

# Education Reform Support Program (ERSP)

**A Report  
To Assess the Impact of  
Teachers Enrolled in the High Education Diploma: ICT in Education Program  
On  
Their Respective Schools  
As Part of the In-Service Professional Development**

**2011**

## Table of Contents

Topic	Page No.
Forward	3
Overview: ERSP and High Education Diploma: ICT in Education (HED)	4
Target group	6
Outcomes/ findings	7
Summary of outcomes	31
Challenges	32
Recommendations	32
Annex 1: School principals' interview questions	33
Annex 2: ERSP HED Teachers' colleagues questionnaire form	37
Annex 3: Students' focus groups questions	40

## Forward

The objectives of the Education Reform Support Program (ERSP) include the institutionalization of a professional development system and staff capacity building at the Ministry of Education (MoE). It also aims at empowering change agents in participant schools and field directorates to develop and change the teaching process during and after the implementation of the program. The ERSP professional development component includes three groups (packages) of programs such as the In-Service Programs that aim at developing positive attitudes among teachers and introducing change to the modus operandi at MoE schools in addition to providing MoE teachers with skills need to design a student-based class without disregarding the particular nature of the material they teach.

In order to institutionalize change across MoE schools, a number of teachers are selected each year from the participants in the In-Service Teacher Professional Development Program (ISTPDP) based on well-defined selection criteria; those who excel during training are awarded scholarships to enroll in the High Education Diploma: ICT in Education (HED) program offered by the *ChangeAgent for Arab Development and Reform* (CADER) in cooperation with Yarmouk University. During year I of rolling out the ERSP, 28 male and female teachers were selected from 28 different schools across 7 field directorates in the Kingdom so that they be qualified as the nucleus or catalyst for change at their own respective schools to ensure sustained development and change therein.

This report takes stock of the impact created by the group of teachers enrolled in the High Education Diploma: ICT in Education program in their own schools in their capacity as change agents (leaders for change); the report also measures the impact of the practices they acquired on the teaching/learning process at their own schools, identifies the success factors and build upon them, identifying the challenges, and provides proper recommendations to achieve the maximum benefit from such scholarships.

In order to take stock of the teacher performance during and after finishing their diploma, data was gathered to measure the impact they had using two key sources:

- I. A description of the teacher performance while enrolled in the HED program; it includes general remarks about teacher's performance, collaborative work, commitment and engagement, type of accomplished tasks, themes' projects, classroom visits, graduation project (masterpiece) and six-course scores and GPA for every teacher.
- II. Conducting field visits to schools of teachers enrolled in the HED program during the period (10/16-20/2011) to collect data on teacher impact at schools by using the following three methods:
  - 1- Conducting interviews with the principals of the target schools; the interviews (semi-open ones) included questions on the performance of the awarded teachers on the level of use of modern pedagogies, integrating ICT in classrooms and the impact thereof on student learning. The interviews also asked the principals about the new roles of the awarded teachers at school in collaboration with their colleagues, students or communities so as to define the impact of such collaboration on student learning. (see annex 2)

- 2- Filling a questionnaire to take stock of the awarded teachers' colleagues' opinions at school; the items asked about the teaching practices and integration of ICT in teaching as well as teacher-teacher, teacher-student and teacher-community collaboration. The colleagues were asked to offer an example on each item they respond to once the level of its content was agreed upon. (see annex 3)
- 3- Organize focus groups involving students of the teachers covered by the study; discussion focused on student remarks about changes in their teachers' practices and treatment as well as their feelings toward such change and the impact it brought on their learning. (see annex 4)

## **Overview: ERSP and High Education Diploma: ICT in Education (HED)**

### **I. ERSP**

The ERSP is a USAID-funded program to support ERfKE II and contribute to the capacity building of thousands of educators across Jordan over the course of five years (2009-2014). As part of the ERSP creates, the largest ever professional development program is conducted in collaboration with the MoE. Being the third component of this ambitious program, the professional development aims at improving the capacity of MoE staff, supervisors, principals and teachers; it also seeks to institutionalize a professional development regime for the MoE education body. On aggregate, the program aims at qualifying and enabling change agents (leaders) at participant schools and field directorates so that they can support improvement and development of teaching/education during and after the program.

The professional development component is made of three key groups of sub-programs to cover all MoE educators with an eye on sustainability as follows:

1. Professional development for new MoE teacher recruits (Induction);
2. Professional development for teacher (in-service); *and*
3. Future Leadership Programs (Leadership).

Under the In-service professional development sub-program, the following additional programs can be found:

1. Integrated educational team program;
2. Together for a renewable school; *and*
3. Major-specific professional development for teachers of the various subjects: sciences and math, Arabic and English, humanities (social and Islamic education), computer and management of information systems and teachers of the first three primary grades.

The plan for these programs include awarding scholarships for one teacher from each participant school to be enrolled in the HED program; the goal is to form the seed group of change agents at their own respective schools so as to support and institutionalize the desired new practices.

### **II. High Education Diploma: ICT in Education Program (HED)**

The program is the first of its kind in Jordan and the Arab region that is offered by CADER in collaboration with and under supervision of Yarmouk University in a unique partnership that involves the public and private sectors to maximize the benefit from diverse group of expertise in education improvement and development.

The program aims at qualifying teachers to integrate ICT inside the classroom alongside the modern teaching methods for the optimal outcomes possible; it also aims at educating teachers on the developments and improvements needed for a better teaching/learning process and realization of the key role that teachers play in implementation once they have realized their training needs accurately and continuously. To this effect, the program was built and prepared in Arabic by a local specialized team of diverse fields of education-related experiences so as to respond to the community needs while drawing upon the global experience in education and IT.

The program takes into consideration the fact that the theoretical style is insufficient to persuade teachers, and that they have to see it to believe it as they are prompted to see hands-on the successes brought about by the models/ exemplars offered to them. Hence, the program links the theory to practice – in the form of workshops and field visits that enable teachers to translate what they learn in class to a reality on the ground and solicit feedback in return. Such an approach offers the teachers a chance to reflect upon and analyze their teaching practices; as a result, the program takes the teaching methodology to a new level by developing teacher thinking, communication and presentation skills. The program also advocates practical approaches by conducting field-based monitoring of teachers who are paid visits in their classrooms for feedback. Teachers are also assigned weekly tasks to carry out with their students to arrive at feedback from teachers and coaches for an improved teaching quality.

The program focuses on the sustainability aspect through creating communities of practices and learning; such a focus is reflected in the graduation project (masterpiece) that enables the teachers to train within their own respective schools and share knowledge and experience with colleagues. In such a situation, the designated teachers will act as coaches to their colleagues (peer-to-peer coaching) as their know-how is transferred and support is offered to achieve the desired change and improvement of the teaching process. Teachers would also document their experiences so that others will benefit from them later on; they are also encouraged through the program to share knowledge and create the community of practice through uploading their teaching products and work on the CADER-based electronic learning community/ environment in a special portfolio dedicated for each teacher.

The program is based on modern tested education theories that aim at enriching the teaching process, activating the classroom environment and improving student learning. Such theories include the following: learning by doing, active learning, constructive learning, cooperative learning, problem-based learning and project-based learning.

The program falls into 6 courses or subject areas that are given over the course of one calendar year of three separate semesters (48 weeks each) or an equivalent of 27 credit hours. The program is unique for its modern mechanism that does not only rely on lectures but also creates communities of learning and practice among the teachers in their own schools. Against this background, the program is offered via the following activities:

- On-campus workshop (once a week) that brings together theory and practice, and that is held in advanced computer labs after school hours at the designated location of study.

- Onsite workshop (once a week) involving smaller groups held after school hours at nearby schools that are close to the teacher's domicile and workplace so that they can engage in creating inter-teacher communities of learning and practice.
- Individual classroom visit to support and help the designated teacher inside the classroom; teachers are visited while at their own respective schools for field monitoring and support so as to use that classroom-based experience to offer assistance, support and feedback about their work or performance.

The program uses the ongoing/ continuous teacher evaluation, for the entire period of study, in order to adjust continuously the details given the trainee needs. Teacher performance is evaluated using the following tools: observations and personal interviews, the personal achievement profile (portfolio) and a final online exam. The following teacher work is evaluated: the graduation project (masterpiece), classroom visits, group work during the workshops, self-learning tasks, self-professional-development plan and the themes' projects.

### Target Group

The study targeted the teachers participating in the In-service professional development program who received scholarships to enroll in the HED program as follows: 28 male and female teachers from 28 schools across 7 governorates and 7 field directorate. Teachers concerned enrolled in the HED program during the 2009/2010 school year. The table below shows break-down of schools per field directorates:

No.	Field Directorate	Teacher's Name	Teacher Schools for the 2010/2011 School Year	Teacher status at school
1.	Irbid I	Afaf A. K. Ma'abreh	Comprehensive Soum Secondary (girls)	
2.	Irbid I	Kifaya Abu Jad'ah	Jijjeen Primary (girls)	
3.	Irbid I	Mohammed Ta'amneh	Jijjeen Primary (boys)	
4.	Irbid I	Mahmoud M.Ma'abreh	Soum Secondary (boys)	Transferred (to another school)
5.	Ajloun	Suha Ad-Deek	San'aar Secondary (girls)	Transferred (to another school)
6.	Ajloun	Ola Hawamdeh	Rasoun Comprehensive Secondary (girls)	Transferred (to another school)
7.	Ajloun	Mohammed S. Al-Qudah	Ba'oun Comprehensive Secondary (boys)	Transferred (to another school)
8.	Ajloun	Muwaffaq Zawahreh	Osara Secondary (boys)	Postponed his study
9.	Amman I	Wafa Habahbeh	Princess Alia Secondary (girls)	
10.	Amman I	Jihad Malak	Hafsa Umm alMumineen Primary (girls)	
11.	Amman I	Khawlah Abu Libdeh	Dhahiyat AlHussein Secondary (girls)	
12.	Amman I	Musa Radhwan	Dhahiyat AlYasameen Secondary (boys)	
13.	Zarqa I	Mahmoud Sarayreh	Laith bin Sa'ad Primary I (boys)	
14.	Zarqa I	Huda Tameemi	Rufaid Al-Aslamiyah Primary (girls)	

15.	Zarqa I	Nidhal Al-Khouli	Laith bin Sa'ad Priomary II (boys)	Transferred
16.	Zarqa I	Susan Al-Ghoul	Zarqa Al-Yamamah Primary (girls)	On leave without pay
17.	Ma'an	Sinan Al-Aqayleh	Al-Iskan Primary (boys)	Relieved of his teaching load
18.	Ma'an	Ahmad Al-Habashneh	Al-Khalil Bin Ahmad Primary (boys)	Transferred
19.	Ma'an	Reema Awajan	Khadeejah Bint Khuwailid Primary (girls)	
20.	Ma'an	Duo'a Kreishan	Umm Elhakam Co-Ed Primary	On leave abroad
21.	Karak	Taghreed Al-Ma'aytah	Saka Secondary Co-ed	
22.	Karak	Nihaya Al-Dhmour	Alghuwier Secondary Co-ed	Lab Technician
23.	Karak	Omar S. Al-Dhmour	Alghuweir Secondary (boys)	
24.	Karak	Mohammed Z. Al-Su'oub	Saka Secondary (boys)	
25.	Tafileh	Asma' Dawoodiyeh	Tafileh Primary Co-ed	
26.	Tafileh	Malak Al-Mrayat	Zein Alsharaf Secondary Co-ed	
27.	Tafileh	Manal Al-Emeilat	Fatimah Alzahraa' Secondary Co-ed	
28.	Tafileh	Ra'fat Al-Sharaydeh	Tafileh Primary (boys)	

### Findings (outcomes)

The study aims at tracing the impact of ERSF teachers enrolled at the HED Program on their respective schools. Twenty seven out of 28 teachers graduated from the program – one teacher (Muwaffaq Zawaherh from Osara Secondary-Ajloun) has actually postponed his study for personal reasons. The report findings are presented as follows broken by the individual teachers:

#### I. Description of teacher performance during their study in the HED Program

#	Name	Coach's remarks	GPA	Course Grades					
				1	2	3	4	5	6
1	Afaf Ma'abreh	She is an active and effective member in the groups; she demonstrated a spirit of proactive behavior and a sense of responsibility toward the team. The teacher is prompt in delivering the tasks and demonstrates a progress from one task to another. She selected the right topic to achieve the lesson objectives through designing tasks that integrate IT tools of a visible added value; she conveyed a sense of evident belief in implementing the modern methods and strategies using IT tools. Such efforts were positively reflected in student interaction inside the classroom, their acquisition of knowledge and skills as well as developing the required attitudes prompted by the designated lessons. Her projects included preparation of a training workshop for school colleagues implemented after she realistically assessed her colleagues' needs and school potentials	90.8	87	90	94	92	92	90

		(cooperative learning). Her masterpiece was an electronic website addressing study tours (knowledge excursions) as well as examples and notes about designing lessons on the topic plus examples of complete lessons or unit in this regard.							
2	Kifaya Abu Jad'ah	The teacher demonstrated a commitment to what is required of her, a responsible attitude and limited involvement at the outset. As her level of involvement increased, her classes started to achieve the progress standards assigned and showed levels of convictions about implementation of modern strategies or methods integrating ICT tools. The result was more student interaction during classes. Her class as part of course five was yet another piece of evidence that she has improved a lot. Her key projects included a training workshop for her colleagues on cooperative learning. Her masterpiece was entitled "Rainbow forms of Intelligence" as a website on the various forms of intelligence and brilliance, foundations, definitions and means to design lesson sensitive to multiple levels of intelligence; the masterpiece was mediocre (medium level).	84	80	86	90	90	76	82
3	Mohammed H. Ta'amneh	The teacher delivered the homework on time; he was prompt in showing up for class but the pace of the development of his competencies was rather slow. He did not pay much attention to homework at the outset, and his level of involvement in activities was mediocre but the classes he conducted before the coach were achieving many of the progress standards. The result was the fact that students became very much engaged and interacted well as they acquired needed knowledge and skills. Key projects he carried out included holding a training workshop for his colleagues on cooperative learning in which he realistically identified their needs; his masterpiece was entitled "Project-based Learning: Integration" in which he addressed curriculum integration in terms of concept, types and impact on curricula, teachers and students; he cited examples thereof.	73.7	69	75	75	80	73	70
4	Mahmoud A. Ma'abreh	The teacher returned the homework on time and demonstrated progress in task quality with time. He selected the right topic to achieve the lesson goals through designing tools that integrate ICT tools. He has a leading and interactive character and participates actively in workshops. He designs and implements class lessons in a way that meets the evaluation criteria while demonstrating belief in modern approaches and ICT integration. The result was more	88	84	87	92	91	90	84



		student interaction in class and acquisition of knowledge and skills needed. His classes were among the most distinguished in terms of design and implementation. His most notable project was a training workshop to train colleagues on Mini-lessons where he demonstrated his ability to assess his colleagues' needs in a realistic way that corresponds to the school potential. His masterpiece was entitled "Improving the capacity of confused teachers in solving the problems of classroom slackers) in which he defined the concept, strategy, and solution of problems with an applied example provided.							
5	Suha Ad-Deek	The teacher demonstrated a sense of responsibility and commitment to the required work promptly; she was actively involved in group work and showed progress in task performance associated with the subject material. The class lessons she performed demonstrated progress toward the evaluation criteria at a very high level with clear belief in implementation of modern teaching approaches and integration of ICT tools. She trained her colleagues on the basis of their needs as part of a workshop on cooperative learning that was successful and effective. Her masterpiece, entitled "my lesson is in my hats", addressed the six-hat topic in details so as to define them and indicate the denotation of their colors, time of use and the way to design lessons based on such an idea in addition to offering ready-made examples on the issue.	80	76	79	83	81	81	80
6	Ola Hawamdeh	The teacher demonstrated commitment to what has been required of her during her studies; at the outset she was a little bit shy to be involved and expressed reluctance to be involved and give presentations with some reservations about being involved in group work. However and during the advanced fourth and fifth courses, she became more involved and became more vocal about her opinion. During the first class visit, she was a little bit confused; during the second visit she presented a different tasks for she was seconded to work in the parliamentary elections at Ajloun precincts. The last class was delivered in a way that achieved a great portion of the evaluation criteria while demonstrating belief in modern approaches and ICT tools integration. Key achievements include holding a workshop on "six hats" while her masterpiece was on "Problem-Solving Strategy is a precious stone: keepers are winners"; although her masterpiece addressed problem solving, it	83.7	87	86	87	84	77	81

		failed to meet the quality criteria.							
7	Mohammed S. Qudah	The teacher was an active and energetic member of the groups since the beginning of the Diploma Program; he is proactive and shows a sense of responsibility as well as working hard to render any group activity a success – he demonstrated a leadership character. He was committed to all required tasks and showing up in class; he designed classes which he implemented in a way that achieved the evaluation criteria that reflected belief in the need to apply modern strategy and ICT integration. The course projects included training the colleagues on one of the software application, project-based learning and material integration. The teacher designed and implemented a training workshop on “learning through problem-solving: reality and ambitions” at school; his masterpiece was entitled “cooperative learning: a way of life”.	84.3	87	84	85	84	89	77
8	Muwaffaq Zawahreh	After finishing the fourth course, the teacher decided to postpone his studies; he was active inside the groups and very much involved but he always focuses on criticizing the activities. He was not prompt in delivering the tasks or assignments. He did however design and implement a class period that met many of the evaluation criteria; it was one of the good such classes. He demonstrated acceptable level of seriousness with reference to course projects where he trained the colleagues on education-related software. He also designed a project-based-learning project that he implemented with the students – in which he showed ability to achieve successful planning for all project phases and the way to develop a final outcome that is implementable within the school resources.	72.5	73	68	73	76	Postponed his enrollment/ study in the program	
9	Wafa Habahbeh	The teacher demonstrated punctuality and delivering the assignments on time while demonstrating active interaction with the group work. She performed a class period in which she applied the modern approaches and demonstrated a development in the teaching methodology/ pedagogy, use of ICT tools and class management and rendering the students the center of the teaching/ learning process. She designed and implemented a workshop on learning patterns that she successfully rolled out at school. As part of the sixth course, she applied the training style to a group of female colleagues inside the classroom and in the form of training workshops.	92.5	93	94	95	92	89	92
10	Jihad Malak	The teacher delivered the tasks on time,	91.8	92	91	94	94	96	84

		enjoyed group work and offered help to her colleagues during the workshop; she has good skills in using software application for online courses. She also demonstrated the ability to apply student-centered teaching methods throughout the courses she designed. She developed adult learning competencies, communication and project management skills; she also applied the teacher leadership idea as she designed a training workshop on the six-hat method that really benefited the other teachers. The class visits she conducted showed an evident development in teaching methodology, ICT integration and classroom situation management. Her masterpiece involved applying the training method to teacher colleagues through identification of teaching methodologies that led to improvement in teacher performance.							
11	Khawlah Abu Libdeh	The teacher demonstrated commitment to delivering assignments on time, reflected love for group work and sought always to deliver something distinguished that is creative and innovative. Her classes showed she had the teaching competencies needed and managed to effectively integrate ICT tools and run the classroom situation. She applied what she learned inside her classroom and school; she also designed a training workshop on learning patterns that she applied with her colleagues at school. Her masterpiece involved applying the theory she learned by training a group of teachers in a series of workshops in which she managed successfully to convey her knowledge to her colleagues.	87.3	89	88	91	91	88	77
12	Musa Radhwan	The teacher demonstrated commitment in delivering the assignments on time, asked many questions that provoke thinking and stimulate others to be involved. Through the classroom visits, he demonstrated a clear development in the teaching or instruction methods and effective use of computers. He designed a training workshop on learning patterns that he applied to a group of teachers. In his masterpiece, he applied the training method to a group of teachers in the form of workshops on the multiple levels of intelligence.	85.5	83	86	89	88	85	82
13	Mahmoud Sarayreh	The teacher demonstrated a sense of responsibility and commitment to delivering the assignments on time as well as collaboration with the other group members as he managed to motivate the others. Despite the fact that he was a bit reluctant to apply the modern teaching approaches with lower primary grades, he	84.8	84	81	92	91	83	78

		managed to achieve a remarkable success; he delivered a class period on six hats in addition to workshops for his colleagues at school							
14	Huda Tameemi	The teacher was committed to delivering assignments on time and showed cooperation with her colleagues (male and female) throughout the program; she applied class periods using modern educational approaches including brainstorming, cognitive charts and cooperative learning. She took part in the education forum in Zarqa where she prepared a distinguished training workshop and offered a successful masterpiece she applied at school with the students and teachers.	87.2	83	93	94	88	89	76
15	Nidhal Al-Khouli	The teacher demonstrated a sense of commitment in delivering the assignments on time, showing up on time and developing software skills as he excelled in preparing movies using the Movie Maker application to document his work; he is cooperative with his colleagues whom he motivated a lot. During the project phase, his classes were of particular nature as students were very much interactive. He also conveyed his knowledge to others setting an example in applying modern approaches as many colleagues attended his classes to benefit from his experience.	83.3	81	82	84	92	82	79
16	Susan Al-Ghul	She delivered the assignments on time and showed up on time as well; her products are good and managed to develop her ability during the Diploma program. She was cooperative with the other colleagues and had excellent presentation skills as manifested in the second course project. She managed to pass on her input and impact to other colleagues through her masterpiece by holding a series of training workshops she designed in a very unique way.	92	90	94	94	94	87	93
17	Sinan Aqayleh	He delivered the assignments on time and showed up in class always on time; he was proactive by presenting his ideas, distribution of roles and tasks and managed to communicate well and positively with others and in the way he presents his work. His assignments convey a sense of a clear awareness and recognition which also involved new teaching methods that prompted the students for more interaction – based on students experiences, collaborative work but fell short of highlighting the role of students as should be to act responsibly.	81	82	84	80	77	86	77
18	Ahmad Habashneh	The teacher was committed to the university workshops, partially in the field-based ones due to the tasks assigned to his	84.5	86	89	82	86	81	83

		through the FD. He has a nice style in dialogue and acts proactively to motivate the group members for completion of work. Mainly, his positive role does not show in suggesting genuine ideas in the group but he is quite talented in presenting the thoughts of others. He is more often than not inclined to rely on others more; he demonstrated development in style of teaching physical education; despite needing efforts to be delivered, his ideas are not that genuine and do not integrate modern approaches and ICT tools – with a marginal role for students involved.							
19	ReemaAwajan	Very much prompt and punctual in showing up for classes, dedicated and accepts group work smoothly. She has good style of communication with team members and works hard to convey her ideas and work. She manifested rapid development in the presentation skills during the study period. The ideas she brings up convey a lot of thought and work behind them; she did some assignments in a very creative manner. Her ICT-related skills are rather poor and focus on the basics particularly when it comes to the way she retrieves information from the web, but she has the ability to enrich these ideas and present them in a new template.	90.3	88	91	92	92	92	87
20	Dou'a Kreishan	Committed to showing up on time and delivers assignments promptly; she has the ability to interact with various individuals and develop positive relationships based on mutual respect. She is a leader among her team members, good listener and of a strong persuasive character. She is talented in the way she presents the ideas and building upon them; some of the assignments she made reflected good skills in task design and implementation in a creative manner. She has interesting phrases she uses to attract the attention of students and designing real life situations. She is very distinguished in managing the class, presenting tasks and motivating students to acquire skills and attitudes for a better student conduct. She often succeeds in giving students a larger role in the learning process.	90.8	92	92	92	90	85	87
21	Taghreed Al-Ma'aytah	She demonstrated a commitment to delivering tasks on time, but developed a problem of communicating with other members in group work. With time, she developed her communication skills; work she did included implementing a procedural entitled “numerous student mistakes with reference to math-related skills at Saka Secondary”, and she also designed a training workshop for her colleagues on	81.7	73	81	86	86	81	83

		cooperative learning.							
22	Nihaya Al-Dhmour	The teacher showed commitment during the studies and had good level of communication with other colleagues with valuable quality input. In order to clarify the development of her competencies, a reference should be made to her position – a lab curator; she has never taught a class before joining the program although she has a university degree in administration. The level of her assignment output was poor at the outset; she demonstrated a slow development in preparing classes that integrate modern approaches and ICT tools. She conducted as a requirement of the program a procedural paper on “the correlation between low motivation among 2 <sup>nd</sup> graders and use of conventional teaching methods” and designed a workshop on cooperative learning for her colleagues at school. She designed a masterpiece that includes and identifies the school needs and designed a training content for teachers.	75.8	69	69	80	79	78	80
23	Omar Al-Dhmour	The teacher showed development of his competencies in using modern approaches and ICT tool integration; he applied what he learned in class periods that captured well the evaluation criteria; his procedural paper was entitled “poor use of ICT tools by teachers of AlGhweir Secondary”. He designed a training workshop on cooperative learning for his teacher colleagues as well as a case study to assess the needs of the school and a teacher training content.	81	73	81	76	92	81	83
24	Moahmmmed Al-So’oub	The teacher demonstrated distinguished levels of turning in assignments on time; he has communication skills employed in effective and active participation during group work, classes and field workshops. He showed progress with time as manifested in the assignments and classes based on integrating modern approaches and ICT tools to meet the required criteria well. He also designed a training workshop for his colleagues on using cooperative learning in instruction; he also implemented a project in which he assessed teacher needs and trained them in light of such assessment.	86.3	82	86	84	94	88	84
25	Asma Dawoodiyeh	She demonstrated commitment to delivering the assignment and tasks as well as classes that show she had enough competencies that involve modern approaches and ICT integration. She had fears about being successful in training her colleagues on topic she studied. However, her performance and colleague interaction was beyond her expectations; her masterpiece met the criteria.	86.5	87	81	90	94	87	80

26	Malak Mrayat	She demonstrated a good commitment to delivering the required tasks and assignments on time; she communicated effectively with colleagues in the groups while demonstrating progress throughout the coursework and rendered therefore a better quality classes that incorporated modern teaching approaches and ICT tools. She designed a website that allows her colleagues and students to share their work; she also trained her female colleagues on using internet-based teaching/ learning strategies.	83.8	83	78	83	89	92	78
27	Manal Al-Emeilat	She demonstrated seriousness in delivering tasks and showing up on time as well as participation in workshops; she showed an excellent level of communication and group work while achieving improvement in ICT tool using competencies – albeit poor at the outset of the program. She gave classes that met the required criteria of using modern approaches and ICT integration. Her projects reflected she was able to plan and train her colleagues and convey knowledge and skills she acquired.	83.7	80	82	84	86	92	78
28	Ra'fat Sharaydeh	The teacher demonstrated excellent level of commitment to tasks, assignments and showing up on time. At the outset, he expressed his decline to be involved in group activities during classes and workshops and had a very poor level of computer skills. With time, he progressed well in ICT integration in teaching/ learning as manifested in the classes he made while meeting the required criteria well. He designed a website to be able to know others and a project to train other teachers on rolling out experiences of using modern approaches schoolwide.	77.5	74	70	83	88	81	69

## II. Outcomes of the field visits (to the ERSP HED teachers' schools) during the period (10/16-20/2011)

Tools were designed to collect data from diverse sources about the teachers' impact at their respective schools; field visits were conducted to the schools of the 27 teacher-graduates during 16-20 October 2011 by the professional development team coaches as follows:

1. Interviewing school principals who were asked about the description of the modern education methods ERSP HED teachers use; they were also asked about the way teachers integrated the ICT tools in teaching and the changes they observed in student behavior as a result thereof; the questions also covered the area of the knowledge and information conveyed by teachers to their other colleagues.
2. A questionnaire was handed out to a sample of ERSP HED teachers' colleagues so as to solicit their opinions about the role ERSP HED teachers play as change agents at their respective schools; the questionnaire also measured teacher roles in supporting participatory or cooperative action in improving teaching/learning at school as well as the

use of the available resources to achieve such improvement. The number of questionnaire forms handed out ranged between 4-9 forms at each participant school.

3. Meetings with students of the ERSP HED teachers were held using the focus group method; the meetings focused on the difference students discerned in their teacher's style, materials and tools used in class and the impact of integration thereof. They were also asked about the projects the teacher applied in class and the other parties he/she involved (from school and community); each focus group engaged 7-10 students in each participant school.

The following points are the sum of the field visits findings for each teacher involved broken by areas and field directorates:

**Area: North**

**Field Directorate: *Irbid I***

**School: Soum Comprehensive Secondary (girls)**

**1. Afaf Ma'abreh**

- The School principal (Ms. Amal Shunnaq) emphasized the fact that Ms. Afaf Ma'abreh uses numerous modern education methods such as inquiry, six thinking hats, mind maps, cooperative learning, acting and role playing and project-based learning. She added that Ms. Ma'abreh carries out a year-long schedule of classes to integrate ICT tools (at a rate of 2 classes/ week). She uses the computer lab to conduct search tasks online; the principal stressed as well that Ms. Afaf takes her work seriously and known to be productive in the work she does while noting that she impacted her students as their skills improved when they became more outspoken and interested in exploration and computer skills. She noted as well that the students' aptitude toward classes and learning has remarkably improved. The principal also indicated that the teacher concerned has also help train her other colleagues by holding training workshops on diverse topics like cooperative learning; hence, she became the coordinator for the Islamic Education Subject area and offers training and follow up services for her colleagues while carrying out exchanged class visits officially at school to benefit from her new expertise and skills. The teacher has also participated in organizing and implementation of the student parliament (government) experience and led diverse projects in collaboration with the local community such as the "charity dish" that supported cash assistance of poor students. Teacher Afaf also implemented many initiatives such as a common parliament with the schools of the area (8 schools in total) to render successful such a unique experience at field directorate level beyond all expectations. The principal noted that the school-based action would have doubled manifolds if more teachers could have been awarded similar scholarships to attend the HED program.
- The questionnaire outcomes showed a high level of approval/ acceptance of Ms. Afaf's contribution to offering support and training for the other teacher respondents, particularly in integrating the ICT tools and using of student-based learning methods and involving the community with the school.
- The students emphasized that Ms. Afaf's classes are among their favorite since she introduces topics in an interactive interesting style that is ever renewable in each new class period; the students demonstrated a change in their attitudes toward the teacher's style – for they expressed dismay when the new methods were first introduced as they have not been accustomed to searching, cooperation and group work; however, students find that the key to a successful class is cooperative learning, using computers and online search, drawing cognitive charts and role-playing. The



students agreed that such activities are predominantly present across Ms. Afaf's classes.

**School: Jijjeen Secondary (girls)**

**2. Kifaya Abu Jad'ah**

- The school principal (Ms. Manal Sawalhah) emphasized that Ms. Kifaya Abu Jad'ah actually uses modern learning methods in class such as cooperative learning, six hats, and using computers once a week when students are asked to perform search using the internet and develop the brochures and pamphlets to reflect their learning level. The principal added that she traced a positive change in students' conduct/ behavior as a result of the teacher's ability to effectively manage the classroom and offer advice and continuous guidance. She added that Kifaya helped her colleagues hold training workshops on activating the modern learning methods such as cooperative learning in class and integrating them with available ICT tools. The teacher also encouraged her colleagues to exchange classroom visits and share experiences. She formed a team to support the change efforts at pedagogical practice level in school; however, the principal should that the community involvement was very limited or minimal due to the circumstances of this school in particular.
- The questionnaire outcomes showed there is a consensus among the respondents with reference to the effective nature of Ms. Kifaya's role in offering support and training when it came to using modern methods and ICT tools integration through workshops and encouraging exchange of visits among teachers at school. The findings also reflected a higher level of her impact on facilitating cooperative/ participatory work to improve the teaching/ learning process but a lower level of her promoting larger community involvement in various school activities.
- The students emphasized that Ms. Kifaya's classes are among their favorite since they are presented in a different style with lots of interaction through acting and applied activity that stress a profound understanding of the material, use of computers and illustrative sketches or charts.

**School: Jijjeen Secondary (boys)**

**3. Teacher: Mohammed H. Ta'amneh**

- The school principal (Mr. Abdel-Raheem Shloul) emphasized that Mr. Mohammed Ta'amneh uses many modern education methods inside the classroom such as cooperative learning, project-based learning, brainstorming and ICT tool integration. He added that the teacher had a positive impact on student conduct and attitude toward school through the diverse methods he employs and the guidance and advice he offers. The principal demonstrated that Mr. Ta'amneh encouraged a number of his colleagues on ICT integration and modern methods use; he offered them support to improve their performance school-wide. He added that the teacher contributed to establishing communication with the community with reference to their enrolled children's situation and circumstances.
- The questionnaire showed that the respondent teachers believe their colleague's role is advanced in training others on using modern approaches such as cooperative learning and ICT tools like online search; and they gave him a medium level ranking of his role in engaging the community.
- It was not possible to interview a sample group of students for circumstances pertaining to that school during the field visit.

**School: Soum Secondary (boys)**

**4. Teacher: Mahmoud Ma'abreh**

- The school principal (Mr. Sameer Shunnaq) indicated that Mr. Mahmoud Ma'abreh was transferred from school for technical considerations to the newly established community-based school in Irbid I since he has always been an excellent and distinguished teacher. The principal considered his transfer limited the potential success of the projects and initiatives he has started. He also indicated that Mr. Mahmoud was a leading figure among his colleagues in terms of integrating ICT tools and modern approaches such as brainstorming and learning by doing; he related how Mr. Mahmoud made a miniature of the Holy Ka'abah during the class on Pilgrimage (Hajj) as he introduced the topic in an interactive way in the school yard. He also used the computer lab twice a week when he used to ask his students to deliver search tasks that promote thinking and search for a more profound understanding of the material he taught. He had positive impact on students when it came to accepting to learn and adjust their behavior. He also offered training activities for other teachers on diverse education themes such as multiple levels of intelligence and provided a model lesson on the use of the six hats in prompting students to think. Mr. Mahmoud had active contributions to enhancing the school-community relationship; the principal expressed his regret that Mr. Mahmoud was transferred among other teachers since they all were potential nucleus for change at school level.
- The questionnaire findings showed that the respondent colleague teachers appreciated the role of Mr. Mahmoud in training them on modern approaches such as multiple intelligencie and demonstrations apart from his active role in enhancing the school's relationship with the community.
- It was not possible to interview a sample group of students for circumstances pertaining to that school during the field visit.

**Field Directorate: Ajloun**

**School: Sin'aar Secondary (girls)**

**5. Teacher: Suha Ad-Deek**

- The school principal (Ms. Sa'da Sawalmeh) indicated that Ms. Suha Ad-Deek was transferred to Ras Muneef Secondary on 08/25/2011; she also added that there was an almost complete reshuffling of teacher formation as only two teachers remained from among the previous group. The principal stressed the fact that Ms. Suha used to apply a group of practical teaching/ learning approaches like role-playing, mind maps, six thinking hats and diverse search tasks; she also added that the teacher used to apply various software to help her achieve her goals. She used the computer lab on an average of one class a week despite the fact that the lab lacks internet connection (which prompted Ms. Suha to apply other methods instead). The principal indicated that Ms. Suha had a positive impact on student learning and behavior at school – that she also supported her other colleagues through a number of training workshops on applying modern education approaches like the six hats and visit exchange in classrooms. She thus promoted the culture of continuous education and learning among the teachers although she was new to the school – which was very much welcomed by her colleagues. She was actively involved in planning and implementation of the open day activity that involved the community in the area.
- The questionnaire forms were not handed out to respondents since all teachers available were new recruits or recently transferred, and that they, therefore, have not

had the chance to work with Ms. Suha as indicated by the school principal.

- The students who were taught by Ms. Suha last year emphasized that she helped change their attitude toward English due to the style she opted for in making it interesting for them to be involved; they reflected a high level of satisfaction with regards to the cooperative work experience as well as role-playing in group and the high sense of responsibility upon implementation of tasks. The teacher was also involved in leading the School Hygiene Team where various teacher and student-based contributions were made through subject areas and school radio.

**School: Rassoun Secondary (girls)**

**6. Teacher: Ola Hawamdeh**

- The school principal (Ms. Rasmiyah Al-Momani) indicated that teacher Ms. Ola Hawamdeh applied for inter-school transfer in another area when the school was separated and teachers scattered across the various schools; the principal also said that the circumstances related to the split of the school actually dissipated the team of teachers who received training under the ERSP. The principal noted as well that Ms. Ola's role was closer to the conventional teacher roles as she personally did not see any change in the pedagogical methods she opted for. Her use of ICT tools was casual and conventional, for an IT subject area teacher. The principal expressed the fact that the teacher's relationship with her students was not as should be and that her contributions were not up to the desired school-based action when compared to her colleagues.
- For reasons related to reshuffling the teaching faculty formation at the said school and the transfers that took place, the questionnaire was not handed out to other teachers in light of the principal's recommendation to this effect, and the students were not also interviewed.

**School: Ba'oun Secondary (boys)**

**7. Teacher: Mohammed S. Al-Qudah**

- The school principal (Mr. Suheil Murtadha) has just assumed office as of the beginning of this school year, and that the teacher (Mr. Mohammed Al-Qudah) was transferred to Mihna Primary (boys) as of the second semester of attending the ICT Diploma Program. It also turned out that this school is not among the target group of ERSP; the former principal (Mr. Maher Qudah) who knew the teacher concerned has now been relocated to Rasoun Secondary (boys).
- The former school principal (Mr. Maher Qudah) who knew the teacher for one semester was interviewed; he indicated that Mr. Mohammed was a very outstanding teacher in terms of performance and communication with all stakeholders. He used diverse education/ pedagogical approaches that are student-based such as cooperative learning and learning by doing through activities and problem-solving. Mr. Al-Qudah integrated ICT tools in teaching as much as possible; he exerted efforts to share the knowledge and experience he had with other teacher colleagues through teacher visit exchange and training workshops.
- As a result of the teacher transfer-related circumstances, the questionnaire forms were not handed out to teachers nor were the students interviewed.

**Area: Middle**

**Field Directorate: Amman I**

**School: Princess Alia Secondary (girls)**

**8. Teacher: Wafa (al) Habahbeh**

- The school principal (Ms. Ibtissam Ramadan) stressed the fact that Wafa Habahbeh excelled in integrating modern approaches and ICT tools in teaching through using cooperative learning, project-based learning, online search, software applications and (PPT) presentations. She also indicated that Ms. Habahbeh was committed to using the computer lab in teaching History once a week and that she often brought the laptop to class if the lab was not available. The result was positive as students developed more skills in investigation and search as well as critical thinking. The principal stressed as well that the teaching staff is an excellent one – which is quite a challenge for any training to be offered to them. Ms. Habahbeh was distinguished for offering workshops at an advanced level of integrating ICT tools with modern approaches in teaching/ learning; she took part with their colleagues in applying model classes across various field or subject matter areas. Changes that Ms. Habahbeh contributed to include dissemination of learning and doing culture among other teachers as well as to enhance the school-community relationship – she managed to coordinate with the Amman Greater Municipality and Traffic Department to improve the traffic services in front of the school for greater student safety.
- The findings of the questionnaire responses showed a high level of satisfaction among her colleagues with reference to the fact that Ms. Habahbeh took part in offering support and training for other teachers at high-end training needs and ICT integration with modern teaching approaches coupled with practical examples; they also ranked her involvement in using school resources at a middle level.
- The students interviewed expressed their belief that their attitudes vis-à-vis the History subject have changed due to Ms. Habahbeh's role – they related such feeling by saying that “we used to hate history because it involves too much cramming; but now we like for it involves lots of joy.” The students also offered examples on the methods their teacher applied in class as she resorted to explanation, simplification and elucidation of the material associated with role-play, demonstrating clips and group learning. The students also discerned that their teacher's teaching practices had taken a turn toward more research, creativity, ICT integration and addressing real problem-solving situations.

**School: Hafsa Umm Almu'mineen Primary Co-ed**

**9. Teacher: Jihad Z. Malak**

- The school principal (Ms. Ra'eda al-Etewi) indicated that Ms. Jihad Malak applies modern teaching approaches that depend on cooperative learning, ICT integration, use of role-play for better student understanding and use of diverse resources for in and out-of-school learning such as the school library, child museum and adjacent Amman Municipality public library. Almost every class Ms. Malak teaches involves at least one pedagogical method – she uses the computer lab once a week. The principal indicated as well that Ms. Malak plays an active role at school and conveys her knowledge to her colleagues by training them on modern approaches and effective lesson planning. Challenges that Ms. Malak faced include high teaching load, yet she gave students additional remedial courses targeting the ones showing poor academic performance.

- The questionnaire handed out to a sample group of other teachers at the designated school indicated high levels of appreciation for the support Ms. Malak offered for other colleagues through training them on use of modern approaches such as cooperative learning whereas the respondents indicated a medium level of satisfaction in using available resources to improve student learning.
- The students of second primary grade expressed an extreme interest in and appreciation of Ms. Malak's style as they focused on cooperative learning; despite being of a very young age, the students demonstrated the way they collaborate and help each other to achieve the required tasks.

**School: Dhahiyat AlHussein Secondary (girls)**

**10. Teacher: Khawlah Abu Libdeh**

- The school principal (Ms. Ayda Ar'ar) stressed the fact that Ms. Abu Libdeh is keen upon applying the modern approaches such as cooperative learning and six thinking hats as part of her classroom activities; she indicated that the teacher also integrates ICT tools such as internet and EduWave as well as PPT presentations at a rate of three classes/ week. The principal also mentioned that Ms. Abu Libdeh conducted training workshops for her colleagues to train them on applying modern teaching approaches that depend on multiple intelligencie, learning styles and ICT integration; she also conducted exchange visits with other teachers under a program for sharing of experiences. The principal also indicated that Ms. Malak is involved in activities to enhance the roles of community and parents manifested in a parent drive to support orphaned and poor students at school.
- The questionnaire findings showed the respondent teacher colleagues highly appreciate that Ms. Malak offers them support and assistance through training on using modern approaches such as cooperative learning and ICT integration in teaching/ learning as well as observing various learning patterns. Responses indicated a medium level of teacher promotion of participatory action and integrating the local community.
- Students interviewed indicated that the change in Ms. Malak's methods in class has been manifested in applying brainstorming, cognitive or conceptual chart and integrating computers in searching for information and presenting it rather than looking for ready-made answers.

**School: Dhahiyat Al-Yasameen Secondary (boys)**

**11. Teacher: Musa Radhwan**

- The school principal (Mr. Mahmoud Abu Awwad) emphasized that Mr. Musa Radhwan applies modern teaching approaches or methods, but without explaining the nature of such approaches. He also said that Mr. Radhwan does not often integrate ICT tools for lack of space at the computer lab, but that he uses ordinary means available at school. He indicated as well that his involvement in training his other colleagues is restricted to delivering the tasks assigned to him under the HED program he is enrolled in as standard requisites; despite being successful when applied, the principal indicated that the other teachers are still resisting such type of cooperation although Mr. Radhwan enjoys good relationships with his colleagues – he attributed it to the class load and crowded classrooms that make teachers less inclined to receive additional tasks or training.
- The responses to the questionnaire indicated a high level of teacher involvement in school work; however, they failed to offer examples of such work save for his involvement in teaching about herbal medicine project without highlighting the

details therein.

- Students indicated that Mr. Radhwan's classes are special for them because of his style in dealing with them and applying the cooperative learning style despite complaining that such style was not frequently used by their teacher.

### **Field Directorate: Zarqa I**

#### **School: Laith Bin Sa'ad Primary I (boys)**

##### **12. Teacher: Mahmoud Sarayreh**

- The school's name was changed to "Khalid Bin Alwaleed" and moved to a new building close to the first one; it is now a one-shift school rather than a double shift one. However, the official handover of the building has not been completed yet but the school operates under the new arrangements as of the beginning of the current school year.
- The school principal (Mr. Ali Momani) emphasized that Mr. Mahmoud Sarayreh applies the student-based modern approaches in teaching such as cooperative learning and the six thinking hats; he indicated that the relocation to the new building prevents the use of the ICT tools since the computer labs are not ready yet, but that he was able to carry out some activities still last year. The principal mentioned as well that Mr. Mahmoud organized a training workshop for his colleagues on applying modern teaching approaches such as cooperative learning; teacher-teacher interaction was very good. Mr. Mahmoud has taken part as well in solving some student-related issues in collaboration with the parents but his extracurricular efforts still need to be further improved.
- The responses to the questionnaire highly emphasized the Mr. Mahmoud's role in impacting the various areas of school work such as promotion of modern approaches and ICT integration; however, the examples the respondents provided indicate that most of Mr. Mahmoud's achievement is inside the classroom rather than with his other colleagues as well.
- The students expressed admiration of their teacher's style and showed jubilation with the cooperative learning method he applied a couple of times, but indicated that computer use in learning was limited.

#### **School: Rufaida Al-Aslamiyah Primary (girls)**

##### **13. Teacher: Huda Tameemi**

- The school principal (Ms. Wedad al-Etoun) emphasized that Ms. Huda Tameemi focuses on the use of modern approaches such as cooperative learning and activity-based learning as well as applying methods that are commonly used with primary education students at junior grades; she trained her colleagues on ICT integration in modern teaching approaches such as study visits, cooperative learning and activities designed to attract the attention of students while emphasizing the learning patterns.
- The responses to the questionnaire revealed satisfaction with the support and assistance the teacher offers to her colleagues through training on modern approaches like cooperative learning, integration of materials, learning styles and ICT-based classroom activities such as study visits/ excursions and modern evaluation methods as well as making use of available resources for better student learning such as the puppet show.
- Students emphasized that Ms. Tameemi uses handouts/ working sheets in most

classes and applies learning by playing – often through group learning. When they talked about using computer in learning, the students indicated that their teacher opted for presentations and clips more often than not.

**School: Laith Bin Sa'ad II Primary (boys)**

**14. Teacher: Nidhal Al-Khouli**

- The school principal (Mr. Khalid Hammodeh) emphasized that Mr. Nidhal Al-Khouli was transferred from school at the beginning of the school year; he indicated that Mr. Nidhal used the modern teaching approaches such as cooperative learning and role-playing but that his use of ICT tools was at a minimum because the school lacked such resources. His students were more disciplined than others due to the fact that he treated them well. His training roles were associated with the fact that he was the coordinator, and got involved in exchange visits and carried out a training workshop on cooperative learning.
- The questionnaire responses revealed that Mr. Nidhal has an impact on training his colleagues on cooperative learning, use of content-analysis tools and planning for remedial activities.
- The students who Mr. Nidhal taught last year explained how they learned through group work frequently; they indicated how their teacher used to use ordinary tools such as cards, tape recorder and charts.

**School: Zarqa Al-Yamama Primary (girls)**

**15. Teacher: Susan Al-Ghul**

- The school principal (Ms. Mukarram Simreen) indicated that Ms. Susan Al-Ghul is currently on a leave without pay for personal reasons.
- The principal emphasized that Ms. Al-Ghul was very creative in applying the modern teaching approaches such as cooperative learning, investigation or exploration, problem solving and integration of ICT tools such as WebQuests and Web Walks. She highlighted her prominent role in training her other colleagues on such approaches through the workshops and visit exchange. Ms. Al-Ghul also contributed to the dissemination of the ongoing/ continuous learning culture as rarely a week went by without having her hold a training workshop or professional development activity even if it was in the form of a casual meeting during recess. The principal also emphasized that she offered numerous initiatives such as launching the school's website and taking part in the learning conference for Zarqa field directorate.
- The sample of teacher colleagues who responded to the questionnaire highly appreciated Ms. Al-Ghul's role in promoting participatory work to improve the school teaching/ learning process through applying modern approaches and integration ICT tools; the respondents supported their answers by providing examples on each item to demonstrate the IT tools and approaches they received training on. The responses also indicated low levels of the teacher's involvement in enhancing the school's relationship with the local community.
- Her students of last year stressed on the special interactive style of Ms. Susan classes that included practical activities and learning projects that resulted in pamphlets, brochures and murals.

**Area: South**

**Field Directorate: Ma'an**

**School: Al-Iskan Primary (boys)**

**16. Teacher: Sinan Aqayleh**

- As the school principal (Mr. Adel Al-Khateeb) indicated, it turned out that Mr. Sinan Aqayleh has been freed full time now to deliver administrative and technical tasks to address the needs of the school in this regard.
- The school principal emphasized the fact that Mr. Aqayleh used as part of his former position as teacher numerous modern teaching approaches such as cooperative learning, project-based learning and brainstorming; he helped render active the computer lab as he taught most classes there while making use of all available IT tools such as PCs, datashow, internet, Microsoft Office applications and EduWave. The principal stressed on the fact that student interaction increased as a result – improving thus their academic performance. The teacher also helped many of his colleagues integrate ICT tools by computerizing many classes, preparing handouts, records and using labs to best serve the teaching/ learning processes apart from highlighting the application and integration of ICT tools in administration, teacher and student work. He also made some initiatives such as launching a school website, awareness-raising for better student conduct and coordinating contacts with parents.
- The sample questionnaire handed out to other colleagues indicated the effective role he played in promoting participatory action, and sharing of experience and knowledge using versatile means such as workshops and exchanging classroom visits apart from engaging the community as a workshop on internet use was organized for participating parents.
- Students who worked with the teacher on various projects were interviewed; they referred to science projects, open-day activities and competitions. The teacher's activity was manifested in implementing various projects at school level. No students available for the interview had actually taken classes with the teacher for most of them have proceeded to a higher level at other schools.

**School: AL-Khalil Bin Ahmad Al-Faraheedi Primary (boys)**

**17. Teacher: Ahmad Habashneh**

- The school principal (Mr. Sameer Khawaldeh) indicated that Mr. Habashneh actually transferred to Qatranah Secondary at Karak Qassabah Field Directorate; the school principal where the teacher worked during his study at the HED program was interviewed.
- The school principal indicated the difficulty involved in evaluating the teacher's application of modern teaching approaches and integration of ICT tools due to the nature of his major – physical education. He added that it is difficult to assess the impact of the HED program on the learning/ teaching situations. However, the principal commended the change he saw in the teacher's style in implementing certain classes as he used methods he never saw in a physical education class. The principal also indicated that the teacher's communication and leadership skills developed although he used the computer at a very limited scale. The principal noted that students were given a larger room for discussion with the teacher with reference to some sports-related skills for better implementation. Yet these experiences remain at a limited scale due to the nature of the subject area and school resources. At school level, the principal indicated that the teacher maintained good ties with the



colleagues but the class load of other teachers weakened the knowledge conveying across some school meetings and activities. The principal indicated that there are no clear indicators to show more community involvement on the part of the teacher's, and that they were restricted to interaction with parents on the sidelines of school-based activities such as the open day or commencement. The principal said he prefers that such scholarship opportunities be given to other majors than physical education.

- The questionnaire indicated disparities in responses across the items; some emphasized Mr. Ahmad's role in offering support and encouragement in applying modern approaches or methods and ICT integration, participatory action and effective use of school resources. Others indicated that he had no role in such activities; 50% of respondents expressed approval whereas the other half indicated their disagreement – only one respondent gave a neutral evaluation.
- The students indicated that Mr. Ahmad used to instruct them in the physical education class during last year; they said that he had a good way of communicating with them. Students also noted that he taught them some of the classes in the computer lab to do some search and that many classes are based on cooperative learning/ work and sharing of experiences. The thing that students noted most was their involvement in sports activities in soccer, tennis, basketball and volleyball competitions; they said that they were also involved in Boy Scout and school camping activities apart from field journeys and Arbor Day activities.

**School: Khadija Bint Khuwailid Primary (girls)**

**18. Teacher: Reema Awajan**

- The school principal (Ms. Hajar Kreishan) indicated that Ms. Reema Awajan is one of the distinguished teaching staff at her school; she stood out even more after joining the HED program as she enhanced student interaction using methods like debate, mind maps, cooperative learning strategies and peer-based learning. The teacher applied various software applications to serve the teaching material such as the Poetic Encyclopedia and websites that emphasize diverse skills. Ms. Reema established an Arabic Language Club with some of her colleagues at school; she prepared training on some IT skills like FrontPage and Kidspiration application. However, such opportunities were limited in nature due to their high class load. The principal indicated as well that Ms. Awajan's interaction with the local community was restricted to exchanging feedback with parents on their kids' performance.
- The questionnaire responses revealed a high level of appreciation of Ms. Reema's role in integrating ICT tools, participatory and experience-sharing actions; with reference to use of student-based approaches, responses varied between high and neutral.
- The students demonstrated an extraordinary love for Arabic Language subject as they believe that they are facing no difficulties in learning the material; they added that they no longer found Arabic classes to be boring since Ms. Reema applied diverse methods/ approaches such as acting, singing, body movements and use of cognitive charts. The students referred to new teaching practices they were not accustomed to in the past which is the use of computer labs and websites on Arabic language grammar and syntax. She also used the EduWave to present handouts and scheduling some tasks. The students also emphasized that they were involved in acting plays like Khawlah Bin Alazwar and running the Arabic Language Club; some said they took part in the short story and novel writing competitions and that the teacher supervised them well for better output.

**School: Umm Al-Hakam Primary (girls)**

**19. Teacher: Duo'a Kreishan**

- The school principal (Ms. Tharwat Abu Darweesh) mentioned that Ms. Duo'a Kreishan is currently on leave without pay; she also indicated that Ms. Kreishan used to apply many modern teaching approaches such as brainstorming, peer learning, cooperative learning and simulations. She used to teach many of her classes in the computer lab where she also used the datashow, software applications and video clips to meet the learning styles among students and achieving the lesson or material objectives. The teacher encouraged and help many of her colleagues to integrate ICT tools through presenting and sharing her personal experience with them.
- The questionnaire responses revealed high level of appreciation of the Ms. Duo'a's role in applying modern teaching approaches and ICT tools integration as well as promoting participatory work and sharing of experiences apart from offering to colleagues the support they needed to apply the new practices.
- The students demonstrated a positive attitude toward the Islamic Education subject they took with Ms. Kreishan; the students also emphasized her style – described as interesting even for poorly performing students. They compared her style in the past to the new one noting that she applied in the latter ICT tool integration in instruction, cooperative learning and project-based learning apart from using software applications, tape recorder and other tools that on aggregate helped them improve their academic performance. They also said that she carried out diverse projects such as the Hajj Room in which she involved students from 7<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grades in addition to her students from their class apart from some local community involvement.

**Field Directorate: Karak**

**School: Saka Secondary Co-ed**

**20. Teacher: Taghreed Al-Ma'aytah**

- The school principal (Ms. Ameera Quraysha) emphasized that Ms. Taghreed applies the common teaching approaches such as direct instruction, student-centered styles such as investigation and learning in collaborative groups and tasks that prompt critical thinking. The teachers received previous training on such methods at the Ministry. She also said that Ms. Al-Ma'aytah used some ICT tools available at the computer lab which resulted in further student interaction and increasing the learner's responsibility toward what she learns. The principal saw not initiative on the part of the teacher's to convey the new experiences to other colleagues; there were also no other activities in which she engaged the local community.
- The questionnaire responses indicated approval of the sample respondents with reference to her role in offering support and promotion of ICT integration and participatory approaches for better teaching/ learning but they failed to cite specific examples; respondents indicated their disagreement as to whether the teacher involved the local community whereas they gave neutral responses to sharing of knowledge and experience – examples they cited were limited to discussing the topics casually without indicating that any classroom visits or training workshops were involved.
- The students indicated that her style did not change except for some classes when she used math software that had something to do with the lesson then.

**School: AlGhweir Secondary (girls)**

**21. Teacher: Nihaya Al-Dhmour**

- The school principal (Ms. Badriyah Al-Dhmour) indicated that Ms. Nihaya is the computer lab technician and that her contributions to support her colleagues are very modest and limited to holding some workshops in the use of modern teaching approaches and ICT integration with no classroom visits exchanged.
- The questionnaire responses indicated that her colleagues highly approved of her role in offering support and encouragement for teacher colleagues in using modern teaching approaches and ICT integration through organizing training workshops on cooperative training and promoting the use of the computer lab she runs by scheduling the use thereof; responses indicated a low level of approval for her role in conducting activities that would integrate the local community in schools activities.
- Students were not interviewed because the teacher concerned is a lab technician and has no class load and no students whom she teaches therefore.

**School: Al-Ghweir Secondary (boys)**

**22. Teacher: Omar Al-Dhmour**

- The school principal (Mr. Majid Al-Dhmour) indicated that Mr. Omar uses the science lab in teaching, and that he links the topic to school hygiene. He also noted that he always uses the computer lab and integrates ICT tools by keeping in touch with his students using the e-mail and EduWave. The school principal indicated that student interaction has increased through the strategies Mr. Omar applies in the classroom; he also emphasized that he collaborates with his colleagues and seeks to convey or pass on his expertise to some of his colleagues. He is also inclined toward teamwork and collaborates with other colleagues in conducting school and extracurricular activities.
- The questionnaire responses indicated a high level of approval with reference to his role in integrating ICT tools and use of cooperative learning, six thinking hats and brainstorming; likewise, his role in passing on experience to other teachers through visit exchange, joint teaching of classes and holding workshops were also highly approved by the sample teachers.
- The students highlighted the fact that their teacher's new style helped them achieve a deeper understanding of the subject matter, and that he taught them classes using the computers – which was a lot of fun for them. They also said that they implemented a project about HIV/AIDS in collaboration with the local community by handing out awareness brochures on the locals as well as education workshops for students at school.

**School: Saka Secondary (boys)**

**23. Teacher: Mohammed Al-So'oub**

- The school principal (Mr. Numan Thneibat) indicated that Mr. Mohammad applies diverse teaching approaches/ pedagogies such as direct teaching, investigation, critical thinking and problem-solving; he used cooperative learning and tries to integrate ICT tools in math and science teaching on an average of 10 classes a month. Results were positive in that students managed to access information with ease and improved academic performance. The principal also emphasized his active role in passing on his knowledge to other colleagues through exchanging visits and training workshops – he thus created a positive impact on the teaching process and increasing the preparedness among teachers to handle the classroom situations. He also had

participated in rolling out such experiences in other neighboring schools.

- The questionnaire responses indicated a high level of respondent satisfaction with reference to approving the fact that their colleague offers support through training and exchange of visits to address ICT tools integration, use of presentations and virtual lab applications. Likewise, his use application of modern approaches was emphasized as he gives classes based on multiple intelligence systems, learning patterns and cooperative learning. He also had contributions in school teams, particularly with the local community team as it hosted Civil Defense (Fire Department) lectures and conducted field visits to science shows.
- Students indicated that their relationship with their teacher was a distinguished one because of his style in dealing with them and conveying information; he introduces fun and joy inside the classroom. His teaching style has changed a little bit as he gives more roles to students now and relies more frequently on labs and. However, the dominant style he opts for is his usual style of teaching. He implemented with the students a project to fight illiteracy among parents in collaboration with the local community and the nearby school – it was a successful project.

#### **Field Directorate: Tafileh**

##### **School: Tafileh Primary Co-ed**

##### **24. Teacher: Asma' Dawoodiyeh**

- The school principal (Ms. Nuha Rabab'ah) indicated that Ms. Asma' diversifies the modern teaching approaches she applies such as cooperative learning and six thinking hats. She also added that she integrates ICT tools at the school lab every now and then; the principal also emphasized that Ms. Dawoodiyeh played a role in passing on her expertise to her colleagues through exchanging visits and training workshops like the one on using six thinking hats.
- The school principal recommended that the questionnaire be NOT handed out to the teachers for reasons pertaining to a special problem at the school level that has nothing to do with the content of this study.
- The students expressed their belief that their teacher's style is quite unique inside the classroom; she encourages them and prompts them to work together in groups during the learning process. The students mentioned that they have undergone limited experience in using ICT in learning.

##### **School: Zein ALSharaf Secondary (girls)**

##### **25. Teacher: Malak Mrayat**

- The school principal (Ms. Lateefah Hanaqtah) emphasized that Ms. Malak applies diverse strategies in teaching such as discussion groups, six thinking hats and mind maps; however, she indicated that her integration of ICT tools is very limited; she has contributions to convey her experience and knowledge to her colleagues through exchanging visits and training workshop such as the one on using cognitive charts in teaching.
- The questionnaire responses indicated a high level of appreciation for her role in offering support and encouraging the use of modern approaches like the cognitive chart whereas the responses indicated low levels of using ICT tools and involvement of the local community.
- The students emphasized the fact that their teacher does not use ICT tools in teaching

because they (the students) are in the Tawjihi stage and that the “material is too long and has to be covered in time for the exams” they said that they would rather prefer she continues teaching them the way they are used to have in class – conventional methods like charts, and cognitive maps due to the nature of the General Secondary High School Certificate Examination / Tawjihi.

**School: Fatimah AzZahra’ Secondary Co-ed:**

**26. Teacher: Manal Al-Emeilat**

- The school principal (Ms. Abla Ouran) indicated that Ms. Manal diversifies the use of modern approaches like cooperative learning, six thinking hats and different activities to meet the students' learning styles. She integrates ICT tools on a regular basis in collaboration with the computer lab technician in an effective manner. The principal emphasized the fact that Ms. Manal plays a role in offering support to her colleagues and prompts them to use modern approaches in teaching and integrating them with ICT tools; she carried out more than three workshops for colleagues on various topics while being involved in classroom visit-exchange program in school.
- The questionnaire responses indicated a high level of appreciation for the role she plays in offering support and encouraging other teachers to integrate ICT tools and modern approaches through the workshops on use of cooperative learning, six hats and internet-based search in classes apart from use of school resources and involvement of the local community.
- The students expressed their happiness with Ms. Manal class because of her style that depends on cooperative learning, and that they really benefit a lot from the online courses in the computer lab.

**School: Tafileh Primary (boys)**

**27. Teacher: Ra’fat Sharaydeh**

- The school principal (Mr. Mohammed Zheimat) indicated that Mr. Sharaydeh uses conventional teaching methods, and that he rarely uses ICT tools. The principal explained that the teacher had actually conveyed to his colleagues some teaching skills and strategies, particularly those that are linked with the HED program tasks such as the masterpiece. He clarified that the continuous teacher transfer limits the chance to exchange experiences and settling them in one school – adding that all teachers who trained with Mr. Sharaydeh during his ICT program masterpiece have actually moved to other schools.
- The questionnaire responses indicated a medium level of appreciation for the teacher’s contributions to offering support in using ICT tools and modern teaching approaches; they indicated through examples that he used to offer them some simple advice every now and then on instruction strategies but without making any reference to training workshops or joint class visits program.
- The students explained that their teacher rarely used ICT tools in learning and that they used to have a lot of fun during classes where they conducted web search – although it was limited.

### III. Questionnaire analysis outcomes

A questionnaire with a five-rank scale was used to solicit ERSP HED teachers' colleagues views at target schools; it included six key areas as follows:

1. ICT tools integration for improved teaching/ learning;
2. Use of student-centered learning methods/ approaches;
3. Participatory approach to improve teaching/ learning at school;
4. Exchange of knowledge and experiences among the school staff;
5. Engaging the local community in school activities; *and*
6. Use of available school resource to improve the teaching/ learning process.

The questionnaire was distributed to a sample of teachers who serve with those who attend the HED program. 100 questionnaire forms were distributed – 15 of which were disqualified for lack of responses. The final number of qualified questionnaire forms was 85 (male and female respondents). The questionnaire data was analyzed by calculating the mean, standard deviation and percentile of responses across the various areas; Likert-scale was used with five possible scores: *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*. For statistical analysis purposes, the following scores were assigned to teacher responses (strongly agree = 5), (agree =4), (neutral = 3), (disagree = 2) and (strongly disagree = 1). With reference to percentages, the teacher rankings of the various areas were classified as follows: 90/100: excellent, 80-89: very good, 70-79: good/fair, 60-69: mediocre and less than 60: poor.

The following table indicates the percentile ranking of teacher responses broken by areas of the questionnaire (after calculating the mean, standard deviation and percentages):

Rank	Area	Percentile	Mean	Standard deviation
1	ICT tools integration for improved teaching/ learning	87.76	4.39	0.62
2	Exchange of knowledge and experiences among the school staff	86.59	4.33	0.65
3	Participatory approach to improve teaching/ learning at school	85.41	4.27	0.60
4	Use of available school resource to improve the teaching/ learning process	85.18	4.26	0.65
5	Use of student-centered learning methods/ approaches	84.71	4.24	0.54
6	Engaging the local community in school activities	80.71	4.04	0.64
<b>Total</b>		<b>85.06</b>	<b>4.25</b>	<b>0.48</b>

From the table above, it can be noted that the rating of ERSP HED teachers by their colleagues was almost similar in general; with a range between 80.71 and 87.76%, the rating of the teachers ranked as follows across the various six areas of consideration:

Area (1), “ICT tool integration for improved teaching/ learning” ranked first with a “very good” overall rating from the point of view of sampled teachers – with an overall percentile score of 87.76%, a mean of 4.39 and a standard deviation of 0.62. Area (4), “Exchange of knowledge and experiences among the school staff”, ranked second with an overall “very good” rating from the viewpoint of sampled teachers: (a score of 86.59%, a mean of 4.33 and a standard deviation of 0.65). Area (3), “Participatory approach to improve teaching/ learning at school”, ranked third with “very good” and a score of 85.41% (mean 4.27 and a standard deviation of 0.60). Area (6), “Use of available school resource to improve the teaching/ learning process”, ranked fourth with “very good” overall rating and 85.18%: (mean: 4.26 and

a standard deviation of 0.65). Area (2), “Use of student-based learning methods/ approaches”, ranked fifth with “very good” overall rating and a score of 84.71% (mean: 4.24 and a standard deviation of 0.54). Area (5), “Engaging the local community in school activities”, ranked sixth with an overall rating of “very good” and a score of 80.71% (mean of 4.04 and a standard deviation of 0.64).

On aggregate, the sample population of teachers gave an overall “very good” rating for their ERSP HED teachers' colleagues with a mean of 4.25 and an overall standard deviation of 0.48, or a score of 85.06% in general. Such a result might be attributed to the focus of the HED program on improving teacher competencies in general across the six aforementioned areas. To this effect, the program focuses as well on teacher performance inside the classroom and school in general as well as the level of following up on the skills teachers are trained on so that they can perfect such skills. The result might be attributed as well to the focus the program brings to the way teachers apply the modern teaching/ instruction approaches and integration of the ICT tools inside their classrooms. They are also encouraged to perform participatory work through a myriad of topics the Diploma Program offers such as cooperative learning, learning communities and communities of practice and integration of the curricula in addition to other topics that prompt the teachers to think about the optimal use of available resources at school level. The goal is to employ such resources in the improvement the teaching/ learning process and rendering students the center of such processes. Through the HED program, teachers are educated on the need to engage the local community in the activities the trainee-teacher applies during enrollment in the program.

## Summary of the Findings:

The findings of the study revealed the overall positive impact created by the teachers enrolled in the In-service Professional Development training program and were awarded to study the HED Program on their schools; the findings can be summarized as follows:

- The successes achieved were very much concentrated in introducing change at the level of teacher practices enrolled in the HED program in classrooms; the data collected from school principals and students corroborated the conclusion that these teachers commonly use the modern education/ teaching approaches they have been trained on as part of the ICT Education Diploma Program. These approaches or methods include cooperative learning, six hats to prompt thinking, brainstorming, cognitive charts and other teaching/ learning student-based methods.
- Successes were also spotted in teacher use of ICT tools they were trained on during the Diploma Program – most commonly used application include Microsoft Office, internet-based search, WebQuests and Web Walks. A limited number of the teachers concerned demonstrated a level of weakness in integrating the ICT tools in teaching; these were either based in poor schools in terms of resources, or among those who teach performance-based materials or subjects such as physical and vocational education – or they were teachers of the 12<sup>th</sup> grade (Tawjihi).
- Many students developed positive attitudes toward the subjects they take with the ERSP HED teachers; they attributed such attitudes to the excellent level of communication their teachers have attained and the style they follow in teaching.
- Contributions made by the ERSP HED teachers were very visible in conveying knowledge and expertise they acquired; they managed to do through conducting training workshops that responded to the requirements imposed by the themes' projects–inherently related to building teacher capacity in applying the modern approaches and ICT integration by using cooperative learning, six thinking hats, mind maps and internet-based search.
- The methods used to convey the new practices to other non-enrolled colleagues were diverse in nature and went beyond what is required as part of the Program.
- There were some differences detected between the evaluation of the principals and ERSP HED teachers' colleagues of the impact of the ICT training graduates with reference to passing on knowledge and information – indicating that such activity was on a limited scale and those colleagues over-rated the impact when compared to that of the principals'. This could be attributed perhaps to the exaggeration colleagues wanted to show to their fellow HED graduates, poor visibility of such work and products or due to poor knowledge on the part of the principals when it comes to the detailed activities teachers do. In other restricted cases, the principal's rating was higher than other teacher colleagues at his/ her school due to poor sharing of activities and outcomes or because the principal decided to exaggerate the efforts done by the ERSP HED teachers.
- The findings show a medium level impact of involved teachers in enhancing participatory work at school level represented by having them play the lead coordinator roles in subject areas or materials – where they jointly plan for some classes and put the exam questions together apart from involving all those concerned with school-wide activities or projects within the teams they belong to.



- Contribution of the ERSP HED teachers was of medium level when it came to facilitating project-based student learning – such method was rarely referred to among the teachers concerned.
- The ICT Diploma teachers contributed to parent and community involvement at a less than medium level; their contribution were mainly restricted to communicating with the parents with reference to their children’s schooling, some awareness-raising lectures and donation drives.

### **Challenges**

- The continuous inter-school teacher transfers and lack of stable teaching and administrative staff renders weak the potential for stabilizing and institutionalizing the new practices.
- Some of the majors of ERSP HED teachers are performance based (e.g. Physical education) – hence, passing on the new teaching practices will be very limited due to the different nature of subjects.
- Lack of ICT tools at schools (often restricted to a simple computer lab) renders limited the possibility of integrating ICT tools and pending the availability of time slots in these labs.
- High work/ class load of teachers and too much school work make it difficult and limited to hold training workshops and seminars.

### **Recommendations**

In light of the above-mentioned findings, the following recommendations are suggested as part of this report:

- Review/ reconsider the criteria and conditions used for inter-school teacher transfers particularly in ERSP participant schools so that a more stable teaching faculty/ staff is attained for sustainable and institutionalized new practices.
- Achieve a balanced teacher workload needs to be introduced so that teachers will have less class load in order for them to carry out professional development activities for their colleagues.
- Raise the awareness of school administrations on the importance of the role of teachers on scholarship to the HED program as change agents, facilitation and support of positive change activities and events at school level.
- Review the foundations and bases for awarding teachers scholarships to be enrolled in the HED program with reference to teachers’ majors and personal skills in order to achieve the desired objectives.
- The Professional Development Team need to focus more on engaging the local community when they present their programs to teachers.

**Annex 1: School principals' interview questions**



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**ERSP/ICT Diploma Program Teacher Impact Assessment**

Teacher's Name:  
School:  
Coach:  
Date:

**Principal Interview:**

As a result for the enrollement of teacher (xxx) at the High Education Diploma: ICT in Education Program:

1. What are the new education methods/ approaches the teacher used with his/her students inside the classroom?

2. Did the teacher work on integration of the ICT tools? Where? In class, lab or somewhere else? What are the tools that he/she used? How often did he/ she use these tools?

3. What are the changes you noticed among students as a result of using approaches and integrating ICT tools?

4. What is the role this teacher has played in conveying knowledge, information and new experiences to his/ her colleagues at school?

5. What is the change you noticed at school level as a result of the teacher's collaboration with his/ her colleagues at school?

6. What do you think about this new experience?

7. Has there been any other activities the teacher used as initiatives to engage the community and parents one way or another?

**Annex 2: ERSP HED Teachers' colleagues questionnaire form**



**ERSP/ICT Diploma Program Teacher Impact Assessment**

Dear Fellow teacher;

Peace and blessings of Allah be upon you;  
 After your colleague has graduated from the High Education Diploma: ICT in Education Program that is prepared and implemented by CADER in collaboration with Yarmouk University, we would like to see your opinions about the impact your colleague had on your school at teacher, student, principal, parent and community levels.

We would appreciate if you were kind enough to read the questionnaire items (6 in total) and apply an (x) against each item in the corresponding column you deem appropriate.

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The teacher supports group work at school in a very notable manner.		x			

Kindly ask for the coach's help in case any item sounds ambiguous; we appreciate your accurate and objective answers.

Sincerely,

ERSP Team – Jordan

Our colleague offered us support in and encourages us to:

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. ICT tools integration for improved teaching/ learning					
(Relevant) Example:					
2. Use of student-centered learning methods/ approaches					
(Relevant) Example:					
3. Participatory approach to improve teaching/ learning at school					
(Relevant) Example:					
4. Exchange of knowledge and experiences among the school staff					
(Relevant) Example:					

5. Engaging the local community in school activities					
(Relevant) Example:					
6. Use of available school resource to improve the teaching/ learning process					
(Relevant) Example:					



### Annex 3: Students' focus groups questions



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### ERSP/ICT Diploma Program Teacher Impact Assessment

Teacher's Name:

School:

Coach:

Date:

#### **Student Focus Group questions:**

1. Does teacher (xxx) teach you? How is your relationship with him/ her?

2. He/ She teaches (mention the subject); do you like this subject? Why?

3. What is the thing you find different about the way your teacher instructs or teaches the subject? How was his/ her style in the past, and how does it look like nowadays?

4. What are the materials and tools your teacher uses in the classroom? How did you find their impact? Describe your experience in this regard.

5. Describe the class you liked most, and why?

6. Did you do projects with your teacher? Were there other students involved from other classes? Was there any participation from outside your school? Describe your experience in details; what did you like? What did you dislike?