

**The Impact of Training on the Performance of  
the Schools Participating in "Towards a New  
School" Program  
Education Reform Support Program**

**2012**

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## Summary

This study aimed at investigating the effects of the ERSP In-service program: “Towards a New school” on the overall performance of the participating schools in the program as well as on its four component areas, namely school culture, planning, communication and project management. Out of the 126 participating schools in the program 106 schools were included in the analysis. Differences between pre and post scores on the rubric were analyzed and the effects of several independent variables were studied. Those variables included geographic location of the school (North, Middle, South), type of school (comprehensive, secondary, elementary), urban level (urban, rural), gender (male, female schools) and school principal attendance of the program (attended, did not attend).

Means and standard deviation of the total and sub-scores were calculated for all the variables. T-tests and Analysis of Variance (ANOVA) were utilized to determine the effects of the program on the participating schools and whether these differences were significant.

The major conclusion of the study was that schools performed significantly better after the implementation of the program on both the total score and all sub-scores, i.e. the four major component areas, signifying that the training program produced the desired goals. Additionally, there were significant differences in both total score and all sub-scores between female and male schools in favor of female schools. There were no significant differences in the performance of the schools as a result of the rest of the variables. This is also a positive result in the sense that the training program is producing positive results in all types of schools irrespective of their geographic location, type and level.

## **Introduction**

"Towards a New School" Program targets the school as a complete unit. It applies a comprehensive methodology to develop the school by uniting the efforts of all participants in the school, including the principal, teachers, administrative staff, students, and local community. The program follows a change management approach which aims at developing new trends for learning and participatory work at the school. The program aims at preparing leaders who believe in the change process and who are committed to development. In addition, it aims at enhancing the planning, communication, and project management skills of the school team, as well as building school teams that develop work and teaching and learning ways in the school. The program includes two main aspects; 3-hour-12 training workshops, and field support that involve having a trainer working with the school teams in their schools for follow up (7 days during the program) and provision of necessary support.

More specifically, the program aims at achieving the following outcomes:

- Dealing with the school as an educational unit contributing to educational change and reform.
- Developing a school vision that directs the school towards the achievement of its objectives.
- Building a school team to meet the school's needs and solve its problems.
- Planning for the development of the school and translating the plans into viable projects.
- Developing the learning and teaching process in the school.
- Integrating ICT teaching and learning to achieve optimum results.

## Study Objectives and Questions

This study aims at measuring the impact of training on the performance of schools participating in "Towards a New School" Program in the following four main aspects of the program:

- Aspect One: School Culture
- Aspect Two: Planning Skills
- Aspect Three: Communication Skills
- Aspect Four: Project Management Skills

The study also aims at measuring the impact of some variables that may affect the training outputs. They are:

- The geographical location (Middle, North, South)
- The type of school (elementary / secondary / comprehensive)
- The urban level (urban / rural)
- The gender (male / female)
- The school's principal participation in the program (attended / did not attend)

The main question which the study attempted to answer is "what is the impact of training within "Towards a New School" Program on the performance of the schools participating in the program?"

This main question includes the following six sub-questions:

1. Are there statistically significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in "Towards a New School" Program before and after the implementation?
2. Are there statistically significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in "Towards a New School" Program before and after the implementation related to the geographical location factor (Middle / North / South)?
3. Are there statistically significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in "Towards a New School" Program before and after the implementation related to the type of school factor (elementary / secondary / comprehensive)?
4. Are there statistically significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in "Towards a New School" Program before and after the implementation related to the urban level factor where the school is located (urban / rural)?
5. Are there statistically significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in "Towards a New School" Program

before and after the implementation related to the school gender factor (male / female)?

6. Are there statistically significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in "Towards a New School" Program before and after the implementation related to the participation of the school principal in the program (attended / did not attend)?

### **Study Sample**

The study sample consisted of all schools that participated in the Education Reform Support Program for the second year, totaling (126) schools. However, (20) schools were excluded whereas the training was not completed in (4) schools of these schools and the second application of the rubric was not done in (16) schools to make the final sample of the study (106) schools distributed on (18) directorates all over the Kingdom.

### **Study Tool**

To measure the impact of training on the performance of the schools participating in "Towards a New School" Program, a four-step-scale-rubric was designed where step (1) is the lowest score and (4) the highest score. The rubric consists of (18) items in four main fields: school culture, planning, communication, and project management. The rubric was used twice in all participating schools; the first time before implementation of the program, and the second time after implementing the program. Appendix (1) illustrates the applied rubric.

### **Study Results**

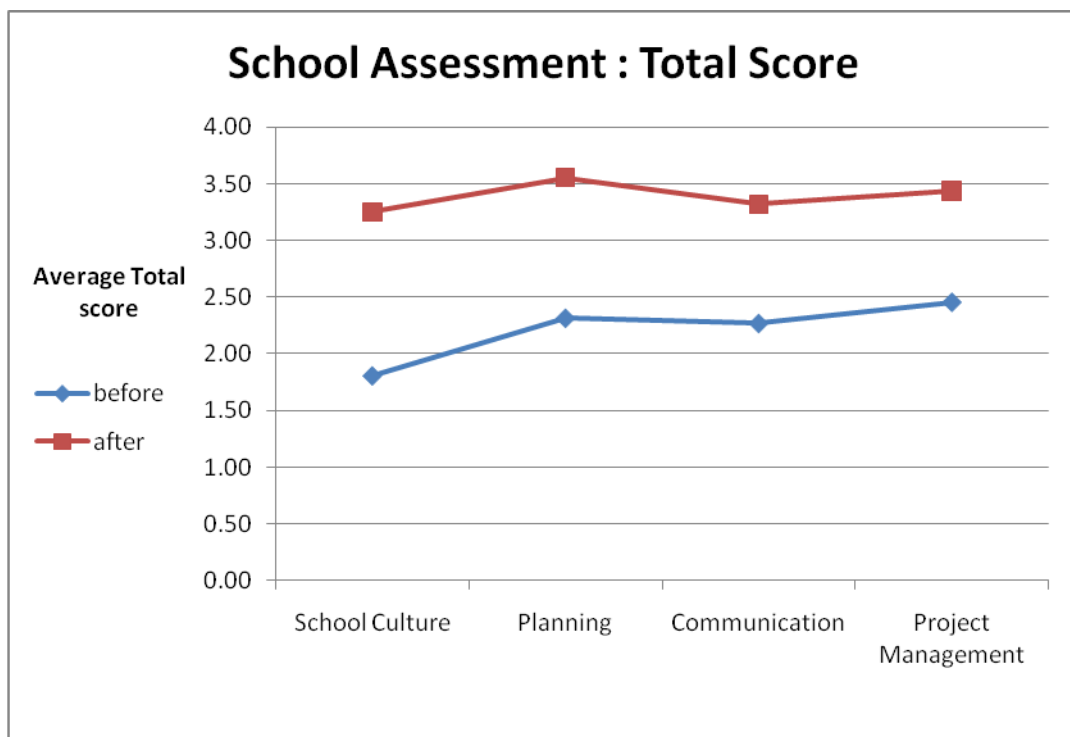
To study the impact of training on the performance of schools participating in the program in general, and to answer the first question "Are there statistically significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in "Towards a New School" Program before and after the implementation?", the mean and the standard deviation of the rubric items were calculated before and after implementing the program. Table (1) illustrates that the mean of the schools' performance after implementing the program reached (3.35) with a standard deviation of (0.383), while the mean of the schools' performance before implementing the program reached (2.21) with a standard deviation of (0.385).

T-tests were utilized to determine whether these differences were statistically significant. Significant differences were found at a level of ( $\alpha \leq 0.05$ ) between the schools participating in the program before and after implementing the program in

favor of the schools after implementing the program. This illustrates the positive impact of the program on the performance of the participating schools as it contains concepts, skills, and attitudes that allow the participants to know and practice through the approach used in the training workshops, which in turn increases the participants' competencies, and consequently the schools' performance in general.

**Table (1): The overall mean and the standard deviation of the performance of the schools participating in "Towards a New School" Program and the value of calculated t-score and the level of significance**

Application period	Overall mean	Overall standard deviation	Value of calculated t-score	The level of significance
Before	2.21	0.383	26.239	0.000
After	3.35	0.385		



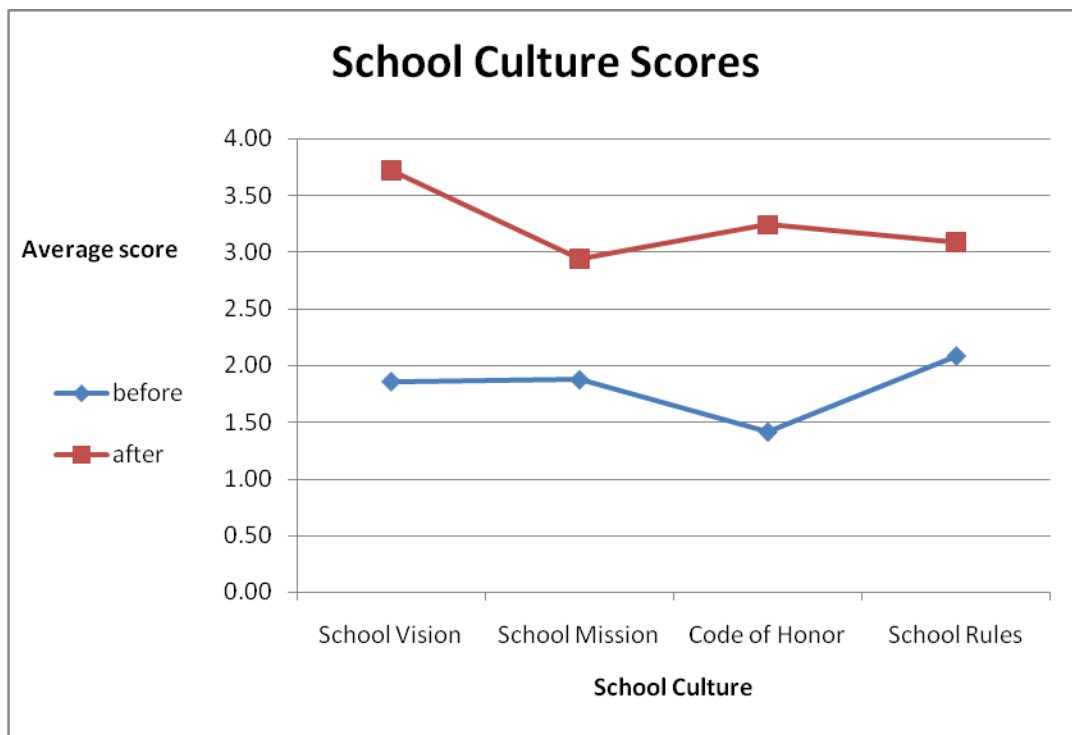
To know if there are significant differences in the schools' performance in each of the four study fields between the first and second application of the rubric, the means and standard deviations of each field were calculated separately. Table (2) illustrates these means. The mean of the school culture before the program reached (1.80) and the standard deviation reached (0.53). After the application of the

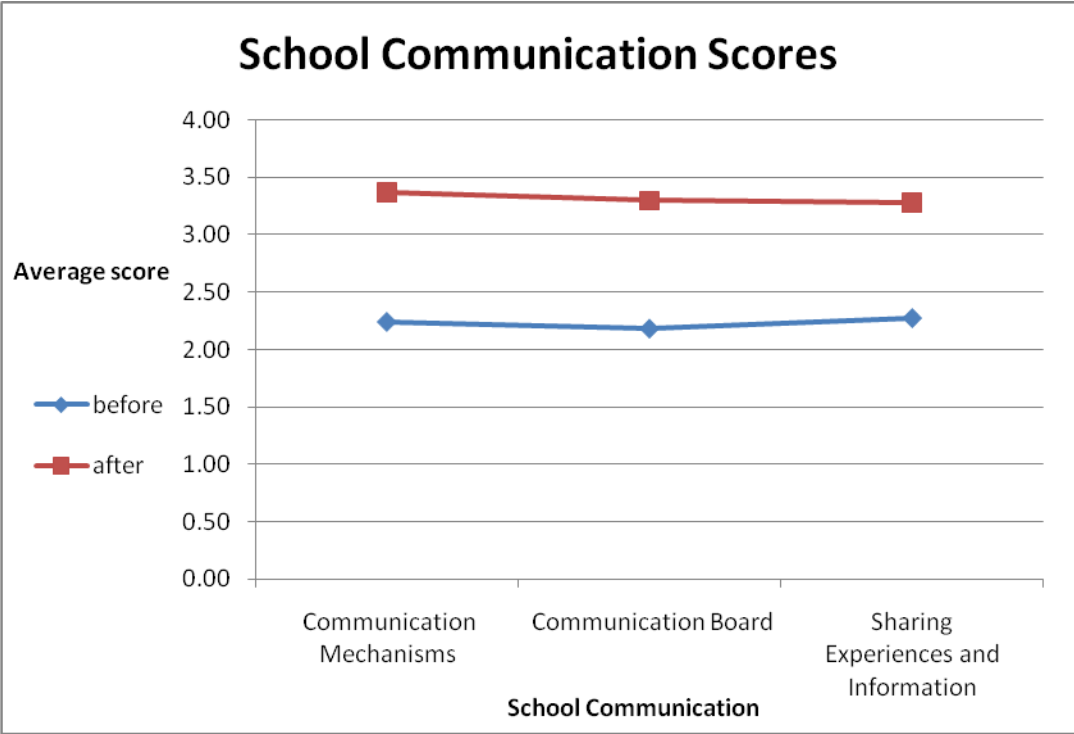
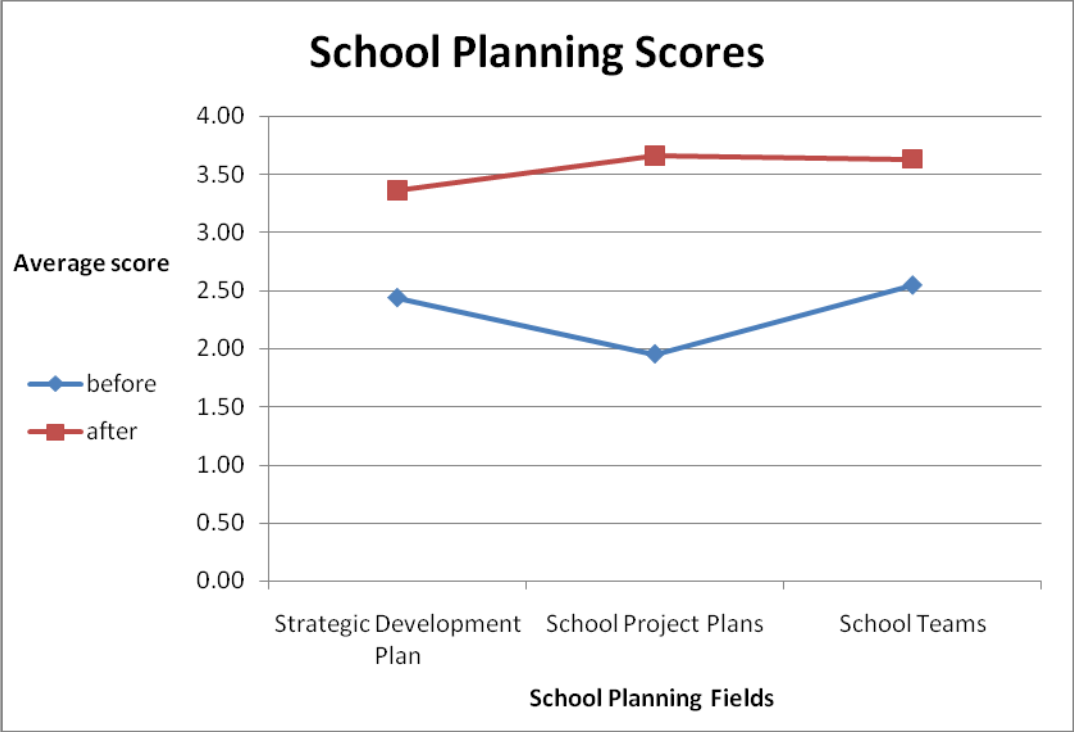


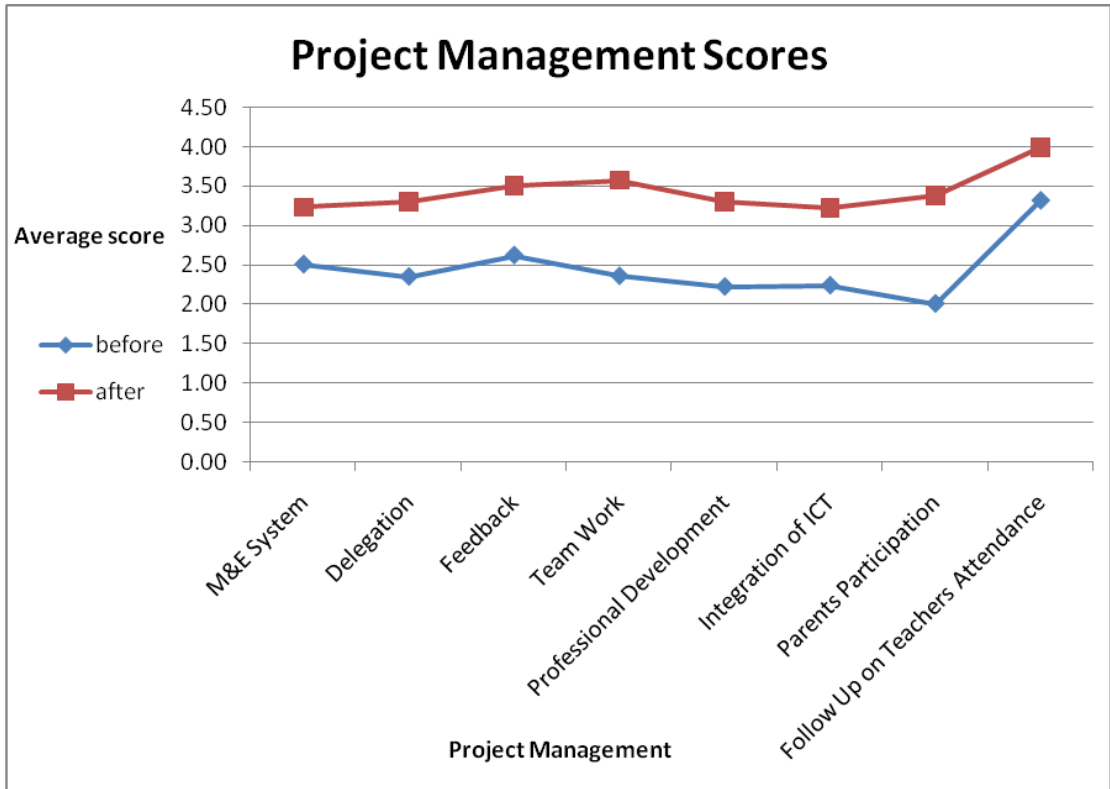
program, the mean reached (3.26) and the standard deviation reached (0.48); while the mean of the planning reached (2.33) before the program and the standard deviation reached (0.55). Meanwhile, the mean reached (3.53) and the standard deviation reached (0.44) after the application of the program; while the mean of communication reached (2.33) before the program and the standard deviation reached (0.54); and the mean reached (3.27) and the standard deviation reached (0.47) after the application of the program. At the same time, the mean of the project management reached (2.46) and the standard deviation reached (0.38) before the program, and the mean reached (3.33) and the standard deviation reached (0.47) after the application of the program. To make sure that the difference between these means are of a statistical significance, t-test was utilized to examine these differences where statistically significant differences were found at a level of ( $\alpha \leq 0.05$ ) between the schools participating in the program before and after implementing the program in all fields: school culture, planning, communication, and project management. The school culture came the first where t-score reached (23.15), planning came the second where t-score reached (20.34), and the project management came the third where t-score reached (16.98), and the communication came the fourth where t-score reached (15.44). This result could be attributed to the training content which focuses on building the school culture by defining a joint and independent vision for each participating school emanating from the vision of the Ministry of Education and to have a mission for each school that defines the general frame to start the procedures of materializing this vision, and to have parole agreement committed by the participants to have a special identity for each school identifying its prevailing culture. In addition, This result could be attributed to the mechanism of implementing "Toward a New School" Program which forms school teams with different objectives and fields. Each team plans two school projects, at least one project to be implemented under the supervision and direction of the trainer. In addition, all teams work on the implementation of a comprehensive school project where all school teams participate. Such projects contributes in improving the school performance in general, strengthening the social relations and ties between the participants which allow them to practice the communication and communication skills, and consequently increase their competences and capabilities in these fields.

**Table (2) Means and Standard Deviations of each Field**

Field	School culture		planning		Communication		Project management	
	Mean	Deviation	Mean	Deviation	Mean	Deviation	Mean	Deviation
Before	1.80	0.53	2.33	0.55	2.33	0.54	2.46	0.38
After	3.26	0.48	3.53	0.44	3.27	0.47	3.33	0.47
Tests	23.15		20.34		15.44		16.98	
Level of significance	0.00		0.00		0.00		0.00	







To answer the second question "Are there statistically significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in "Towards a New School" Program before and after the application per the geographical location factor?", the mean and the standard deviation of the rubric items were calculated before and after implementing the program to the Middle, North, and South schools separately. Table (3) illustrates that the mean of the performance of the Middle schools after implementing the program reached (3.38) with a standard deviation of (0.34), while the mean of the performance of the North schools after implementing the program reached (3.31) with a standard deviation of (0.40), and finally, the mean of the performance of the South schools after implementing the program reached (3.41) with a standard deviation of (0.46), while these means before the application reached (2.09), (2.33) and (2.07) for the Middle, North, and South respectively. Analysis of Variance (ANOVA) was utilized to determine whether these differences between the two applications were significant. Table (3) illustrates the mean and the standard deviation of the performance of the schools participating in the program per the geographical location factor (Middle, North, South), the value of calculated F-score, and the level of significance.

**Table (3): The Mean and Standard Deviation of the Performance of the Schools Participating in "Towards a New School" Program, the level of significance, and the value of calculated F-score per the geographical location factor (Middle, North, South)**

Application period	Mean			Standard deviation			F-score	Level of significance
	Middle	North	South	Middle	North	South		
Before	2.09	2.33	2.07	0.34	0.35	0.50	6.58	0.002
After	3.38	3.31	3.41	0.34	0.40	0.46	0.77	0.563

It is noticed from table (3) that there is significant difference ( $\alpha \leq 0.05$ ) between the performance of the schools participating in the program before the application of the program where F-score reached (6.58) significant at  $\alpha = 0.002$ , while there is no significant difference ( $\alpha \leq 0.05$ ) between the performance of the schools participating in the program after the application of the program. This positive result is attributed to the improved performance of the schools all over the Kingdom as a result of the training they received which aims to increase the performance of these schools within certain standards.

To answer the third question "Are there statistically significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in "Towards a New School" Program before and after the application per the type of school factor (elementary / secondary / comprehensive)?, the mean and the standard deviation of the rubric items were calculated before and after implementing the program to the elementary, secondary, and comprehensive schools separately. Table (4) illustrates that the mean of the performance of the elementary schools after implementing the program reached (3.28) with a standard deviation of (0.36), while the mean of the performance of the secondary schools after implementing the program reached (3.38) with a standard deviation of (0.41), and finally, the mean of the performance of the comprehensive schools after implementing the program reached (3.40) with a standard deviation of (0.37), while these means before the application reached (2.13), (2.25) and (2.21) for the three types of schools respectively. Analysis of Variance (ANOVA) was utilized to determine whether these differences were significant. Table (4) illustrates the mean and the standard deviation of the performance of the schools participating in the program per the type of schools factor (elementary, secondary, comprehensive), the value of calculated F-score, and the level of significance.

**Table (4): The mean, standard deviation of the performance of the schools participating in "Towards a New School" Program, value of calculated F-score, and the level of significance per the type of schools factor (elementary, secondary, comprehensive)**

Application period	Mean			Standard deviation			F-score	Level of significance
	Elementary	Secondary	Comprehensive	Elementary	Secondary	Comprehensive		
Before	2.13	2.25	2.21	0.39	0.39	0.38	1.038	0.342
After	3.28	3.38	3.40	0.36	0.41	0.37	0.856	0.428

Table (4) illustrates that there are no significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in the program before and after the application of the program per the type of school factor (elementary, secondary, and comprehensive). This result could be attributed to the fact that the performance of all these schools is close because the inputs of these schools in terms of teachers, tools, and principals are similar, to the centralized policy of the curriculums in general, the nature of decisions of all schools in Jordan irrespective of the nature of stage or the type of school.

To answer the fourth question "Are there statistically significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in "Towards a New School" Program before and after the application per the urban level factor where the school is located (urban / rural)?, the mean and the standard deviation of the rubric items were calculated before and after implementing the program to the urban and rural schools separately. Table (5) illustrates that the mean of the performance of the urban and rural schools after implementing the program reached (3.35) with a standard deviation of (0.39) for the urban schools and a standard deviation of (0.38) for the rural schools, while this mean reached (2.19) and (2.21) for the urban and rural schools respectively. Analysis of Variance (ANOVA) was utilized to determine whether these differences were significant. Table (5) illustrates that there are no significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in the program before and after the application of the program per the urban level factor of the school location (urban, rural). This result could be attributed to the fact that the performance of these schools is close because the inputs of these schools in terms of teachers, tools, and principals are similar, to the centralized policy of the curriculums in general, the nature of decisions of all schools in Jordan irrespective of the nature of the school location.

**Table (5): The mean, standard deviation of the performance of the schools participating in "Towards a New School" Program, value of calculated F-score, and the level of significance per the schools location factor (urban / rural)**

Application period	Mean		Standard deviation		F-score	Level of significance
	Urban	Rural	Urban	Rural		
Before	2.19	2.21	0.38	0.41	0.119	0.731
After	3.35	3.35	0.39	0.38	0.009	0.925

To answer the fifth question "Are there statistically significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in "Towards a New School" Program before and after the application per the school gender factor (male / female)?, the mean and the standard deviation of the rubric items were calculated before and after implementing the program to the male and female schools separately. Table (6) illustrates that the mean of the male schools performance after implementing the program reached (3.18) with a standard deviation of (0.41) and the mean of the female schools performance reached (3.43) with a standard deviation of (0.35), while these means reached (2.05) and (2.28) for male and female schools respectively. Analysis of Variance (ANOVA) was utilized to determine whether these differences were significant. Table (6) illustrates that there are significant differences ( $\alpha \leq 0.05$ ) between the performance of the male and female schools participating in the program before and after the application of the program in favor of the female schools in both cases, but the level of significance improved after the training ( $\alpha = 0.001$ ). Accordingly, it could be said that the impact of training on female schools was higher than on the male schools. However, the program did not result in big increase in the performance of the male schools for the difference between the female schools and male schools to disappear. This result could be attributed to the fact that females are committed to the training more than males. This indicates that the female schools are committed to a performance level per the rubric standards more than the male schools even before the application of the program.

**Table (6): The mean, standard deviation of the performance of the schools participating in "Towards a New School" Program, value of calculated F-score, and the level of significance per the schools location factor (male / female)**

Application period	Mean		Standard deviation		F-score	Level of significance
	Male	Female	Male	Female		
Before	2.05	2.28	0.37	0.38	9.92	0.002
After	3.18	3.43	0.41	0.35	10.65	0.001

To answer the sixth question "Are there statistically significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in "Towards a New School" Program before and after the application per the participation of the school principal in the program (attended / did not attend)?, the mean and the standard deviation of the rubric items were calculated before and after implementing the program to the schools which participated in "Towards a New School" Program per the participation of the school principal in the program (attended / did not attend). Table (7) illustrates that the mean of the performance of the schools which their principals participated after implementing the program reached (3.29) with a standard deviation of (0.46) and the mean of the schools which their principals did not participate reached (3.36) with a standard deviation of (0.36), while these means reached (2.21) and (2.14) for both types of schools respectively. T-tests and Analysis of Variance (ANOVA) were utilized to determine whether these differences were significant. Table (7) illustrates that there are no significant differences ( $\alpha \leq 0.05$ ) between the performance of the schools participating in the program before and after the application of the program per the principals participation factor (attended / did not attend). This result could be attributed to the fact that the participants' application of the school projects which are planned through the program builds on the teams formed from the participants which basically aims at improving the schools performance and conditions; therefore, they are not objected or hindered by the school principal even if he does not attend the program since the final impact of the program is for the benefit of the school in general.

**Table (7): The mean, standard deviation of the performance of the schools participating in "Towards a New School" Program, value of calculated F-score, and the level of significance per the school principal's participation (attended / did not attend)**

Application period	Mean		Standard deviation		F-score	Level of significance
	Attended	Did not attend	Attended	Did not attend		
Before	2.21	2.14	0.36	0.40	0.65	0.42
After	3.29	3.36	0.46	0.36	0.49	0.49



### **Results Summary:**

The study results could be summarized as follow:

- There are significant differences ( $\alpha \leq 0.05$ ) between the schools participating in the program in general before and after the application of the program in favor of the schools participated after the application of the program. This reflects the positive impact of the program application on the performance of the schools participated in the program. This positive impact was clear in all four aspects: school culture, planning, communication, and project management as the means statistically significant differences at a level of ( $\alpha \leq 0.05$ ).
- There are significant differences ( $\alpha \leq 0.05$ ) between the performance of male and female participating schools before and after the application of the program in favor of the female schools.
- There are no significant differences ( $\alpha \leq 0.05$ ) between program participating schools before and after the application of the program due to the geographical location (Middle / North / South).
- There are no significant differences ( $\alpha \leq 0.05$ ) between program participating schools before and after the application of the program due to the type of school (elementary / secondary / comprehensive).
- There are no significant differences ( $\alpha \leq 0.05$ ) between program participating schools before and after the application of the program due to the urban level factor where the school locates (Urban / Rural).
- There are no significant differences ( $\alpha \leq 0.05$ ) between program participating schools before and after the application of the program due to the school principal's participation factor (attended / did not attend).

Therefore, it could be said that the training program "Towards a New School" had a general positive impact on the performance of the participating schools as evidenced by the clear difference in the means of the schools scores before and after the application of the program. It also could be said that this positive impact remained apparent in the four aspects of the program. These consistent results are clearly for the benefit of the program. Moreover, it could be said that the female schools performance was better than the male schools in general. However, the study did not indicate that the other factors such as the type of school, the school location, and the urban level have impact on the performance. In addition, the attendance and non-attendance by the school principal of the program was not a factor of significance in the results.

**Appendix (1): Schools Evaluation Rubric**

<b>Education Reform Support Program (ERSP)</b> <b>School-Based PD Programs for In-Service Teachers and Principals</b> <b>Master Trainer's School Visit Rubric</b>						
<b>Observer:</b>	<b>Status of school at the time of visit:</b>			<input type="checkbox"/> Pre-training (baseline)	<input type="checkbox"/> During training year	<input type="checkbox"/> During mentoring year
<b>Date:</b> ___/___/___	<b>Time of visit:</b> from                    to			<b>Directorate:</b>		
<b>School name:</b>			<b>School ID#:</b>		<b>Principal's name:</b>	
Area of Investigation	1	2	3	4	Score	Details
<i>School Culture</i>						
<b>School Vision</b>	School vision does not exist; no intention or interest in developing a school vision	Some discussions took place regarding a school vision but no action has been taken to agree on one	Discussions took place; agreement was reached; a school vision was formulated	Completed; everyone (principals, teachers, students, staff and visitors) aware of it; embraced; posted in a central/visible location	4	<i>Please refer to the attached sheet and check all that apply</i>
<b>School's Mission Statement</b>	School mission statement does not exist; no intention or interest in developing a school mission statement	Some discussions took place regarding a school mission statement but no action has been taken to agree on one	Discussions took place; agreement was reached; a school mission statement was formulated	Completed; everyone (principals, teachers, students, staff and visitors) aware of it; agreed upon; embraced; can be articulated; posted in a central/visible	4	<i>Please refer to the attached sheet and check all that apply</i>

				location		
<b>School Code of Honor</b>	School code of honor does not exist; no intention or interest in developing a school code of honor	Some discussions took place regarding a school code of honor but no action has been taken to agree on one	Discussions took place; agreement was reached; a school code of honor was formulated	Completed; everyone (principals, teachers, students, staff and visitors) know it; can quote from it; acted on; can express commitment to it; posted in a central/visible location	4	<i>Please refer to the attached sheet and check all that apply</i>
<b>School Rules</b>	School rules dictated by central MOE; no intention or interest in adhering to them on the school level	Some discussions took place on but no action was taken on how to translate the rules into behaviors and attitudes that reflect the code of honor and mission statement	Agreement was reached and rules were translated into behaviors and attitudes to reflect the code of honor and mission statement	Everyone (principals, teachers, students, staff and visitors) know them; are respected and adhered to; reflect the schools' code of honor and mission statement; can quote from it; act upon them; can express commitment to them; posted in a central/visible location	4	<i>Please refer to the attached sheet and check all that apply</i>
<b>Planning</b>						

<p><b>Strategic Development Plan</b></p>	<p>School development plan does not exist; no intention or interest in developing a school development plan</p>	<p>Some discussions took place regarding a strategic development plan but no action has been taken to develop one</p>	<p>Discussions took place; agreement was reached; a strategic development plan was developed</p>	<p>Completed; school is mobilized Towards taking action; teachers and staff are aware of it; can articulate objectives; can articulate implementation strategies; can speak of achievements Towards school improvement</p>	<p>4</p>	<p><i>Please refer to the attached sheet and check all that apply</i></p>
<p><b>School-based Project Plans</b></p>	<p>School-based project plans do not exist; no intention or interest in developing plans or implementing school-based projects</p>	<p>Some discussions took place regarding school-based projects but no action has been taken to develop any plans</p>	<p>Discussions took place; project ideas were identified and agreed upon; school-based project plans were developed; projects were implemented</p>	<p>Completed; can be implemented; school teams are mobilized Towards taking action; can articulate intended objectives; can articulate implementation strategies; can speak of achievements against planned activities</p>	<p>4</p>	<p><i>Please refer to the attached sheet and check all that apply</i></p>
<p><b>School Teams</b></p>	<p>School teams do not exist; no intention or interest in establishing school teams</p>	<p>Some discussions took place regarding the value of establishing school teams but no action has been taken to do so</p>	<p>Established; have defined roles; have a general purpose; meet irregularly; not active</p>	<p>Established; have a clear purpose; have defined roles and responsibilities; have a specific goal and objectives; active; mobilized; meet regularly; engaged; proactive; implement projects</p>	<p>4</p>	<p>N/A</p>

<b>Communication</b>						
<b>Communication Mechanisms</b>	Communication mechanisms do not exist; no intention or interest in establishing such practices within the school	Exist; implemented sporadically among a limited group within the school	Exist; implemented sporadically between the school and parents	Clearly defined; implemented regularly between all levels within the school; implemented regularly between the school and parents	4	<i>Please refer to the attached sheet and check all that apply</i>
<b>Communication Board</b>	Communication board does not exist; no intention or interest in establishing such a system for school-wide communication within the school	Exists but is not used for its intended purpose; only updated for special occasions	Exists; frequented according to need; chaotic and only updated sporadically	Exists in a central location; visited regularly by teachers, students, staff and visitors; kept organized and updated frequently; embraced by all as a vital tool for school-wide communication; all levels within the school contribute to it and take pride in keeping it attractive	4	<i>Please refer to the attached sheet and check all that apply</i>
<b>Sharing experiences and information</b>	the principal and teachers do not interact socially or professionally	Teachers socialize in and outside school; they talk about their experiences in a social context	School organizes periodic gatherings/meetings for teachers to share experiences and exchange information	School has frequent meetings for information exchange; teachers share and learn from each other regularly; communities of learning exist in the school; principal encourages and participates in such	4	N/A

				information sharing practices		
<b>Management</b>						
<b>Internal monitoring and evaluation (M&amp;E) system</b>	No M&E system exists in the school; no intention or interest in establishing such a system/practices	Some discussions took place regarding the value of establishing an internal M&E system but no action has been taken to do so	Some M&E practices are being implemented; some tools have been developed and are being used; data is being collected and analyzed; information is not being used for management decisions	Exists; embraced by all levels within the school as a tool for management and improvement; system and tools developed, tested and fully deployed; adequate training provided for data collection and analysis; principal, teachers, staff and students are engaged in the M&E process; data is used for planning and decision making	4	<i>Please refer to the attached sheet and check all that apply</i>

<p><b>Principal applies effective and efficient delegation practices</b></p>	<p>Principal is authoritarian and totalitarian</p>	<p>Principal occasionally assigns specific tasks to selected individuals</p>	<p>Principal has set up structured internal advisory team with representation from various departments within the school to serve as a sounding board as well as support management and decision making</p>	<p>Principal can describe an effective management structure with clear roles and responsibilities; can speak to different levels of decision-making roles in the school; can cite examples of management and accountability relevant to teacher teams' roles, assistant principal's role, and instructional leaders' roles</p>	<p>4</p>	<p>N/A</p>
<p><b>Principal encourages feedback from teachers</b></p>	<p>Principal enforces a "closed door" policy and one-man-show where only his/her opinion and decisions count</p>	<p>No structured internal communication strategy exists in the school; communication channels are not clear or open between the principal and teachers; principal does not accept feedback or questioning</p>	<p>An internal communication strategy exists in the school but teachers opt for informal, friendly and personal communication with the principal; the principal only accepts feedback from some teachers</p>	<p>Principal can speak to a healthy communication strategy with teachers; mutual, ongoing and open dialogue exists with teachers; can articulate strategies for positive reinforcement to motivate teachers; can identify when corrective actions are needed; can articulate</p>	<p>4</p>	<p>N/A</p>

				appropriate feedback and corrective actions		
<b>Principal encourages team work</b>	Principal frowns upon teacher gatherings and considers them wasted time on socializing and gossip	A few teachers meet occasionally to organize and implement an activity	Teachers organize themselves into groups then meet regularly to plan and execute school-wide projects	Principal can state a sound vision for teacher collaboration and cooperation; can speak of strategies to engage teachers; can give examples of meaningful group work practices; can show evidence of frequent and ongoing group work among school teams	4	N/A
<b>Principal takes the lead in making sure PD activities are in place for teachers</b>	Principal makes no effort to find out teachers' PD needs	Principal is aware of challenges and teachers' needs but takes no action	Principal is aware of PD needs and strives to identify opportunities for development	Principal can state a vision for PD for teachers; can show evidence of a PD strategy for teachers; is aware of PD needs and opportunities; can nominate participation of teachers; has the vision and capacity to apply accelerated	4	N/A



				learning techniques in planning and executing PD sessions; can push teachers to be the best professionals		
<b>Principal supports the integration of ICT in education</b>	Principal is not an advocate of ICT integration in education	Principal is an advocate of ICT integration in education but lacks the access to resources and does not seek opportunities	Principal is an advocate of ICT integration in education and actively seeks to access resources and opportunities	Principal can cite critical areas of improvement related to modern advancements in teaching methods; has a structured model of how this can be carried out; has access to the skills and resources necessary for ICT integration in education; can mobilize teachers to apply skills in ICT integration	4	N/A

<p><b>Principal supports the physical environment and learning of students through PI</b></p>	<p>Principal does not make any effort to solicit parental involvement to support the physical environment and student learning</p>	<p>Parents only provide financial contributions to the school</p>	<p>Parents are involved in their children's lives and education</p>	<p>Principal can show evidence of a positive relationship with parents; principal frequently engages with parents; school has active parental involvement activities; parents contribute their quality time to support their children's learning at home; parents contribute quality time to support learning activities in the classroom</p>	<p>4</p>	<p>N/A</p>
<p><b>Principal monitors teachers' attendance</b></p>	<p>Principal has no idea which teachers are present or absent</p>	<p>Principal is aware that teachers are absent or present</p>	<p>Principal can refer to written attendance records to cite which teachers are absent or present</p>	<p>Principal can speak to which teachers are absent or present in the school, and can cite the cause of absence</p>	<p>4</p>	<p>N/A</p>
<p><b>TOTAL</b></p>					<p><b>72</b></p>	

<p><b>Final Score</b></p>	<p><b>100.00%</b></p>
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