates to improve their knowledge of USAID and AMIDEAST regulations in regards to writing press releases, publishing news, and communications with media outlets about LTD, and the use of digital cameras provided by LTD.

### **9.3.2 Major Accomplishments in Public Relations**

- Published four brochures, seven newsletters, and five factsheets over the life of the program. These publications, printed in both Arabic and English, offered readers information about LTD's mission and vision and its support for a school-based approach to improving school leadership and teaching and learning. The publications not only raised the public image of LTD, but also highlighted the productive cooperation between AMIDEAST and its multiple partners in the MoEHE toward improving the quality of education.
- Ensured USAID and AMIDEAST marking on all LTD products, including pop-ups, roll-ups, posters, folders, binders, notebooks, calendars, and on-line materials.
- Composed and distributed press releases to media outlets to announce the many newsworthy events and achievement of the LTD program, including: the launch of each training for each cohort of principals and teachers; publication of the functional audit; laptop distribution to principals and teachers; meetings, workshops, and conferences with senior MoEHE officials and staff; and the convening of district professional networking conferences for principals and teachers.

### **9.3.3. Major Accomplishments in Digital Media**

- Created a dedicated Facebook page, which by the end of the project was liked by more than 4,500 followers, most of whom were direct LTD beneficiaries such as principals and teachers. The page was updated regularly to transmit information and photos about trainings, workshops, key events, invitations, press releases and news clips, as well as special announcements and educational tips and videos of interest to principals and teachers.
- Updated LTD's webpages on AMIDEAST's website on a monthly basis to serve as a platform for digital success stories and links to newsworthy achievements posted on the program's Facebook page and YouTube channel.
- Prepared Tweets on major events and accomplishments for USAID's Twitter account.

- Produced, in cooperation with LTD’s M&E staff, digital success stories thematically framed by the MoEHE standards for effective schools. Through digital storytelling, each video educates and informs LTD’s constituencies and the Palestinian public more broadly about the impact of LTD on empowering school communities to enhance high-quality learning for all students through effective and sustainable school-based change. The videos are available to the public on the LTD section of the AMIDEAST/West Bank & Gaza website.



*Students being interviewed for success story*

## 10. Recommendations

---

### Ministry of Education and Higher Education

- The MoEHE needs to create a professional development strategy that adopts as its core the school-based reform applied by LTD that links professional development as a continuum tied to quality assurance as part of effective school standards and developmental supervision.
- The Ministry should actively use the Monitoring and Evaluation Task Force through “task teams” to perform fundamental activities such as the periodic functional audit and evaluating of decentralization strategies. This in turn means that the Ministry needs to use its five-year cycle of the functional audit to assess, evaluate and implement needed changes to ministerial and district systems.
- The Directorate of Supervision and Qualifications, and the Department of Field Follow-Up should utilize a unified, or at least aligned, set of clearly articulated, published standards in their visits to evaluate principals and teachers.
- Clearly and importantly, the MoEHE should develop an IT strategy to support the introduction of coding, which should be part of a curricular review and revision that meets developments in hardware and software resources being made available to schools.
- In tandem with the above IT strategy recommendation, the Ministry needs to develop and enforce a strategy to maintain the currency of all IT equipment in the schools and provide for their continuing maintenance to assure ongoing operability.
- IT-based administrative processes should be introduced to reduce paperwork, provide better school-level access to the Ministry’s HR portal data, and more efficiently input school data into the portal.
- Assessment departments such as AED should be tasked with a more central developmental role to ensure that schools receive supporting studies in a timely manner and are taking corrective steps in responding to assessment results. Part of this necessitates training teachers and principals in understanding how to use and leverage M&E processes and results.
- Strengthen the responsibility, authority and accountability of District Leadership Teams for school performance improvement.
- Strengthen the roles of the School Improvement Teams in terms of budget control, fund raising, planning, and guiding SIT expectations, and acknowledge each team’s achievements appropriately.

### Training

- Strengthen NIET by increasing the number of its trainers and providing regular professional staff trainer development, including trainers from other Ministry departments, especially DSQ, as a means to reduce costs and make training relevant throughout the Ministry.

- The Teacher Educator Enhancement Program (TEEP) concept developed by the University of Massachusetts and implemented by LTD should continue to be used and developed as a successful model for a future cadres of educational trainers within NIET as well as in other MoEHE departments.
- The MoEHE needs to improve its internal system for evaluating and improving its follow-up training, which is currently only partially established.
- School principals should be retained in the same school for a minimum of three years after they've been trained as long as their perform remains satisfactory, rather than transferred yearly.
- The Ministry should consider seriously the current high levels of satisfaction with and demand for more regular professional training, and should develop an incentive system as part of its training strategy.

## Annex 1: Snapshots of LTD Success

---

LTD’s theory of change and results framework were entwined in a broad-based consultative process among all stakeholders throughout the education system—the school, the district directorate, and the central ministry. To conclude this report, AMIDEAST is proud to present a few snapshots of success. These are just a few of the stories that illustrate the many ways that LTD empowered principals, teachers and students to make a difference in their schools—differences that exemplify what it means to be an effective school as measured by the MoEHE national standards for effective schools.

### A.1.1. Coding in Classrooms

#### **Why is Coding Important?**

With the constant developments and demands from the modern workforce, coding has become a crucial 21<sup>st</sup>-century skill. Not only has coding led to improvements in students’ problem-solving skills, it has also expanded their creativity and attentiveness in other subjects when coding is integrated into the lesson. Coding became a part of the student’s daily lessons and is used to present lessons in an innovative and captivating way. Students became more involved in the daily lessons, and they also became more determined to fix problems.

Coding in classes is an LTD initiative that aims to build students’ skill in programming. The initiative began in early 2017 in three Hebron directorates and targeted ninth-grade students. The coding initiative was launched as part of LTD’s effort with the Ministry to integrate technology in all aspects of the classroom and curriculum. With the strong interest and engagement of students in the classes, it has become apparent the importance of including technology-based lessons into the curriculum. The coding initiative spanned over the twelve weeks of the second school semester, and culminated in an event that showcased the achievements of the coding students.

Classes were led by graduates of the Palestine Polytechnic University. Each facilitator was an expert in the chosen programming language, C-Scratch. The coding classes were integrated into the school’s weekly schedule by shifting the schedule to accommodate two-hour lessons twice a week. The lessons were structured to be interactive, with the facilitator acting as a mentor rather than a traditional teacher or lecturer. The coding classes quickly became students’ most favorite part of the day, as they were able to engage with their creative skills and imaginations to create games and graphics.

Thirty-two schools in Hebron, North Hebron, and South Hebron implemented the coding classes. A total of 486 students completed the course and were awarded certificates at the end of the school year.

*“It’s about you, just you and your own creativity. [Scratch] improves your critical thinking and there is no need for someone to instruct you.... And I could see the logical thinking in the sequence of events [to code a program]. At home, I would discover my mistakes and try to correct them by myself, and it was enjoyable. The free-play inspiration activity was fun and...developed my creativity.”*  
—Coding Student

---

#### **How Classes Work**

The coding pilot took place over the course of twelve weeks during the second semester of the school year. An average of two hours were allotted twice per week for the class and were integrated into students’ weekly schedule so as to avoid any disruptions in their learning process. The coding facilitator

worked closely with their respective school's technology teacher to create continuity and integrate coding into the regular curriculum. Students were required to develop a final project at the conclusion of the course.

### **Our Success Stories**

Each facilitator was responsible for supervising the students as they worked on their final projects. Following the completion of the projects, the facilitator along with the school's principal and technology teacher chose the best three projects based on a set of criteria. The students were then evaluated by educational supervisors from the Ministry of Education and Higher Education, who selected the top project from each school to be presented at the final event to celebrate the achievements of the students.

Examples of the top projects selected by the facilitators and supervisors include a variety of projects that combine educational and entertainment features to educate and entertain. The top three students from each school covered a range of topics and included different features. Some were educational, some entertainment, and even some combined both with the aim of having children learn something while playing.

#### **Harbi Al Dabat Basic School for Boys**

At Harbi Al Dabat Basic School for Boys, students turn to their coding facilitator, Dua'a, to learn the new lesson of the day. Most students have already completed their assignments, and some have even gone beyond what was requested of them to add creativity to their projects. Each night, Dua'a receives her students' lessons through their Facebook group to share their accomplishments with each other and with their facilitator. The assignments are prime examples of the high level of engagement and dedication shown by the students to the coding class, despite being full time students and learning the curriculum. Students that are not part of the coding class see how much their peers are benefiting from the class, and are constantly requesting the school administration to let them join the weekly sessions. Omar, a student in Dua'a's class, was eager to share his experience with the coding class. "I was able to be much more creative and create my own games. I also learned a new skill."

#### **Ahmad Sader Basic School for Girls**

At Ahmad Sader Basic School for Girls in Hebron, Ghadeer Al Natsheh, the coding facilitator at the school and the Arabic teacher Woroud Dweik joined together for a project on creative writing. The cooperation between the teachers and coding facilitator at Ahmad Seder School exemplifies the potential that incorporating coding into the curriculum holds. The students are now able to combine subjects they are taking with coding to make learning fun and enjoyable. Woroud, the Arabic teacher at the school, described how much more engaged her students became in the classroom by incorporating coding. "Students are taking the lesson and showing it through interactive ways in the program." By using coding as a means of delivering an otherwise traditional lesson, students' engagement witnessed an exponential increase. While students are learning the lesson found in their textbooks, the coding facilitator incorporates the lesson into the scratch program. In April 2017, the school held an open day where they displayed the coding projects completed by students. One student, Ruba Gheit, combined her artistic skills with coding to create an interactive digital space to showcase her art.

*"[Learning Scratch] teaches the students how to think and to be creative. It improves their critical thinking and this affects their study skills in other subjects like math, science, and Arabic. Making a game on Scratch means he is thinking and solving problems.*

*—Technology Teacher*

## A.1.2. Supporting our Students to Achieve Greatness

In Kufor Qadoom, a village in Qalqilya, Tareq Jum'a has become a source of pride and admiration for not only his school, but his entire community as well. In April 2017, Tareq won first place in the Arab region's competition for Public Speaking, Poetry Recital, and Speaking in Formal Arabic that was held in Egypt. The competition came after a long journey of hard work, patience, and achievements at the local and national level. Tareq does not credit his victory to his hard work alone, but to the many supporters and mentors who encouraged him and helped him along the way.

Tareq views his victory and talent as a culmination of efforts from three main players: his Arabic teacher, his mother, and his school community. LTD has been present at all levels. His school, Kufor Qadoom Boys High School, is part of the LTD program and has been provided with the latest educational technology and equipped with a wireless Internet network and technical training for the school principal and teachers. His mother teaches Arabic at a nearby LTD school, Banat Hajja School, and completed LTD's Teacher Qualification Diploma. His Arabic teacher, Ahmad Jum'a, also earned the Teacher Qualification Diploma.

The story of Tareq's achievements and creativity begins at home with his mother Hana'. Hana' credits her year-long involvement in LTD with improving both her teaching and her strategies for supporting the development of her son's talents and ambitions. "Everything I learned with LTD I was able to apply both at school and at home. Overcoming the fear barriers of public speaking was especially important with Tareq." Not only did Hana' help Tareq build his confidence and support his ambitions, but she also writes poetry for Tareq to recite for practice and competitions.

Hana' also works very hard to develop the creativity and success of her students. Banat Hajja School's principal, Hiyam, praised Hana's unwavering support to her students by tutoring them at her home after school hours in addition to having a full teaching workload of five classes per day. LTD's diploma program showed her the importance of student-centered teaching.

Tareq's Arabic teacher, Ahmad Jum'a, was instrumental during his preparation for the competition. Going well beyond his role as a teacher, Ahmad volunteered many hours after school to hone Tareq's public speaking skills and build his self-confidence.

Ahmad credits LTD for developing his capacity to help his students become active. To build Tareq's public speaking and presentation skills, Ahmad allowed him to serve as a student-teacher to his classmates. "Tareq's role in the classroom is not just a student—he is a big motivator for his classmates as well. Other students in the class look to Tareq as a role model and have become more engaged."

The use of the LCD projector and interactive whiteboard, both provided by LTD, were especially important for building Tareq's presentation skills. LTD's Teacher Qualification Diploma Program empowered Ahmad with a new set of skills and approaches that opened his horizons to how to better engage students in the classroom and create opportunities to take responsibility for their own learning.

Even though Tareq's love for poetry began at home, his talent was discovered through the school's morning radio program. His principal, Bilal Jum'a, knew when he heard Tareq on the radio that he was talented, and worked together with the teachers to develop his talents. "LTD helped us a lot with



supporting students like Tareq, through the Internet and technology provided. Tareq was able to do research online at school and show presentations in the classroom that helped his speaking skills. Before LTD, we did not have Internet or laptops at the school.”

Tareq credits his win to his support system at both his school and at home. His first place win at the competition is a win for his entire community. LTD aims to create and support an environment in Palestinian schools where talented students like Tareq are able to shine both at home and beyond, and spread that energy and motivation to their peers.

### **A.1.3. Delivering Lessons with Innovative Teaching Tools**

In Al Jeeb, a village in North West Jerusalem, teachers are complementing their class lessons with innovative teaching methods to better deliver knowledge to their students. Using new methods to engage their students, science, technology, and English teachers create a lively discussion and integrate their students in all aspects of their teaching process.

During Miss Nadia’s science class, an interactive lesson with experiments aiming to engage the students in the learning process took place through a variety of experiments. The class lesson was about the process of heat transfer in solid material. In order to effectively deliver the lesson to her students, Miss Nadia employed two different experiments that demonstrate the transferring of heat to different objects, and the variance between the processes when the materials used change. The students were engaged throughout the class, and actively volunteered answers and hypotheses to support the experiments they witnessed.

Through using experiments to support her lesson, the teacher demonstrates teaching science through the use of scientific inquiry. Students remain active and engaged in responding to scientifically oriented questions and search for evidence in responding to questions. In many cases, students provide explanations from evidence and justified their explanations. Furthermore, students predicted results and explained why their prediction was true or false based on experiment results. The teacher encouraged students to construct and analyze arguments and provide explanations supported by reasons. To support her students in reaching conclusions and understanding the lesson, the teacher provided students with a booklet where they respond to questions like “What do you expect? How do you know?” Following each experiment, students write their answer in the booklet, after which the teacher leads a discussion with her students about their answers.

In Miss Nihal’s technology class, the impact of employing tablets during the lesson on students’ engagement was evident. Miss Nihal employs a free online application that connects her students’ tablets with her own laptop and LCD projector, thereby creating a cohesive lesson using technology. “Teaching for me has become easier and more enjoyable with technology,” Miss Nihal said regarding the impact the tablets had on her teaching methods. “Being able to take back the lessons I learned through LTD to my own class has been an investment in my skills and in my students’ learning.”

Students were divided into groups, where each group came together to prepare a presentation on a field trip they had conducted a week prior to the class to gather pictures and information on the development of building techniques across history. The students prepared the presentations on their tablets and presented to the class using the application Miss Nihal downloaded for her students. By giving her students the opportunity to create their own PowerPoint presentations and deliver information to their fellow classmates, students become active participants in the classroom as opposed to passive listeners.

And in Miss Afaf's third-grade English class, resources beyond the traditional school books are being used to deliver lessons to students. As opposed to taking the students outside the classroom to collect pictures and perspectives on the class lesson, students in Miss Afaf's class were given a virtual tour of the lesson's subject. As part of her lesson on Palestinian cities, Miss Afaf showed students videos that provide a virtual tour through the major cities to deliver the images and unique sounds of each city. Students were also assigned a city and to present its major features to their fellow classmates through theater, with each student portraying a city in a dialogue wearing traditional Palestinian dresses. As with Miss Nihal's technology classroom, Miss Afaf's English students became active participants in the teaching process through their theatrical presentations of Palestinian cities.



#### **A.1.4. Palestinian Student Sees New Opportunity Thanks to Education Project**

##### **Coding Project Proves Transformational for Palestinian Student**

A life-changing experience: that's how an 18-year old student with learning, speech, and hearing difficulty describes her first prize in a District Education 3-D competition. Says Mai Bassem, who won the IT competition, "When I won, I became so happy, and it gave me self-confidence."

Mai and 454 other students at the Banat Fatmeh Srour School in the village of Azzoun, Qalqilya participated in the Scratch coding class provided through the Leadership and Teacher Development Program (LTD), in which she was able to integrate her IT, math, and design skills. When the contest was announced, Mai's technology teacher Amneh Adwan and principal Lubna Majad encouraged her to submit her design, which is an architectural rendering that required substantial skill in math, IT, design, and geometry. Neither Mai nor her teacher recognized that she had such extensive knowledge of geometry and could apply it. Her project was submitted for the competition, and to everyone's delight, she won first prize.

Mai notes, "My classmates were so excited, and my family became proud of me." Mai came a long way since the beginning of the class, when the teacher focused on having her draw simple shapes such a clock or a house. Over the course of the semester, she proceeded towards more intricate designs, compiling shapes together and using Scratch to create sophisticated images.

Such an opportunity for a young girl like Mai is rare and opens doors thought to be unimaginable for her. She lives in the small village of Azzoun, in the northwestern part of the West Bank, where the economic conditions are bleak and employment opportunities few. In such an environment, individuals such as Mai who have physical impairments face even greater challenges. May was fortunate to have the ongoing support of her school counselor, who had previously diagnosed her condition and was helping her find ways of accommodating them.

Thanks to the coding program provided by LTD and Mai's prize-winning entry, a majority of the girls at the school became Scratch program enthusiasts. Other students created a narrated biology program about human organs, and a debate between a glass of milk and a soda can that combined cartoon animation with science. Students in the Arabic language class created a conversation between two butterflies on grammar and punctuation. For a geography class, they created an interactive map that shows West Bank cities and provides information about each one.

Principal Lubna Majad had attended the Leadership Diploma Program for in-service principals, developed by LTD and delivered by the National Institute of Educational Training (NIET); her technology, science, math, English and Arabic teachers attended the in-service Teacher Qualification Diploma Program similarly developed by LTD and delivered by NIET. In Lubna's words, "From the outset I saw new opportunities. The training was great in that I felt encouraged to develop new ideas that benefit my students."

Lubna sums up the Scratch coding experience as follows: “The girls created no less than 20 software applications, and a new world is now open to them. I was eager to join the program, because lots of teachers are talking about it and saying that it has a transformative effect on their students. Look at Mai—she became a role model; now she knows her strengths and plans to study engineering.”

### **A.1.5. School Improvement Plan Brings Healthy Diet to Young Girls**

Something interesting is taking place at the Kufl Hares Girls' School in the rural vicinity of Salfit in north-central West Bank. A culture of healthy food has spread among the girls and teachers, and the mothers are partnering with the school of 260 students in grades one through six. In their green t-shirts, the "Environmental Guard" students can be seen tending the garden's tomatoes, eggplant, green peppers, spinach, sage and mint that they produce for everyone to enjoy.

During the morning lineup, the girls exchange fruits and vegetables with each other and drink chamomile, thyme and mint. During the day, the mothers bring food prepared with natural ingredients, and the school community collectively enjoys a healthy diet. At the cafeteria, only natural food is sold. Not a day passes without one of the girls bringing something for the school community. It could be lemonade with mint, or dates, or vegetables, as available; it all depends on what they can find at home and within their economic means.

How exactly did all this happen? Nimeh Shaqour, the school principal, is a graduate of the Leadership Diploma Program for principals, and the school participated in the USAID-funded Leadership and Teacher Development (LTD) Program implemented by AMIDEAST in partnership with the Ministry of Education and Higher Education (MOEHE). Nimeh, who learned how to carry out an assessment of school needs, worked through her school improvement team to implement a survey that revealed unhealthy eating habits among students. The principal discovered that merely 50 of the 260 girls ate fruits and vegetables regularly, only 30 had breakfast regularly, and 70 played sports. Also, most mothers lacked information on the girls' nutritional needs.

To Nimeh, the urgency for a mitigation plan became obvious. She shared the findings with the district school health officer and decided to make the issue her leadership diploma graduation project.

Things were difficult at first, with reluctance and grumbling throughout the school community. Only seven mothers supported the plan. The school engaged the mothers through workshops, invited them to form a school health committee, and helped them see the benefits of a life-style for their daughters that avoids foods such as potato chips, chocolate and sodas.

Group breakfasts were organized for the school community, and at first the participants brought fatty and non-nutritious items. The girls were encouraged to make smiley faces out of their yogurt sandwiches and to decorate them with olives replicating the eyes and ears, and to squeeze fresh orange juice and to add mint to it—which paved the way for conversations on the vitamins and proteins needed by the human body. Gradually, the morning breakfast became a healthy experience, with the group meal taking place at least once a week.

Fortunately, the Kufi Hares Girls' School had received equipment from the LTD program that included eight laptops, three desktop computers, two smart boards and one digital camera. The school used the equipment to prepare and disseminate informational materials, create videos, take pictures and print health handouts.

Out of a humble beginning, 36 mothers have now joined. They are making healthy foods at home and sending the tasty, nutritious meals to the girls who share the food in the garden with interested students. One of the participating mothers, Nisreen Asad, explains: "Each day I prepare a basket for my daughter, and I put in it thyme, olives, vegetables, cucumbers, or tomatoes; so she has enough to exchange with other girls. We work with the principal and teachers, supporting the school improvement plan, and the partnership is creating long-lasting modification in the girls' eating habits."

### **A.1.6. School Improvement Plan Fosters Freedom of Expression among Students**

A School Improvement Plan to help students resolve disputes among themselves and communicate effectively with their teachers that succeeded in making her school an environment conducive to learning and healthy growth! That became just one of the benefits that Sana' Hijazi, Principal of the Sakhra Al-Musharrafa Coeducational School, attributes to her training with the Leadership and Teacher Development Program (LTD).

She explains, "The training gave me new self-assessment tools. I learned how to observe the children and their ability to express themselves, and now I can tell when there is a problem."

Sana' is referring to the LTD's Leadership Diploma Program, implemented by the Ministry of Education and Higher Education (MOEHE) in cooperation with AMIDEAST with USAID funding. LTD cooperated with the Ministry's National Institute for Educational Training, who brought an expert that helped principals and teachers with self-assessment that included communication skills, freedom of expression, and rights of the child.

After the training Sana returned to her school in Al-Ramouz neighborhood of Halhul, Hebron, where the average family has 6–7 children and is thus unable to give full attention to each child's social development.

Sana' speaks about fifth-grader Hammam, who is 10 years old, as an example how the boys felt. Hammam was chaotic and sought attention through annoying his teachers and classmates. The school assessment survey revealed that Hammam and his classmates were not given the opportunity to express themselves.

Sana' told the boys that she would work on their rights, and encouraged them to create Scratch videos with their own voice narration that speak to their needs and aspirations, using the Scratch training that they received through the LTD project. Sana' meant to focus a lot on Hammam, and to find out the things that he liked to do and what bothered him, as he was the most disorderly of all boys. She discovered that Hammam had lots of positive energy despite his inability to communicate well, but most interestingly, he liked to draw. That gave her a clue how to channel his energy. Sana' invited Hammam to participate with other students in drawing a mural on the rights of the child, a job which he took enthusiastically.

Today the colorful mural stands in the school's hallway, and exhibits slogans that say: "I respect others," "I have lots of self-respect," "I express myself," and "I behave responsibly." Due to this exercise, Hammam knows that he is a loved member of the school community. The results with other boys are just as compelling, as they no longer quarrel with each other.

Sana' cites also the example of another class that had communication problems. Sana' engaged the girls in science experiments, painting, and keeping the library organized. Her aim was to develop their self-confidence, partnership with the school, and communication skills. She was delighted with the progress, when it got to the point the girls engaged her in a conversation about how they perceive their teachers. In comparison, Sana' recalls a time when one of the girls broke into tears trying to explain issues facing the students.

With the school working to channel students' energy positively, Hammam, little as he is, was able to explain the new situation beautifully: "I no longer quarrel with my classmates and they like me a lot, and the teachers say that I'm a good boy. My classmates and I are having a great time because our school loves us and we love our school."



## Annex 2: List of Documents and Reports Produced Under LTD

Title	Document Type	Year	Language
1. Action Research Package	Training Material	2013	English/ Arabic
2. Formative Assessment of Supportive Field Follow-Up	Report	2017	English
3. Functional Audit Report	Report	2014	Arabic
4. Functional Audit Report	Report	2014	English
5. Leadership Diploma Program Trainee Modules	Training Material	2014	Arabic
6. Leadership Diploma Program Trainer Modules	Training Material	2014	Arabic
7. Teacher Qualification Diploma, Arabic Teacher Modules	Training Material	2015	Arabic
8. Teacher Qualification Diploma, English Teacher Modules	Training Material	2015	English
9. Teacher Qualification Diploma, Math Teacher Modules	Training Material	2015	Arabic
10. Teacher Qualification Diploma, Science Teacher Modules	Training Material	2015	Arabic
11. Teacher Qualification Diploma, Technology Teacher Modules	Training Material	2015	Arabic
12. Guide for Supportive Field Follow-Up	Manual	2015	Arabic
13. Guide to the Computerized [HR] System	Manual	2015	Arabic
14. ICT Usage in LTD Schools	Report	2017	English
15. LTD Impact Evaluation Study	Report	2017	English
16. Organization and Trainer Performance Standards for NIET	Manual	2016	Arabic
17. Organization and Trainer Performance Standards for NIET	Manual	2016	English
18. Portfolio of Professional Practice	Training Material	2013	English/ Arabic
19. Professional Development Journey through PCELT	Report	2016	English
20. Scratch Coding Manual	Manual	2017	Arabic
21. Supervision Diploma Program, IT Supervisor Modules 1–2	Training Material	2017	Arabic
22. Supervision Diploma Program, Modules 1–4	Training Material	2017	Arabic