



Palestinian National Authority
Ministry of Education and Higher Education

School Improvement Based on Standards

The Palestinian Standards of Effective School

**The National Institute for
the Educational Training**

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The minister's Speech

An effective Palestinian school is our ambition, which is ever present in our conducted activities and the adopted policies. There are many elements that combine and interact to produce effective schools that satisfy our ambition. Starting from this point, we were eager to support NIET in its constant effort in developing The Standards of Palestinian effective School.

I myself tend to leave these standards to express themselves, but I would like to draw attention to its practicality, and the way it tackles the actual reality in our schools. More over it is the outcome of experiences and visions of Palestinian teachers, principals, and educational leaders who are always cautious to ensure that the Palestinian School has become a significant model which integrates all the elements of the educational process. A model expressing the completion of the elements of the educational process, which_ in conclusion_ establishes a student-centered education.

These standards have been examined and experimented in many pioneer programs conducted by the ministry. This experimentation has confirmed the practical need for standards that can be trusted as a base in identifying the reality, and to show us how close we are, as educators, from achieving our goals in performance. Constructing these standards confirms the basics that we can depend on to carry out self – evaluation, which is the primary keystone of meditation and re-development of the methodology. This can be adopted by stake holders in the educational performance inside the school both in educational administration or the practical practice inside the class room, and the stimulation the available resources.

I thank NIET and all the committees which have followed up this project in every stage, it intersects with our objective in providing every needed tools or documents or strategies to consider the Palestinian exceptionality, and express a significant style of the Palestinian educational performance. In this context, I would like to mention the great achievements in Teacher Qualification Strategy, and The Five-year Plan which has included the accomplishment of The National Educational Standards, which confirms our constant sought to translate the domains of The Plan and its divisions into actual activities.

I hope that these standards to be a substantial addition for the educational effort.

Lamees Al Alami

Ministry of Education & Higher Education



Introduction:

The process of preparing the quality standards refers to the elements of the education system within a strategic framework. Therefore, the MoEHE approved the adoption of the education quality as a title for the coming five years plan. Moreover, the education quality was taken attention core for some projects and programs that are accredited by the Ministry. And for the benefit of this topic, international experiences have been vitalized in this significant work.

The ministry vision was to indicate the standards of the active school since the development process started with developing the school since it's the basic element that should be changed. After finishing indicating the standards and specifications of the active school, we can identify other standards which can serve the quality of the school such as: standards of school leadership, standards of teacher, then standards of curricula and all other related materials. Therefore, we work with effective schools as an umbrella of the school development.

In terms of talking about the importance of having standards, we can not deny the fact that such standards are important accesses among the quality assurance accesses. Also, they are good reference for judging the quality outputs especially the education outputs. Finding standards for the effective school would enhance the school's staff education and their awareness of the expectations of The Ministry and society about their performance, in addition, such policy will help the workers at schools in evaluating their work and think about it. It also represents the main technique of indicating needs and priorities needed for improving the quality of work.

All of what we have mentioned above integrates with what is available from the standards such as enhancing the individuals' abilities on planning and designing projects. It also enhances the sense of responsibility, supplying workers with the neutral and objective tools for evaluating the performance, which guide them in following up the performance and used methods which plays the supportive role.

In terms of the mentioned standards that we have talked about, it's worth mentioning here that preparing such standards has passed through the following process:

1. Forming a team for preparing the standards led by the minister, other counseling committee led by the Deputy General of planning and development, technical committee led by the NIET's Head with some Director General, committee from national universities and UNRWA, NGO's representatives that cares about the education issues in WB and Gaza Strip.
2. Training the technical committee in a way leads to forming other specialized committees for preparing standards, increases participants awareness of the importance of starting with the school standards besides including them with other fields that are related to the education such as: student, teacher, principal, school administration, students and the local society.
3. Highlighting the elements of the active school that the Palestinians are looking for as well as indicating fields of the schools' performance improvement and indicating standards of each field.
4. Preparing the first draft of the active school standards and roles of the teacher and the principal in the school based on the standards as a reference for self-development and evaluation.

5. Holding workshops for the directors general in the ministry to discuss what have been agreed upon during the workshop and then approving the standards by the counseling committee from the ministry.
6. Setting indicators for each standard and recording performance levels for each indicator. During the above mentioned stages, the process of building such standards went through many reviews and consultants with related people from the ministry that came along with coordination operations involved the universities, UNRWA and other participants in order to take feedback. Therefore, the participants produced a final draft based on the notes that were previously taken.
7. Holding meetings with schools' principals and teachers in order to obtain feedback about the fields, standards' indicators and the progressing of the performance standards.
8. Training a group of schools' principals (including 52 schools) and teachers on using the standards as a method of evaluating schools'. And to apply them in their schools in order to have feedback about the possibility of applying the standards in self-evaluation process of the school.
9. Adopting the amendments resulted from the previous application with fifty six schools.
10. Using the standards for training one hundred schools' principals through training program in strategic planning and then collecting feedback from participant to make the last amendment.

After issuing the present standards, we highly appreciate all the committees who took part in preparing the standards which will represent source of preparing other national standards such as: curricula and standards of the teacher's vocational improvement for especially that the ministry is working on this matter since it comes within the strategy of qualifying teachers.

It's worth mentioning here that what makes such standards remarkable and significant are: first, they are resulted from filed work and collaborating all the field experiences and other different experiences, it represents a base for setting elaborated standards for evaluating the performance of the all the personnel at the educational institutions. Finally, such standards represent a comprehensive state for the effective educational experience since such standards are depending on progressing the performance standards.

Shahenaz Al Far
General Director of NIET

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Section one

The Educational Standards

- 1- Introduction.*
- 2- General Frame work.*
- 3- The process of developing standards.*
- 4- Standards and the professional development.*

1. Introduction:

The world is moving toward education systems where the school is the unit for change and development with more school autonomy to share decision-making with teachers and sometimes parents, students, and community members. Shared decision-making is evolving through a plan that establishes school-based teams empowered to develop a school improvement plan. The school is involved in a process through which it determines its objectives for high quality and determines the ways to achieve them. This is the main motive for the Ministry of Education and Higher Education (MEHE) to provide national standards that sit the levels for the school education quality. These standards are to support sustainable development and assessment within the education system. The MEHE aim to provide a clear vision of the required inputs and outputs, and realize targets which will improve the quality of education for all students in Palestinian schools.

The main purpose of this handbook is to give guidance to schools on the ways that they can measure their effectiveness in relation to the National Standards, determine the gap between current performance and the expected performance and build school improvement plan accordingly.

2. General Framework

Education standards in Palestine are identified with reference to several MEHE resources and documents; in particular, the Palestinian curriculum document, the first five years plan, the Education Development Strategic Plan (EDSP) 2008-2012, and many other documents and guidance that the ministry announced in its local and international conferences and meetings like the education for all commitment. Also the standards are based on the education literature and experiences that have been accumulated over years, in particular, teaching and learning theories, and the current improvements in leadership for school based management.

The first five years plan called for the need to develop national standards and the need to build the capacity of the system to monitor the quality of performance. EDSP defined certain guiding principals for teaching and learning like:

- Teaching which is based on student centered learning and focuses on the process of learning and the interrelationship between different elements of the child's development
- High quality teaching promotes teachers status professionally and socially.
- High Quality teaching demands high participation from communities, universities, and other institutions.
- High quality teaching makes proper use of modern technology.

With regard to the objectives of improvement the MEHE works toward:

- Effective use of technology in classrooms,
- Improve school levels particularly the instruction environment,
- Improve teachers' efficiency
- Improve assessment criteria to evaluate students' performance especially those who need especial care.
- Improve the planning capacity at school, district and ministry's levels.
- The first Palestinian curriculum plan (1998)

The first Palestinian curriculum plan of general education (1996) provided a framework for the improvement of the education quality:

- Improvement of school administration to improve the relationship between teachers and principals. School leadership should have a vision defines its goals and approaches for change.

Principal facilitates teachers' mission and supports them.

- Teachers should receive some responsibilities inside the school to participate in school improvement plans. The democratic environment inside the school is needed for all to interact positively with the whole educational process. It is essential that the teacher participates in school improvement plan so all will work toward unified goals.
- Improve efficiently the communication process between teachers and parents through social workers, and activate the role of the parents in the educational process.

The document also called for more teacher professional development including the opportunities for self learning and improvement “ teachers should participate in professional development programs inside the schools and at the district level, these programs could take the form of seminars and short workshops in order to enhance communication among teachers and between them and the academic community...the workshops may help teachers to lead professional development activities, implement action researches, and involved in educational initiatives (P 108_ -----)

The first Palestinian curriculum plan (1998) stressed:

- Teaching is a mission with professional and ethical bases.
- Scientific approach should lead the education system at all levels (planning, implementation and evaluation)
- Education is a developmental process where teaching is just one of its dimensions, the social and cultural elements should also be considered.
- Assessment is an essential part of the education process,
- Parents, students and teachers' participation in decision making is crucial,
- School administration is a key facilitator for the implementation of high level teaching and learning

From the previous summaries one could easily see how much the ministry stresses the need for a school climate to support effective teaching and learning. The school will be able to purposefully provide support when it has a vision and mission that guide its work. The school needs a mission to help identifying its goals as well as its improvement plan.

Historically the Palestinians are known to value education, its part of their culture. As a result there are high rate of educated people among Palestinians. Individuals and groups are valuing education and supporting their children to learn. Students are affiliated with their schools; they left schools with good memories about its services, culture, teachers, and facilities. Teachers also expressed their affiliation to schools through providing care to their students, keep school facilities functioning and utilizing what ever resources available to provide quality teaching and learning. School is a part of students and teachers personal life. School means to teachers, students, parents and administration more than a high rising building but it means a place for human interaction and friendly environment.

Teachers define their roles as professionals with high accountability toward their students and school, they are not the only source of knowledge and their role is to develop students' ethics, attitudes, and social affiliation. Teachers need school environment that allows them to apply several approaches to teaching and learning takes care of individual differences and nurture students' talents. This can't happen without proper teacher professional development programs.

The school that builds high expectations from its students usually succeeds in improving teaching and learning. In this rapidly changing world where science and technology are becoming widely spread and enlarge in quantity and quality. One can hope of a school which has high expectations

from its students, and has trust in their ability to think creatively with high level of critical thinking and problem solving skills.

Principal is the main leader of the school; any successful school should have a successful principal who knows all administrative and management affairs, and understands and possess skills in managing teaching, learning, his staff and school resources.

In this technological period, technological backward is not acceptable to . A high quality school finds proper ways to integrate technology in teaching and learning as well as in the administrative affairs.

Educational development domains and standards vary from one country to another and from an educational system to another, however we could find in the educational literature a lot of common standards that each system demands. Theses domains and standards will inform a framework and bases for school performance from which we could build standards for the principal and the teachers. It is important to keep the focus on performance standards and not on particular competencies with all details that they entail.

The domains that are related to school performance are:

1. Good planning for school improvement which is based on well defined vision and mission
2. Administration of the internal and external relationship that helps the school in performing its duties.
3. Effectively manage resources serve high quality teaching and learning.
4. High quality learning and teaching.
5. School friendly environment for the students which motivates the loyalty of all.
6. Various approaches to assessment and using its results in leading the development process.
7. The use of technology in teaching, learning and school administration.

3. The process of developing standards:

3.1 Guidelines:

The main goal for schools is to have quality school graduates, this quality was described in the EDSP 2008-2012: Palestinian education will prepare individuals who are proud of their religious values, nationality, culture, ...creatively seek knowledge, interact positively with technology and scientific improvements, and reach a competitive level in scientific and applied fields, who are *open to other cultures and the demands of the international markets*. This can only be achieved if several components complete each others; like qualified teachers who can support students to learn, curriculum that facilitates teachers' efforts to implement effective teaching methods and gives the students opportunities to make experiment, think and learn. Classroom environment that is attractive and child friendly, and finally cooperative school administration, teachers and parents. We could summarize these elements as:

- School with high expectation of its student's performance.
- A clear focus on the learning process
- Effective educational leadership with more involvement of the community
- Teachers who invest time in teaching and learning, and could make the necessary change.
- Teaching methods that encourage critical thinking and creativity including the use of technology.
- Continuous monitoring of students' learning achievements and academic progress.

The above elements need a system that organizes the interaction among them, and clearly defines:

- Standards for all school elements
- Tools to measure the level of achievement of these standards
- The gap between reality and expected level of performance
- Methods to develop school plan to achieve the expected level of performance
- Roles and responsibilities to achieve the expected level of performance.

Setting standards is the starting point toward the improvement of school performance, and in order to start the improvement process several questions need to be answered and a common agreement and acceptance from all concerned parties to these answers to be followed by a commitment to fulfill the consequences. Questions like:

- What distinguishes a high quality school from a poor quality school?
- What practices are expected from a school with high performance?
- How could we improve the actual practices?
- Who is responsible for school improvement? Who monitors and follow up school improvement?
- What role a school principal, teachers and community could play?
- What rules and regulations are needed to facilitate the school improvement plan? What is the role of the MEHE?

Total quality assurance for school is a comprehensive concept includes integration and interaction among all school elements, for example it is not enough for quality if the school provides all best facilities and equipment while its teachers are not willing or not able to effectively use these facilities and equipments. The success of the development will increase if the school with its staff voluntarily involve in a development process and believe in this development. The school staffs that are willing to develop their schools are more able to determine its goals and work toward achieving them. The staff will be more committed to achieve high level of performance in areas like school administration, teaching and learning, school climate, community involvement and support, internal relationships, assessment ...etc.

The school develops when it defines its objectives and knows how to achieve them. Objectives usually derived from the school's vision and mission which have been developed in participation from all those who concern about school. The vision also leads the school development plan to achieve its objectives. The school develops when it becomes a community with constructive relationships which support the individuals and groups.

School improvement, in the minds of many people, is equivalent to the improvement in teaching and learning and the comprehensive development of the students. School improvement will lead students to the acquisition of sciences, skills, ethics, attitudes, and values. The students become more able to deal with changes equipped with high mental abilities and creativity. The high quality school does not focus on narrow meanings of teaching and learning, it does not limit teaching to those classroom activities where students learn facts and basic information, and to limit learning to mean academic achievement. Quality teaching includes extra curricula activities that allow creativity to grow.

The school should help its staff to professionally grow in order to achieve improvement. The

school should also provide an environment where all teachers feel that they belong to school, and students feel that the school is their second home, friendly, attracting and as if it is only designed to respond to their needs.

Assessment is a common practice in schools and it will remain. Improved schools should look into several approaches to assessment, and use the assessment results to help school improvement. Currently the use of technology in both teaching, learning and school administration is unavoidable,

3.2 Approach and standard development team:

Based on the above guidelines, the MEHE formed a team from people who have experience in school affairs and concern about school development. The team was mainly a ministry staff from all departments and some school principals (see appendix 1 for names). The team was given the task of constructing standards for schools, principals, and teachers, which is a first stage among four stages:

Stage 1- Standards for school, teachers and principal.

Stage 2- Standards for curriculum and learners.

Stage 3- Standards for supervisors.

Stage 4- Standards for the education administration at the national level.

The team held several workshops and meetings, as a result of the closure between Gaza and Ramallah all communications between Ramallah and Gaza held through the video conference technology. The team agreed on seven fields which have standards for school, principal and teacher. These fields are: planning, relationships, school administration, teaching and learning, school environment, assessment and technology. A measurement graded model has been built to identify the performance level for these standards. The domains and their relevant standards are included in the following table:

The domains and standards for school, principal and teacher

<p>1: Good planning for school improvement which is based on well defined vision and mission</p> <p>1.1 School has a clearly defined vision and mission that developed in a participatory manner</p> <p>1.2 There is a development plan which is based on self assessment for school.</p>
<p>2: Administration of the internal and external relationship that helps the school in performing its duties</p> <p>2.1: Administrate internal relationships efficiently.</p> <p>2.2: Administrate external relationships efficiently.-</p>
<p>3: Administration of the internal and external relationship that helps the school in performing its duties.</p> <p>3.1: Administrate physical resources efficiently</p> <p>3.2: Administrate human resources efficiently</p>
<p>4: High quality learning and teaching.</p> <p>4.1: Develop students› performance in learning, ethics, attitudes, and social affiliation</p> <p>4.2: Teachers› professionally growing</p> <p>4.3: Extra helping activities.</p>
<p>5: School friendly environment for the students which motivates the loyalty of all..</p> <p>5.1: There are policies and school climate that enhance employees› affiliation</p> <p>5.2: Provides environment that enhance students› affiliation</p> <p>5.3: Student Friendly School</p>
<p>6: Various approaches to assessment and using its results in leading the development process.</p> <p>6.1: Use various element for evaluating students and teachers.</p> <p>6.2: Use the results of the assessment for developing performance.</p>
<p>7: The use of technology use in teaching , learning and school administration</p> <p>7.1: Use technology in teaching and learning process.</p> <p>7.2: Use technology in school administration</p>

The standards are usually measured by indicators that show these standards are achieved or aren't achieved. Many indicators have been identified for each standard. The table shows these school indicators. You can see the indicators of teachers and students' performance in the appendices of this guide. The school domains, standards, and indicators are summarized in the following table(9,11):

School Domains, Standards and Indicators

<i>Domain</i>	<i>Standard</i>		<i>Indicators</i>	
1	<i>Good planning for school improvement which is based on well defined vision and mission.</i>			
	1.1	<i>School has a clearly defined vision and mission that developed in a participatory manner.</i>	1	School has a clearly defined vision and mission that developed in a participatory manner.
			2	School has a clearly defined vision and mission that developed in a participatory manner.
			3	School vision and mission has a clear and strong educational content.
	1.2	<i>There is a development plan which is based on self assessment for school.</i>	4	The goals of the plan are defined and have known sources to achieve them.
			5	the school uses the participatory approach to develop, implement and follow up of the plan , evaluation process is clear with an announced role of each participating individual and parties.
6			School elements are connected and all serve the education process including teaching and learning.	
2	<i>Administration of the internal and external relationship that helps the school in performing its duties.</i>			
	2.1	<i>Administrate internal relationships efficiently.</i>	7	School has clear policy to support and improve internal relationships.
			8	Implementation of school activities implemented in a participatory manner with proper utilization of all available capacities.
			9	Diversity and continuation of school activities that support internal relationships between school staff and students.
	2.2	<i>Administrate external relationships efficiently.</i>	10	The relation between school and community is strong and encourages community to support the school.
			11	Community benefits form school and in return provides consultation and support to school.
12			Local community participates in decision making for school improvement.	

3	Administration of the internal and external relationship that helps the school in performing its duties.			
	3.1	<i>Administrate physical resources efficiently.</i>	13	School resources inventory is documented and resources are used effectively with proper maintenance.
			14	Support resources are various and appropriate to learning process.
			15	School finance is well kept, documented .It is transparent.
	3.2	<i>Administrate human resources efficiently.</i>	16	Communication means are organized and advanced.
			17	Professional and ethical culture is clearly defined and communicated.
18			School climate encourages wide participation in school administration.	
4	High quality learning and teaching.			
	4.1	<i>Develop students performance in learning, ethics, attitudes, and social affiliation</i>	19	Education quality is the school strategic objective.
			20	School has high expectations of students' performance.
			21	Monitoring students' performance is an organized and continuous process.
	4.2	<i>Teachers' professionally growing.</i>	22	School has a professional development plan.
			23	School participates in professional development programs at national and abroad levels.
			24	School documents the impact of professional development on the improvement of the education process.
	4.3	<i>Extra helping activities.</i>	25	School implement a wide range of extra curricular activities.
			26	Implementation of extra curricular activities are taken seriously by all.
			27	Evaluates extra curricular continuously.
5	School friendly environment for the students which motivates the loyalty of all.			
	5.1	<i>There are policies and school climate that enhance employees' affiliation.</i>	28	The school provides a climate that promotes workers affiliation to school.
			29	School's policy makes the workers maintain the school's facilities.
	5.2	<i>Provides environment that enhance students' affiliation.</i>	30	The school provides a climate that promotes students affiliation to school.
			31	Child rights are announced and applied in the school.
			32	Students do not damage school facilities and other things that belong to school.
	5.3	<i>Student Friendly School.</i>	33	School physical environment is child friend.
			34	School psychological, social and economic environment is attractive to students.
			35	Education programs are implemented in ways that students like.

6	<i>Various approaches to assessment and using its results in leading the development process.</i>			
	6.1	<i>Use various element for evaluating students and teachers.</i>	36	Assessment has various tools and objectives.
			37	School has defined procedures to assess students and follow their performance.
			38	Staff's performance is documented and excellent performance is rewarded.
			39	Staff performance is assessed on objective and participation bases.
	6.2	<i>Use the results of the assessment for developing performance.</i>	40	School holds itself accountable for students' performance.
			41	Assessment results are sources for the improvement of school performance.
42			Assessment results are announced and the school calls for all parties to fulfill their responsibilities.	
7	<i>The use of technology use in teaching , learning and school administration.</i>			
7.1	<i>Use technology in teaching and learning process.</i>	43	School has appropriate technology.	
		44	School demands from its staff to use the technology in classroom instruction.	
		45	School has a qualified staff to use technology.	
7.2	<i>Use technology in school administration.</i>	46	School administration uses technology in its work.	

Graded measurement for the performance for each indicator through four levels:

1. Under the level
2. Acceptable (near from the goal achievement)
3. Good (when the goal is achieved)
4. Very good (when the performance is perfect)

See the appendix for the standards and the graded performance measurement.(Rubrics)(8, 11, 12)

4. Standards and the professional development:

When the ministry depends on educational standards, the whole educational system finds reference that helps in making big changes in employees' performance, such as teacher, supervisor, principal and middle and high administration. This changing requires changing in practicing.

Besides it needs new skills that direct the ministry to build training programs that enables the employees to achieve the educational standards. When we ask the teacher to develop his relationship with the students for example, then this teacher needs to master communication skills, also he needs to know the communication psychology with the students.

Also when we ask school to use computers efficiently in teaching, in this case teachers should know how to use computers efficiently in teaching different subjects.

These standards itself provides enrichment material for training employees need chances for professional development it begins with knowing the standards in order to become more convince of

the importance and content of the material and how to apply it in the real world.

Training needs preparing trainers in different fields. Also it needs training material and how to apply it. All these things need national plan for training that includes preparing models that are applicable. Besides preparing trainers that are able to carry out the program.



Part two

School Self Evaluation

- 1- School Self Evaluation*
- 2- School self assessment: tools*
- 3- School self assessment: steps*

1- School Self Assessment (SSA):

The School Self Assessment (SSA) is an intentional, purposeful and organized process occurs when those who are operationally involved in the life and work of the school, the school director, teachers, students and parents, are willing to scrutinize its performance. The SSA enables the school to identify its strengths and weaknesses through assessing all aspects of its performance against the indicators and rubrics of the national standards. The strength of self assessment is that it enables each school to identify needs that are specific to its context in light of its vision, the vision of the ministry and the national vision of education. It is however important to remember that self assessment is not an end in itself. It is a process which supports reflective practice to know the current level of performance for the school.

SSA is designed to enable the school to build School Improvement Plan (SIP) based on actual findings and results. The SIP is an operational plan that leads genuine changes in practices to improve education quality through achieving the performance level that is defined by the standards. SSA assumes that the school is a ‘thinking and learning institution’ and that all those involved have a definite contribution to make towards its continuing development and improvement. At this stage the self assessment process is for the school and is operated by the school, it is not the only way to assess school performance and the door should remain open for other initiatives, studies and research to evaluate the school performance. SSA has unique characteristics because it is implanted for the school and is operated by the school so staffs feel that they are the initiators and the owners of the process and the results. Staffs don’t need to feel defensive when the results show deficit in school performance, instead they will think of actions to improve the performance. Self initiated solutions and priorities are more successful than imported or imposed solutions. When school runs its own assessment then it will care about details that are important and provide a comprehensive picture for its own development in areas like:

- Performance: the performance of students;
- The school environment and climate: the kinds of interaction that take place between teachers and students;
- Leadership: the quality of leadership and management;
- Resources: the efficient and effective use of available resources (human and physical).
- Community: awareness and involvement of community.

SSA requires a high level of honesty and accuracy. It should seek the truth because it is not a mean for judging the performance instead it is a motive for taking a real picture of the current practices toward accurate objectives and results. Moreover SSA motivates school staff to work toward achieving their goals to provide high quality of education for all its students and be accountable for its performance. Reliable information is needed and without reliability schools will mislead its development. It is hoped that SSA becomes a dominating feature of school practices because it encourages the development of reflective practice and supports creativity, co-operation and team work, and the continuing professional development of staff. Self assessment also encourages active partnerships between the school, parents and the local community. SSA is a process with several stages and steps lead to the establishment of priorities for improvement that can be converted into developmental objectives which can be achieved and implemented, using available resources, within a specific time-scale

2- School Self Assessment: tools

Assessment tools and rubrics of performance levels are applied in all schools regardless of the level of the school, its affiliation, location, and social or economic background of its community. Indicators are not judgmental statements; they are descriptive statements that aimed to measure its existing standards against the indicators and rubrics of the National Standards. This will enable the school to identify priorities for development (developmental objectives) and include these in an annual school improvement action plan. Second: to help the school to identify precisely what steps it needs to take in order to achieve the highest level of the National Standards. Third: to assist those individuals and groups who are charged in carrying out school self-assessment to focus on the key issues. Fourth: to assist those who using them to reflect directly on their own actions, and attitudes. The self-reflection process can lead directly to improvements in individual practice.

School self assessment has several tools like questionnaires, structured interviews and focus groups. The process also involves searching in documents and files. In addition action research is to be conducted by teachers, parents and students. At this first stage three tools are prepared:

- **School performance tool.**
- **Teachers performance tool.**
- **Principal performance tool.**

(See appendices (1,2,5) for details of the tools)

3- Steps for school self assessment:

A copy of the standards as approved by the ministry, tools for data collection, analysis tools that help to determine the gap between practice and expected performance. Tools that prepare priorities for school improvement.

Assign the school improvement team, it is expected that the team be formed from 3-4 persons (school principal or his/her deputy, two teachers, parent representative or an academic person (a supervisor is preferred). The duties of the team are:

- Lead an awareness program to all those who are involved in the SSA process, the program will focus on the goals of SSA and the actions it involves.
- Prepare a time frame for each step.
- Implement the school self assessment,
- Build the performance matrix and determine the gaps,
- Test the reliability of the results
- Prepare a report with all recommendations and priorities.

It is recommended that the school keeps the same team to lead the development of the school improvement plan, unless the school sees reasons to change the team

Training for the SSA team: It is crucial the ministry through its training entities like the National Institute for Educational Training (NIET) carries the role of training the assessment teams. This could happen either through direct training or using the cascade model; regardless of the training approach the trainees should master certain skills:

- Communication skills to disseminate the culture of standards in school practices. (the importance of standards in school improvement process)
- Skills in the use of the tools for data gathering including questionnaires, interview techniques and management of focus groups.
- Skills in data analysis to determine the gap between current and expected practices.
- Skills in reporting, developing school vision and mission, and developing goals and priorities.

Preparation for school self assessment includes the following steps:

Holding certain seminars to build the culture of standards for teachers, parents, students and others. The school may call for help from experts in education and school improvement.

Preparing timetable for implementing data gathering. When to distribute questionnaires, when to run the focus groups and to inform participants of this plan.

Preparing precisely enough tools that can be easily used in the future.

Implementing of the self assessment: When the team feels confident that all tools are ready, people are informed, The process should be started in the following order, (the team may chose to make some simple modification in the form if needed without losing the substance.)

Data gathering:

1- Participants who respond to the questionnaire forms:

- School principal
- Teachers and school staff
- Students:

Grades 7 and above select 10% of students to respond to the student questionnaire.

Grades 1-6 select 10% of students to participate in focus groups.

2- Participants in interviews

- Principal
- A representative sample of school teachers and staff
- A representative sample of school parents:

This sample represents parents for students at all stages and grades. In all cases the number of participants should not be less than 24 persons, and number of parents from each class should not be less than 4.

It is important that parent representatives are selected to represent all groups regardless of their social or educational background. It also includes male and female members. See the following examples:

- **Example 1:** In a primary school which has 3 grades (1-2-3) select 24 parents (8 parents for each classroom)
- **Example 2:** In a primary school which has 6 grades (grade 1-6) select 24 parents (4 parents for each classroom)
- **Example 3:** In a preparatory school which has 4 grades (7-8-9-10) select 24 parents (6 parents for each classroom)
- **Example 4:** In a school which has grades 1-10 select 40 parents (4 parents for each classroom)
- **Example 5:** In a secondary school with only grades 11-12 select 24 parents (12 parents for each classroom)

A sample represents students from grades 1-6, in this case select 24 students four from each grade. These students are selected randomly to participate in focus group discussion

3- Data collection tools:

Three standard groups are presented in this guide: the school, the teachers and the principal. These are performance standards and not competencies), certain tools are provided to measure the level of

performance, these tools are mainly questionnaires to be filled by: Parents, students, teachers , school staff and the principal.

These tools can be used as data collection in two ways:

- Individual interviews
- Interview with focus groups.

4- Data collection process:

- 1- **From the principal:** The leader of the school improvement team explains to the principal how to fill in the questionnaire, the principal fills the questionnaire, after that the team leader with one member meet with the school principal to collect evidences that support his respond to each standard, the team members will help the school principal to confirm or modify his evaluation, the modification if happens could go up or down. All notes gathered in this interview could be summarized in the summary table in order to help in deifying the needs.
- 2- **From teachers:** Teachers will be asked to fill the questionnaire individually, teacher’s name remains unknown. The team reviews the questionnaires and collects all notes and documents then writes them in the summary table.
- 3- **From parents:** the School improvement team decides a day to run focus groups discussion with parents. The number of parents in each group should not exceed than 12. The duration of each interview should not go beyond 90 minutes, The two team members agree on the level of the school for each indicator The following table (2, 4, 6) summarizes the tools and process of data collection from each group
- 4- **From Students:** Students role in the school self assessment is crucial for the following reasons:
 - School evaluation encourages them to be self -reflective on their own behavior and study habits,
 - It provides honest opinion because they are the majority inside the school,
 - Students are a rich resource for collecting survey data

Students are to work in small groups, where two team members interviews each group. The number of students in each group should not exceed than 12 students. It is better to have students form similar ages /close grades to be interviewed together (grade 1, 2,3) and grades (4,5,7) , the duration for interview with students should not be exceed than 40 minutes. A simple language should be used, ask them questions that help them express their evaluation to school performance, and about the situation or the level that they like to see in the school. Based on students’ answers the team members decide the level for each indicator and standard.

The following table summarizes the tools and process of data collection from each group:

Data collection								
Tool	Teachers		Parents		Students		Principal	
	Questionnaire	Interview	Questionnaire	Interview	Questionnaire	Interview	Questionnaire	Interview
Principal standards	X	X					X	X
School Standards	X	X	X	X	Grades 7 and above	Grades 6 and bellow	X	X
Teacher Standards	X	X						X

*** Protocols for individual and focus group interviews:**

Because the aim for the school self evaluation is the improvement and not to give judgments the interview process should follow certain rules like:

1. Agree on the venue and the time of the interviews.
2. The interviews to be held in a quiet place.
3. Personal opinion should remain secrete.
4. The interview remains neutral, do not push people to say what you want not what they think.
5. Ask for details when you doubt; do not explain things as you want.
6. Make sure that you have enough evidences.
7. Documentation should happen immediately after the meetings.
8. Use simple and clear language especially when you interview students and parents.
9. Do not open the door for gossiping and do not document it.
10. Do not focus more on individual cases.
11. Do not reveal the content of the interviews and do not make it part of the general daily talks among people.
12. Do not allow un useful discussion among the interviewees.
13. Maximum number in students or parents in focus groups not to exceed 12.
14. Number of teachers in each focus group not to exceed 5 teachers.
15. Do not run long interviews, interviews with students shouldn't last more than 60 minutes and with parents not more than 90 minutes.

SOURCES OF EVIDENCE

<p><i>Minutes of Meetings</i></p> <ul style="list-style-type: none"> - Staff Meetings. - Meetings at the district level. - PTA meetings and. - Committees and teams meetings. - Student clubs meetings. - Students' council meetings. 	<p><i>School Planning System</i></p> <ul style="list-style-type: none"> - School Improvement Action Plan. - School syllabus. - Extra-curricular activity plan. - PD annual Calendar. - Training materials at the school level. - Trainees attendance sheets. - School vision and mission.
<p><i>Database</i></p> <ul style="list-style-type: none"> - MEHE correspondences and contacts. - Staff profiles. - Student Database. - PTA school members. - Local NGOs, community organizations, voluntary organizations and charities. - Local influential leaders in the community. - Local private sector and companies. - Local media and contacts. - Education initiative where school is a member. - Student counseling records. - Library data base, of local volunteers. 	<p><i>Reports</i></p> <ul style="list-style-type: none"> - Annual report of PTA. - Annual Report of School Based Training. - Annual Report on extra science and cultural fairs. - Annual report of students extracurricular activities. - Annual Report of remedial programs. - Annual report of volunteer services. - Annual report on condition of school buildings and maintenance. - MEHE and supervision reports. - International Assessment (e.g. TIMS). - Financial records and the annual report. - Inventory records.

<p style="text-align: center;"><i>School Records</i></p> <ul style="list-style-type: none"> - School financial records. - Honor records for students, staff and community members. - Records of donations to school. - School disciplinary records. - Correspondence records. - Basic files for students. - Inventories of furniture and equipment. - Files for committees/councils/teams elections and voters. 	<p style="text-align: center;"><i>Public relations</i></p> <ul style="list-style-type: none"> - School Mission/Vision Statement. - School policy documents. - School Newsletters, Bulletins etc. - Internal policy documents. - Guidance and awareness documents for Parents - Samples of correspondences with parents and students. - Guidance material relating to special needs students. - School local broadcast. - Parent/Teacher conference notebooks.
<p style="text-align: center;"><i>Computers & Information Technology</i></p> <ul style="list-style-type: none"> - Update computer inventory. - Register of computer lab use. - Register of computer lab use in other subjects. - Training programs for staff. - Register of computer use in administration. - Register of Internet Use. - Annual Report on Use of IT. - Exhibitions and activities that reflect students creativity in IT. 	<p style="text-align: center;"><i>Studies and self evaluation</i></p> <ul style="list-style-type: none"> - Studies and research that the school participated in. - Studies and research implemented by school staff. - Studies and research implemented by local community. - International studies that the school participated in. - Surveys the opinion and satisfaction of : <ul style="list-style-type: none"> parents. Staff. Students. Local community. - School self evaluation to performance measured against National Standards.

► ***Analyzing results and preparing the initial reports:***

This part of the report is the crucial part because it is the sum for every effort. Also it is the guide for development plan. Through this part the school and all who care about its improvement will recognize the needed improvement aspects for the school. For all these reasons, this report must be prepared accurately and clearly. The report should be clear in order to free the decision maker of any chance for hesitation, or doubt of the reliability and honesty of the report.

The results are divided into two kinds; the first is the quantitative observation of the results. This information is very important and useful because it gives evidence about the performance level and the indicators for school improvement. Whether the level is high or low indicates the need. We will take the assessment of school in this section, similar tables could be found in appendices for principal and teachers assessment.

School Domains, Standards and Indicators
Summary Quantitative Results

After computing the averages for each one of the five groups (principal, staff, students and parents) put the averages in the table: Summary of Quantitative, use the following formulas to calculate the average of each indicator (Ind.Av) based on the following criteria:

<i>Percentages</i>				
<i>When the indicator is answered by the</i> - principal - staff	Principal 30%	Staff 70%	X	X
<i>When the indicator is answered by the principal</i> - principal - staff - parents	Principal 30%	Staff 50%	Students 20%	X
<i>When the indicator is answered by the</i> - principal - staff - parents	Principal 30%	Staff 50%	Parents 20%	X
<i>When the indicator is answered by the</i> - principal - staff - students - parents	Principal 30%	Staff 30%	Parents 20%	Students 20%

*School Domains, Standards and Indicators
Collecting the Quantitative Results*

<i>Domain</i>	<i>Standard</i>	<i>Indicators</i>	<i>Prin.</i>	<i>Staff</i>	<i>Stud</i>	<i>Par.</i>	<i>Ind. Av</i>	<i>ST. Av</i>
<i>1: Good planning for school improvement which is based on well defined vision and mission.</i>								
1.1	<i>School has a clearly defined vision and mission that developed in a participatory manner .</i>	1	School has a clearly defined vision and mission that developed in a participatory manner.					
		2	School has a clearly defined vision and mission that developed in a participatory manner.					
		3	School vision and mission has a clear and strong educational content.					
1.2	<i>There is a development plan which is based on self assessment for school.</i>	4	The goals of the plan are defined and have known sources to achieve them.					
		5	the school uses the participatory approach to develop, implement and follow up of the plan , evaluation process is clear with an announced role of each participating individual and parties.					
		6	School elements are connected and all serve the education process including teaching and learning.					
<i>2: Administration of the internal and external relationship that helps the school in performing its duties.</i>								
2.1	<i>Administrate internal relationships efficiently.</i>	7	School has clear policy to support and improve internal relationships.					
		8	Implementation of school activities implemented in a participatory manner with proper utilization of all available capacities.					
		9	Diversity and continuation of school activities that support internal relationships between school staff and students.					
2.2	<i>Administrate external relationships efficiently.</i>	10	The relation between school and community is strong and encourages community to support the school.					
		11	Community benefits form school and in return provides consultation and support to school.					
		12	Local community participates in decision making for school improvement.					

3: Administration of the internal and external relationship that helps the school in performing its duties.						
3.1	<i>Administrate physical resources efficiently.</i>	13	School resources inventory is documented and resources are used effectively with proper maintenance.			
		14	Support resources are various and appropriate to learning process.			
		15	School finance is well kept, documented .It is transparent.			
3.2	<i>Administrate human resources efficiently.</i>	16	Communication means are organized and advanced.			
		17	Professional and ethical culture is clearly defined and communicated.			
		18	School climate encourages wide participation in school administration.			
4: High quality learning and teaching.						
4.1	<i>Develop students' performance in learning, ethics, attitudes, and social affiliation.</i>	19	Education quality is the school strategic objective.			
		20	School has high expectations of students' performance.			
		21	Monitoring students' performance is an organized and continuous process.			
4.2	<i>Teachers' professionally growing.</i>	22	School has a professional development plan.			
		23	School participates in professional development programs at national and abroad levels.			
		24	School documents the impact of professional development on the improvement of the education process.			
4.3	<i>Extra helping activities.</i>	25	School implement a wide range of extra curricular activities.			
		26	Implementation of extra curricular activities are taken seriously by all.			
		27	Evaluates extra curricular continuously.			
5: School friendly environment for the students which motivates the loyalty of all.						
5.1	<i>There are policies and school climate that enhance employees' affiliation.</i>	28	The school provides a climate that promotes workers affiliation to school.			
		29	School's policy makes the workers maintain the school's facilities.			

5.2	<i>Provides environment that enhance students' affiliation.</i>	30	The school provides a climate that promotes students affiliation to school.						
		31	Child rights are announced and applied in the school.						
		32	Students do not damage school facilities and other things that belong to school.						
5.3	<i>Student Friendly School.</i>	33	School physical environment is child friend.						
		34	School psychological, social and economic environment is attractive to students.						
		35	Education programs are implemented in ways that students like.						
6: Various approaches to assessment and using its results in leading the development process.									
6.1	<i>Use various element for evaluating students and teachers.</i>	36	Assessment has various tools and objectives.						
		37	School has defined procedures to assess students and follow their performance.						
		38	Staff's performance is documented and excellent performance is rewarded.						
		39	Staff performance is assessed on objective and participation bases.						
6.2	<i>Use the results of the assessment for developing performance.</i>	40	School holds itself accountable for students' performance.						
		41	Assessment results are sources for the improvement of school performance.						
		42	Assessment results are announced and the school calls for all parties to fulfill their responsibilities.						
7: The use of technology use in teaching , learning and school administration.									
7.1	<i>Use technology in teaching and learning process.</i>	43	School has appropriate technology.						
		44	School demands from its staff to use the technology in classroom instruction.						
		45	School has a qualified staff to use technology.						
7.2	<i>Use technology in school administration.</i>	46	School administration uses technology in its work.						

Collecting quantity and quality results for evaluating the school performance

1. The quantitative average for each standard is taken from
2. The qualitative notes are what gathered from participants' notes and the focus group notes and the self assessment team observations

<i>School self Assessment: the school</i>	<i>Average</i>	<i>Comments</i>
<i>1: Good planning for school improvement which is based on well defined vision and mission.</i>		
1.1 School has a clearly defined vision and mission that developed in a participatory manner.		
1.2 There is a development plan which is based on self assessment for school.		
<i>2: Administration of the internal and external relationship that helps the school in performing its duties.</i>		
2.1: Administrate internal relationships efficiently.		
2.2: Administrate external relationships efficiently.-		
<i>3: Administration of the internal and external relationship that helps the school in performing its duties.</i>		
3.1: Administrate physical resources efficiently.		
3.2: Administrate human resources efficiently.		
<i>4: High quality learning and teaching.</i>		
4.1: Develop students' performance in learning, ethics, attitudes, and social affiliation.		
4.2: Teachers' professionally growing.		
4.3: Extra helping activities.		
<i>5: School friendly environment for the students which motivates the loyalty of all.</i>		
5.1: There are policies and school climate that enhance employees' affiliation.		
5.2: Provides environment that enhance students' affiliation.		
5.3: Student Friendly School.		
<i>6: Various approaches to assessment and using its results in leading the development process.</i>		
6.1: Use various element for evaluating students and teachers.		
6.2: Use the results of the assessment for developing performance.		
<i>7: The use of technology use in teaching , learning and school administration.</i>		
7.1: Use technology in teaching and learning process.		
7.2: Use technology in school administration.		

*** Main Priorities:**

The basic needs are divided into two main types according to the degree of need and urgency.

1. Things that must be filled quickly (such as a falling door, broken electricity wires which is near the students or a pool without cover)
2. Things must be included in the general school plan.

<i>Main Priorities (basic Needs)</i>			
<i>Standards</i>	<i>Issues</i>	<i>Immediate actions</i>	<i>Plan actions</i>

A form for School Development Plan

<i>Domain</i>	<i>Goals</i>	<i>Stage</i>	<i>Stage activities</i>	<i>Support resources</i>	<i>Respon- sible</i>	<i>Success Indicators</i>	<i>time</i>	<i>Budget</i>

* **Reliability: Assurance of the result reliability:** The team holds a meeting with all who are concerned and interviewed in order to share them the results of self assessment to make sure that the results are reliable and reflect the real school situation. The aim of this step isn't to alter the results but to be sure of its reliability.

* **Final Report:** Preparing the final report which results from the interviews, questioners, focus groups and evidences such as files, records and statistics. This report is used to build the school improvement plan. This report should at least include , in addition to the quantitative and qualitative results , information about: the work of the self assessment team, recommendations and the feedback.

the work of self assessment team:

- How the data is gathered,
- Goals for the school self assessment,
- Team members,
- Steps taken and the difficulties, facilities, support, ...

Recommendations: After studying all the results and evidences from all tools, the team prepares recommendations and suggestions for improvement priorities (3 actions for each step) We mustn't write in the report who is responsible for the for the implementation or it's needs such as resources or techniques or support. All these will be written in the in the school improvement plan.

Feedback: The feedback is presented by the team: this part is very important, the team writes procedures that help the next assessment teams to work in easier situations. Also it helps other teams in working in an organized way and avoiding the side aspect that make the work difficult. the feedback is to include the needs for training and what kind of training enough or not. Also the report includes if there are some skills the team needed and if further training on these skills is needed. . Also the reports includes feedback about the celerity of the questioners and the guide and if there are any spelling mistakes or un clear sentences or unexpected sentences that are not in its place. The most important thing is to write the difficulties that the team faced in filling the questioners or in the interviews. Also if the number of the participants are enough or not. This task needs facilities from the school administration, the report includes if these facilities are available or not. How can these facilities improved in the future? The team may find the methods for collecting data are not clear or not suitable or may be suitable. The team must say its opinion of the methods and the available tables and if they all necessary or not. All these things must be included in the team recommendations in implementing process. The next tables have been prepared to make the process of feedback easier.

<i>Feedback from the SSA team</i>			
<i>Notes of the SSA team</i>			
	<i>Item</i>	<i>Strength</i>	<i>Limitations</i>
1	Tools		
2	Guide booklet		
3	Questionnaires		
4	Time frame for SSA		
5	Administrative Facilities		
6	Technical Facilities		
7	Data gathering		
8	Data Analysis		
9	Participants in SSA		
10	The SSA team		
11	Any other things		

*Third Part
Appendixes*

Appendix (1)

School Domains, Standards and Indicators Questionnaire for Principals and Teachers

* At the level column put 1= weak 2= acceptable 3= good 4= very good

** Add notes if any

<i>Domain</i>	<i>Standard</i>		<i>Indicators</i>	<i>Level</i>	<i>Notes</i>
1: Good planning for school improvement which is based on well defined vision and mission.					
1.1	School has a clearly defined vision and mission that developed in a participatory manner.	1	School has a clearly defined vision and mission that developed in a participatory manner.		
		2	School has a clearly defined vision and mission that developed in a participatory manner.		
		3	School vision and mission has a clear and strong educational content.		
1.2	There is a development plan which is based on self assessment for school.	4	The goals of the plan are defined and have known sources to achieve them.		
		5	the school uses the participatory approach to develop, implement and follow up of the plan , evaluation process is clear with an announced role of each participating individual and parties.		
		6	School elements are connected and all serve the education process including teaching and learning.		
2: Administration of the internal and external relationship that helps the school in performing its duties.					
2.1	Administrate internal relationships efficiently.	7	School has clear policy to support and improve internal relationships.		
		8	Implementation of school activities implemented in a participatory manner with proper utilization of all available capacities.		
		9	Diversity and continuation of school activities that support internal relationships between school staff and students.		
2.2	Administrate external relationships efficiently.	10	The relation between school and community is strong and encourages community to support the school		
		11	Community benefits form school and in return provides consultation and support to school.		
		12	Local community participates in decision making for school improvement.		

3: Administration of the internal and external relationship that helps the school in performing its duties.					
3.1	Administrate physical resources efficiently.	13	School resources inventory is documented and resources are used effectively with proper maintenance.		
		14	Support resources are various and appropriate to learning process.		
		15	School finance is well kept, documented .It is transparent.		
3.2	Administrate human resources efficiently.	16	Communication means are organized and advanced.		
		17	Professional and ethical culture is clearly defined and communicated.		
		18	School climate encourages wide participation in school administration.		
4: High quality learning and teaching.					
4.1	Develop students' performance in learning, ethics, attitudes, and social affiliation.	19	Education quality is the school strategic objective.		
		20	School has high expectations of students' performance.		
		21	Monitoring students' performance is an organized and continuous process.		
4.2	Teachers' professionally growing.	22	School has a professional development plan.		
		23	School participates in professional development programs at national and abroad levels.		
		24	School documents the impact of professional development on the improvement of the education process.		
4.3	Extra helping activities.	25	School implement a wide range of extra curricular activities.		
		26	Implementation of extra curricular activities are taken seriously by all.		
		27	Evaluates extra curricular continuously.		
5: School friendly environment for the students which motivates the loyalty of all.					
5.1	There are policies and school climate that enhance employees' affiliation.	28	The school provides a climate that promotes workers affiliation to school.		
		29	School's policy makes the workers maintain the school's facilities		
5.2	Provides environment that enhance students' affiliation.	30	The school provides a climate that promotes students affiliation to school.		
		31	Child rights are announced and applied in the school.		
		32	Students do not damage school facilities and other things that belong to school.		

5.3	<i>Student Friendly School.</i>	33	School physical environment is child friend.		
		34	School psychological, social and economic environment is attractive to students.		
		35	Education programs are implemented in ways that students like.		
6: Various approaches to assessment and using its results in leading the development process.					
6.1	<i>Use various element for evaluating students and teachers.</i>	36	Assessment has various tools and objectives.		
		37	School has defined procedures to assess students and follow their performance.		
		38	Staff's performance is documented and excellent performance is rewarded.		
		39	Staff performance is assessed on objective and participation bases.		
6.2	<i>Use the results of the assessment for developing performance.</i>	40	School holds itself accountable for students' performance.		
		41	Assessment results are sources for the improvement of school performance.		
		42	Assessment results are announced and the school calls for all parties to fulfill their responsibilities.		
7: The use of technology use in teaching , learning and school administration					
7.1	<i>Use technology in teaching and learning process.</i>	43	School has appropriate technology.		
		44	School demands from its staff to use the technology in classroom instruction.		
		45	School has a qualified staff to use technology.		
7.2	<i>Use technology in school administration.</i>	46	School administration uses technology in its work.		

School Domains, Standards and Indicators

Questionnaire for Students

* At the level column put 1= weak 2= acceptable 3= good 4= very good

** Add notes if any

<i>Domain</i>	<i>Standard</i>		<i>Indicators</i>	<i>Level</i>	<i>Notes</i>
1: Good planning for school improvement which is based on well defined vision and mission					
1.1	School has a clearly defined vision and mission that developed in a participatory manner.	1	School has a clearly defined vision and mission that developed in a participatory manner.		
		2	School has a clearly defined vision and mission that developed in a participatory manner.		
		3	School vision and mission has a clear and strong educational content.		
1.2	There is a development plan which is based on self assessment for school.	5	The goals of the plan are defined and have known sources to achieve them. the school uses the participatory approach to develop, implement and follow up of the plan , evaluation process is clear with an announced role of each participating individual and parties.		
2: Administration of the internal and external relationship that helps the school in performing its duties					
2.1	Administrate internal relationships efficiently.	7	School has clear policy to support and improve internal relationships.		
		9	Diversity and continuation of school activities that support internal relationships between school staff and students.		
4: High quality learning and teaching.					
4.1	Develop students' performance in learning, ethics, attitudes, and social affiliation.	19	Education quality is the school strategic objective.		
		20	School has high expectations of students performance.		
		21	Monitoring students' performance is an organized and continuous process.		
4.3	Extra helping activities.	25	School implement a wide range of extra curricular activities.		
		26	Implementation of extra curricular activities are taken seriously by all.		
		27	Evaluates extra curricular continuously.		
5: School friendly environment for the students which motivates the loyalty of all.					
5.1	There are policies and school climate that enhance employees affiliation.	29	School's policy makes the workers maintain the school's facilities.		

5.2	<i>Provides environment that enhance students' affiliation.</i>	30	The school provides a climate that promotes students affiliation to school.		
		31	Child rights are announced and applied in the school.		
		32	Students do not damage school facilities and other things that belong to school.		
5.3	<i>Student Friendly School.</i>	33	School physical environment is child friend.		
		34	School psychological, social and economic environment is attractive to students.		
		35	Education programs are implemented in ways that students like.		
<i>6: Various approaches to assessment and using its results in leading the development process.</i>					
6.1	<i>Use various element for evaluating students and teachers.</i>	36	Assessment has various tools and objectives.		
		37	School has defined procedures to assess students and follow their performance.		
6.2	<i>Use the results of the assessment for developing performance.</i>	42	Assessment results are announced and the school calls for all parties to fulfill their responsibilities.		
<i>7: The use of technology use in teaching , learning and school administration</i>					
7.1	<i>Use technology in teaching and learning process.</i>	43	School has appropriate technology.		
		44	School demands from its staff to use the technology in classroom instruction.		
		45	School has a qualified staff to use technology.		
7.2	<i>Use technology in school administration.</i>	46	School administration uses technology in its work.		

School Domains, Standards and Indicators

Questionnaire for Parents

* At the level column put 1= week 2= acceptable 3= good 4= very good

** Add notes if any

<i>Domain</i>	<i>Standard</i>		<i>Indicators</i>	<i>Level</i>	<i>Notes</i>
1: Good planning for school improvement which is based on well defined vision and mission.					
1.1	<i>School has a clearly defined vision and mission that developed in a participatory manner.</i>	1	School has a clearly defined vision and mission that developed in a participatory manner.		
		2	School has a clearly defined vision and mission that developed in a participatory manner.		
		3	School vision and mission has a clear and strong educational content.		
1.2	<i>There is a development plan which is based on self assessment for school.</i>	5	the school uses the participatory approach to develop, implement and follow up of the plan , evaluation process is clear with an announced role of each participating individual and parties.		
		6	School elements are connected and all serve the education process including teaching and learning.		
2: Administration of the internal and external relationship that helps the school in performing its duties.					
2.2	<i>Administrate external relationships efficiently.</i>	10	The relation between school and community is strong and encourages community to support the school.		
		11	Community benefits form school and in return provides consultation and support to school.		
		12	Local community participates in decision making for school improvement.		
3: Administration of the internal and external relationship that helps the school in performing its duties.					
3.2	<i>Administrate human resources efficiently.</i>	16	Communication means are organized and advanced.		
		17	Professional and ethical culture is clearly defined and communicated.		
		18	School climate encourages wide participation in school administration.		
4: High quality learning and teaching.					
4.1	<i>Develop students' performance in learning, ethics, attitudes, and social affiliation.</i>	19	Education quality is the school strategic objective.		
		20	School has high expectations of students' performance.		
		21	Monitoring students' performance is an organized and continuous process.		

4.3	<i>Extra helping activities.</i>	25	School implement a wide range of extra curricular activities.		
		26	Implementation of extra curricular activities are taken seriously by all.		
		27	Evaluates extra curricular continuously.		
5: School friendly environment for the students which motivates the loyalty of all.					
5.1	<i>There are policies and school climate that enhance employees' affiliation.</i>	28	The school provides a climate that promotes workers affiliation to school.		
		29	School's policy makes the workers maintain the school's facilities.		
5.2	<i>Provides environment that enhance students affiliation.</i>	30	The school provides a climate that promotes students affiliation to school.		
		31	Child rights are announced and applied in the school.		
		32	Students do not damage school facilities and other things that belong to school.		
5.3	<i>Student Friendly School.</i>	33	School physical environment is child friend.		
		34	School psychological, social and economic environment is attractive to students.		
		35	Education programs are implemented in ways that students like.		
6: Various approaches to assessment and using its results in leading the development process.					
6.1	<i>Use various element for evaluating students and teachers.</i>	36	Assessment has various tools and objectives.		
		37	School has defined procedures to assess students and follow their performance.		
6.2	<i>Use the results of the assessment for developing performance.</i>	40	School holds itself accountable for students' performance.		
		42	Assessment results are announced and the school calls for all parties to fulfill their responsibilities.		
7: The use of technology use in teaching , learning and school administration					
7.1	<i>Use technology in teaching and learning process.</i>	43	School has appropriate technology.		
		44	School demands from its staff to use the technology in classroom instruction.		
		45	School has a qualified staff to use technology.		
7.2	<i>7.2: Use technology in school administration.</i>	46	School administration uses technology in its work.		



Appendix (2)

School Domains, Standards and Indicators Summary Quantitative Results

After computing the averages for each one of the five groups (principal, staff, students and parents) put the averages in the table: Summary of Quantitative, use the following formulas to calculate the average of each indicator (Ind.Av) based on the following criteria:

<i>Percentages</i>				
<i>When the indicator is answered by the</i> - principal - staff	Principal 30%	Staff 70%	X	X
<i>When the indicator is answered by the principal</i> - principal - staff - parents	Principal 30%	Staff 50%	Students 20%	X
<i>When the indicator is answered by the</i> - principal - staff - parents	Principal 30%	Staff 50%	Parents 20%	X
<i>When the indicator is answered by the</i> - principal - staff - students - parents	Principal 30%	Staff 30%	Parents 20%	Students 20%

Schools' domains, standards and indicators

Collecting the quantitative results

<i>Domain</i>	<i>Standard</i>	<i>Indicators</i>	<i>Prin.</i>	<i>Staff</i>	<i>Stud</i>	<i>Par.</i>	<i>Ind. Av</i>	<i>St. Av</i>
1: Good planning for school improvement which is based on well defined vision and mission.								
1.1	<i>School has a clearly defined vision and mission that developed in a participatory manner.</i>	1	School has a clearly defined vision and mission that developed in a participatory manner.					
		2	School has a clearly defined vision and mission that developed in a participatory manner.					
		3	School vision and mission has a clear and strong educational content.					
1.2	<i>There is a development plan which is based on self assessment for school.</i>	4	The goals of the plan are defined and have known sources to achieve them.					
		5	the school uses the participatory approach to develop, implement and follow up of the plan , evaluation process is clear with an announced role of each participating individual and parties.					
		6	School elements are connected and all serve the education process including teaching and learning.					
2: Administration of the internal and external relationship that helps the school in performing its duties.								
2.1	<i>Administrate internal relationships efficiently.</i>	7	School has clear policy to support and improve internal relationships.					
		8	Implementation of school activities implemented in a participatory manner with proper utilization of all available capacities.					
		9	Diversity and continuation of school activities that support internal relationships between school staff and students.					
2.2	<i>Administrate external relationships efficiently.</i>	10	The relation between school and community is strong and encourages community to support the school.					
		11	Community benefits form school and in return provides consultation and support to school					
		12	Local community participates in decision making for school improvement.					
3: Administration of the internal and external relationship that helps the school in performing its duties.								
3.1	<i>Administrate physical resources efficiently.</i>	13	School resources inventory is documented and resources are used effectively with proper maintenance.					
		14	Support resources are various and appropriate to learning process.					
		15	School finance is well kept, documented .It is transparent.					

3.2	<i>Administrate human resources efficiently.</i>	16	Communication means are organized and advanced.						
		17	Professional and ethical culture is clearly defined and communicated.						
		18	School climate encourages wide participation in school administration.						
4: High quality learning and teaching.									
4.1	<i>Develop students' performance in learning, ethics, attitudes, and social affiliation.</i>	19	Education quality is the school strategic objective.						
		20	School has high expectations of students' performance.						
		21	Monitoring students' performance is an organized and continuous process.						
4.2	<i>Teachers' professionally growing.</i>	22	School has a professional development plan						
		23	School participates in professional development programs at national and abroad levels.						
		24	School documents the impact of professional development on the improvement of the education process.						
4.3	<i>Extra helping activities.</i>	25	School implement a wide range of extra curricular activities.						
		26	Implementation of extra curricular activities are taken seriously by all						
		27	Evaluates extra curricular continuously.						
5: School friendly environment for the students which motivates the loyalty of all.									
5.1	<i>There are policies and school climate that enhance employees affiliation.</i>	28	The school provides a climate that promotes workers affiliation to school.						
		29	School's policy makes the workers maintain the school's facilities.						
5.2	<i>Provides environment that enhance students' affiliation.</i>	30	The school provides a climate that promotes students affiliation to school.						
		31	Child rights are announced and applied in the school.						
		32	Students do not damage school facilities and other things that belong to school.						
5.3	<i>Student Friendly School.</i>	33	School physical environment is child friend.						
		34	School psychological, social and economic environment is attractive to students.						
		35	Education programs are implemented in ways that students like.						

6: Various approaches to assessment and using its results in leading the development process.									
6.1	<i>Use various element for evaluating students and teachers.</i>	36	Assessment has various tools and objectives.						
		37	School has defined procedures to assess students and follow their performance.						
		38	Staff's performance is documented and excellent performance is rewarded.						
		39	Staff performance is assessed on objective and participation bases.						
6.2	<i>Use the results of the assessment for developing performance.</i>	40	School holds itself accountable for students' performance.						
		41	Assessment results are sources for the improvement of school performance.						
		42	Assessment results are announced and the school calls for all parties to fulfill their responsibilities.						
7: The use of technology use in teaching , learning and school administration									
7.1	<i>Use technology in teaching and learning process.</i>	43	School has appropriate technology.						
		44	School demands from its staff to use the technology in classroom instruction.						
		45	School has a qualified staff to use technology.						
7.2	<i>Use technology in school administration.</i>	46	School administration uses technology in its work.						

Appendix (3)

Principal Domains, Standards and Indicators

Questionnaire for Principals and Teachers

* At the level column put 1= week 2= acceptable 3= good 4= very good

** Add notes if any

<i>Domain</i>	<i>Standard</i>	<i>Indicators</i>		<i>Level</i>	<i>Notes</i>
1: Good planning for school improvement which is based on well defined vision and mission.					
1.1	<i>School has a clearly defined vision and mission that developed in a participatory manner.</i>	1	The principal leads all those who are involved in building the school's vision and mission.		
		2	The principal announces the school's vision and mission through media agencies and campaigns.		
		3	The principal realizes the different educational dimensions of the school's vision and mission and knows the needs for their implementation.		
1.2	<i>There is a development plan which is based on self assessment for school.</i>	4	The principal supervises the process of self-assessment and depends on documented facts when building the school's development plan.		
		5	The principal involves all those who concern in the process of building the school's development plan.		
		6	The principal monitors the process of implementing the school's plan.		
		7	The principal implements the plan in a comprehensive manner.		
2: Administration of the internal and external relationship that helps the school in performing its duties.					
2.1	<i>Administrate internal relationships efficiently.</i>	8	The principals dealing with staff is fair, clear and in a frame of announced policy.		
		9	Organizes work and fosters success.		
		10	Encourages team work and committees organization.		
		11	Involves the concerned in the process of building and taking improvement decisions.		
		12	Monitors the teaching process and provides opportunities for staff's professional growth.		
2.2	<i>Administrate external relationships efficiently.</i>	13	Dealing with the local community through a clear policy.		
		14	Widens the scope of the interaction with the local community to be involved in school issues.		
		15	Exchanges benefits with the national and international communities.		

3: Administration of the internal and external relationship that helps the school in performing its duties.					
3.1	Administrate physical resources efficiently.	16	Involves in providing, keeping and, maintaining the school's physical resources.		
		17	Monitors the use of the school resources.		
		18	Acts professionally when dealing with financial and budget matters.		
3.2	Administrate human resources efficiently.	19	Runs workers issues effectively.		
		20	Resolves conflicts between staff members.		
		21	Organizes the school tasks and makes proper use of the available experiences and strengths them.		
4: High quality learning and teaching.					
4.1	Develop students' performance in learning, ethics, attitudes, and social affiliation.	22	Promotes and fosters high academic achievement.		
		23	Provides supplementary instructional materials.		
		24	Plays the role of the residential supervisor who focuses on the quality of the students' performance.		
		25	The principal cares about the students' personal growth.		
4.2	Teachers' professionally growing.	26	The principal applies cooperative mechanisms when finding the teachers' professional needs.		
		27	The principal supports teachers professionally.		
		28	Provides varied professional development programs for the staff.		
		29	Monitors the implementation of what had been learned and measures its effects on the teaching process.		
4.3	Extra helping activities.	30	The principal plans, for extra curricular activities and monitors the implementation.		
		31	The principal integrates the extra curricular activities with the classroom instruction.		
5: School friendly environment for the students which motivates the loyalty of all.					
5.1	There are policies and school climate that enhance employees' affiliation.	32	The principal motivates the staff towards performing school tasks.		
		33	Delegates a lot of authority to school staff.		
		34	The principal involves staff in decision making.		
5.2	Provides environment that enhance students affiliation.	35	The principal builds good relations with the students.		
		36	The principal monitors the counseling process inside the school.		
		37	The principal plans and implements voluntary works inside and outside the school.		

5.3	<i>Student Friendly School.</i>	38	The principal provides a safe school environment.		
		39	The principal draws strategies for keeping the school's environment clean.		
		40	The principal activates the students' committees.		
		41	The principal fosters the teaching environment.		
<i>6: Various approaches to assessment and using its results in leading the development process.</i>					
6.1	<i>Use various element for evaluating students and teachers.</i>	42	The principal varies the methods and goals of evaluation.		
		43	The principal follows specific and clear ways for evaluating the students' performance.		
		44	The principal documents the teachers' achievements and honors the good ones.		
		45	The principal evaluates the teacher's performance through using objective and cooperative methods.		
6.2	<i>Use the results of the assessment for developing performance.</i>	46	The principal depends on the results of the students' evaluation when building improvement programs for them.		
		47	The principal depends on the results of the students' evaluation when evaluating the school's performance.		
		48	The principal discusses the results of the students' performance with those who are concerned before publishing them.		
<i>7: The use of technology use in teaching , learning and school administration.</i>					
7.1	<i>Use technology in teaching and learning process.</i>	49	The principal cares about building a technological infra-structure for the school and calls for using it.		
		50	The principal totally supports technology implementation in the educational field.		
		51	The principal works for mobilizing human experts in the technological fields and supports the presence of these experts in the educational field.		
7.2	<i>Use technology in school administration.</i>	52	Applies technology in managing administrative issues.		

Principal Domains, Standards and Indicators

Questionnaire for Parents and students

* At the level column put 1= week 2= acceptable 3= good 4= very good

** Add notes if any

<i>Domain</i>	<i>Standard</i>		<i>Indicators</i>	<i>Level</i>	<i>Notes</i>
1: Good planning for school improvement which is based on well defined vision and mission					
1.1	School has a clearly defined vision and mission that developed in a participatory manner.	1	The principal leads all those who are involved in building the school's vision and mission.		
		2	The principal announces the school's vision and mission through media agencies and campaigns.		
1.2	There is a development plan which is based on self assessment for school.	5	The principal involves all those who concern in the process of building the school's development plan.		
		6	The principal monitors the process of implementing the school's plan.		
		7	The principal implements the plan in a comprehensive manner.		
2: Administration of the internal and external relationship that helps the school in performing its duties.					
2.1	Administrate internal relationships efficiently.	10	Encourages team work and committees organization.		
		11	Involves the concerned in the process of building and taking improvement decisions.		
2.2	Administrate external relationships efficiently.	13	Dealing with the local community through a clear policy.		
		14	Widens the scope of the interaction with the local community to be involved in school issues.		
		15	Exchanges benefits with the national and international communities.		
3: Administration of the internal and external relationship that helps the school in performing its duties					
3.1	Administrate physical resources efficiently.	16	Involves in providing, keeping and, maintaining the school's physical resources.		
4: High quality learning and teaching.					
4.3	Extra helping activities.	30	The principal plans, for extra curricular activities and monitors the implementation.		
5: School friendly environment for the students which motivates the loyalty of all					
5.1	There are policies and school climate that enhance employees' affiliation.	32	The principal motivates the staff towards performing school tasks.		
		33	Delegates a lot of authority to school staff.		
		34	The principal involves staff in decision making.		

5.2	<i>Provides environment that enhance students' affiliation.</i>	35	The principal builds good relations with the students.		
		36	The principal monitors the counseling process inside the school.		
		37	The principal plans and implements voluntary works inside and outside the school.		
5.3	<i>Student Friendly School.</i>	38	The principal provides a safe school environment.		
		39	The principal draws strategies for keeping the school's environment clean.		
		40	The principal activates the students' committees.		
		41	The principal fosters the teaching environment.		
6: Various approaches to assessment and using its results in leading the development process.					
6.2	<i>Use the results of the assessment for developing performance.</i>	46	The principal depends on the results of the students' evaluation when building improvement programs for them.		
		48	The principal discusses the results of the students' performance with those who are concerned before publishing them.		
7: The use of technology use in teaching , learning and school administration					
7.1	<i>Use technology in teaching and learning process.</i>	49	The principal cares about building a technological infra-structure for the school and calls for using it.		
7.2	<i>7.2: Use technology in school administration.</i>	52	Applies technology in managing administrative issues.		



Appendix (4)

Principal Domains, Standards and Indicators Summary Quantitative Results

After computing the averages for each one of the five groups (principal, staff, students and parents) put the averages in the following table, calculate the Indicator average (Ind.Av) based on the following criteria:

<i>Percentages</i>				
<i>When the indicator is answered by the</i> – principal – staff	Principal 30%	Staff 70%	X	X
<i>When the indicator is answered by the principal</i> – principal – Staff – Students	Principal 30%	Staff 50%	Students 20%	X
<i>When the indicator is answered by the</i> – principal – staff – parents	Principal 30%	Staff 50%	Parents 20%	X
<i>When the indicator is answered by the</i> – principal – staff – students – parents	Principal 30%	Staff 30%	Parents 20%	Students 20%

Principal Domains, Standards and Indicators

Summary Quantitative results

<i>Domain</i>	<i>Standard</i>	<i>Indicators</i>	<i>Prin.</i>	<i>Staff</i>	<i>Stud</i>	<i>Par</i>	<i>Ind. Av</i>	<i>St. Av</i>
1: Good planning for school improvement which is based on well defined vision and mission.								
1.1	<i>School has a clearly defined vision and mission that developed in a participatory manner .</i>	1	The principal leads all those who are involved in building the school's vision and mission.					
		2	The principal announces the school's vision and mission through media agencies and campaigns.					
		3	The principal realizes the different educational dimensions of the school's vision and mission and knows the needs for their implementation.					
1.2	<i>There is a development plan which is based on self assessment for school.</i>	4	The principal supervises the process of self-assessment and depends on documented facts when building the school's development plan.					
		5	The principal involves all those who concern in the process of building the school's development plan.					
		6	The principal monitors the process of implementing the school's plan.					
		7	The principal implements the plan in a comprehensive manner.					
2: Administration of the internal and external relationship that helps the school in performing its duties.								
2.1	<i>Administrate internal relationships efficiently.</i>	8	The principal's dealing with staff is fair, clear and in a frame of announced policy.					
		9	Organizes work and fosters success.					
		10	Encourages team work and committees organization.					
		11	Involves the concerned in the process of building and taking improvement decisions.					
		12	Monitors the teaching process and provides opportunities for staff's professional growth.					
2.2	<i>Administrate external relationships efficiently.</i>	13	Dealing with the local community through a clear policy.					
		14	Widens the scope of the interaction with the local community to be involved in school issues.					
		15	Exchanges benefits with the national and international communities.					

3: Administration of the internal and external relationship that helps the school in performing its duties.

3.1	Administrate physical resources efficiently.	16	Involves in providing, keeping and, maintaining the school's physical resources.						
		17	Monitors the use of the school resources.						
		18	Acts professionally when dealing with financial and budget matters.						
3.2	Administrate human resources efficiently.	19	Runs workers issues effectively.						
		20	Resolves conflicts between staff members						
		21	Organizes the school tasks and makes proper use of the available experiences and strengths them.						

4: High quality learning and teaching.

4.1	Develop students' performance in learning, ethics, attitudes, and social affiliation.	22	Promotes and fosters high academic achievement.						
		23	Provides supplementary instructional materials.						
		24	Plays the role of the residential supervisor who focuses on the quality of the students' performance.						
		25	The principal cares about the students' personal growth.						
4.2	Teachers' professionally growing.	26	The principal applies cooperative mechanisms when finding the teachers' professional needs.						
		27	The principal supports teachers professionally.						
		28	Provides varied professional development programs for the staff.						
		29	Monitors the implementation of what had been learned and measures its effects on the teaching process.						
4.3	Extra helping activities.	30	The principal plans, for extra curricular activities and monitors the implementation.						
		31	The principal integrates the extra curricular activities with the classroom instruction.						

5: School friendly environment for the students which motivates the loyalty of all.

5.1	There are policies and school climate that enhance employees affiliation.	32	The principal motivates the staff towards performing school tasks.						
		33	Delegates a lot of authority to school staff.						
		34	The principal involves staff in decision making.						

5.2	<i>Provides environment that enhance students' affiliation.</i>	35	The principal builds good relations with the students.						
		36	The principal monitors the counseling process inside the school.						
		37	The principal plans and implements voluntary works inside and outside the school.						
5.3	<i>Student Friendly School.</i>	38	The principal provides a safe school environment.						
		39	The principal draws strategies for keeping the school's environment clean.						
		40	The principal activates the students' committees.						
		41	The principal fosters the teaching environment.						

6: Various approaches to assessment and using its results in leading the development process.

6.1	<i>Use various element for evaluating students and teachers.</i>	42	The principal varies the methods and goals of evaluation.						
		43	The principal follows specific and clear ways for evaluating the students' performance.						
		44	The principal documents the teachers' achievements and honors the good ones.						
		45	The principal evaluates the teacher's performance through using objective and cooperative methods.						
6.2	<i>Use the results of the assessment for developing performance.</i>	46	The principal depends on the results of the students' evaluation when building improvement programs for them.						
		47	The principal depends on the results of the students' evaluation when evaluating the school's performance.						
		48	The principal discusses the results of the students' performance with those who are concerned before publishing them.						

7: The use of technology use in teaching , learning and school administration.

7.1	<i>Use technology in teaching and learning process.</i>	49	The principal cares about building a technological infra-structure for the school and calls for using it.						
		50	The principal totally supports technology implementation in the educational field.						
		51	The principal works for mobilizing human experts in the technological fields and supports the presence of these experts in the educational field.						
7.2	<i>Use technology in school administration.</i>	52	Applies technology in managing administrative issues.						

Qualitative and Qualitative results: the principal

1. The quantitative average for each standard is taken from Summary of Quantitative results.
2. The qualitative notes are what gathered from participants' notes and the focus group notes and the self assessment team observations

<i>1: Good planning for school improvement which is based on well defined vision and mission.</i>	<i>Average</i>	<i>Comments</i>
1:1 School has a clearly defined vision and mission that developed in a participatory manner.		
1.2 There is a development plan which is based on self assessment for school.		
<i>2: Administration of the internal and external relationship that helps the school in performing its duties.</i>		
2.1: Administrate internal relationships efficiently.		
2.2: Administrate external relationships efficiently.		
<i>3: Administration of the internal and external relationship that helps the school in performing its duties.</i>		
3.1: Administrate physical resources efficiently.		
3.2: Administrate human resources efficiently.		
<i>4: High quality learning and teaching.</i>		
4.1: Develop students' performance in learning, ethics, attitudes, and social affiliation.		
4.2: Teachers' professionally growing.		
4.3: Extra helping activities.		
<i>5: School friendly environment for the students which motivates the loyalty of all.</i>		
5.1: There are policies and school climate that enhance employees' affiliation.		
5.2: Provides environment that enhance students' affiliation.		
5.3: Student Friendly School.		
<i>6: Various approaches to assessment and using its results in leading the development process.</i>		
6.1: Use various element for evaluating students and teachers.		
6.2: Use the results of the assessment for developing performance.		
<i>7: The use of technology use in teaching , learning and school administration.</i>		
7.1: Use technology in teaching and learning process.		
7.2: Use technology in school administration.		

Appendix (5)

Teacher Domains, Standards and Indicators Questionnaire

* At the level column put 1= week 2= acceptable 3= good 4= very good

** Add notes if any

Domain	Standard		Indicators	Level	Comments
1: Good planning for school improvement which is based on well defined vision and mission.					
1.1	<i>School has a clearly defined vision and mission that developed in a participatory manner.</i>	1	The teacher participates in the process of building the school's vision and mission.		
		2	The teacher participates in the process of publishing the school's vision and mission.		
		3	The teacher is aware of the different educational dimensions of the school's vision and mission and knows his duties towards achieving them.		
1.2	<i>There is a development plan which is based on self assessment for school.</i>	4	The teacher effectively participates in the process of building the school's improvement plan.		
		5	The teacher applies the professional plan of the school.		
2: Administration of the internal and external relationship that helps the school in performing its duties.					
2.1	<i>Administrate internal relationships efficiently.</i>	6	The teacher establishes strong relationships with other teachers and effectively participates in the school's committees and teams		
		7	Participates in the process of taking decisions and is committed to it.		
		8	Asks for and accepts horizontal and vertical educational feedback.		
		9	Follows up the students' work and builds strong relations with them in order to support their education.		
2.2	<i>Administrate external relationships efficiently.</i>	10	Communicates with the students' parents and with the society members.		
		11	Carries, with the parents, the responsibility of educating the children.		
3: Administration of the internal and external relationship that helps the school in performing its duties.					
3.1	<i>Administrate physical resources efficiently</i>	12	Keeps an eye on the school's possessions and contributes in the process of modernizing them.		
		13	Uses concrete sources in order to improve the education process.		

3.2	<i>Administrating human resources efficiently</i>	14	The teacher knows his rights and performs his duties.		
		15	The teacher participates in solving struggles between the school's employees.		
4: High quality learning and teaching.					
4.1	<i>Develop students' performance in learning, ethics, attitudes, and social affiliation.</i>	16	The teacher masters administrative management of his class.		
		17	The teacher links different teaching subjects in order to achieve high educational goals.		
		18	The teacher varies his teaching methods to overcome the individuals' learning differences.		
4.2	<i>Teachers' professionally growing.</i>	19	The teacher improves his teaching methods and modernizes them.		
		20	The teacher participates in the process of selecting his training needs.		
		21	The teacher participates in seminars of different scales.		
4.3	<i>Extra helping activities.</i>	22	The teacher plans and participates in extra-curricular and curriculum activities and links them together.		
5: School friendly environment for the students which motivates the loyalty of all					
5.1	<i>There are policies and school climate that enhance employees' affiliation.</i>	23	The teacher takes care of the school's business and raising its status.		
		24	Leads and prepares activities beyond the formal borders of his profession.		
5.2	<i>Provides environment that enhance students' affiliation.</i>	25	The teacher enforces the students' loyalty to their school.		
		26	The teacher is interested in the Guidance educational guidance task and in the children's rights.		
		27	The teacher participates in the process of conserving the school's possessions.		
5.3	<i>Student Friendly School.</i>	28	The teacher provides an attractive and safe school environment for the children.		
6: Various approaches to assessment and using its results in leading the development process.					
6.1	<i>Use various element for evaluating students and teachers.</i>	29	The teacher uses varied evaluation forms, methods and goals of evaluation.		
6.2	<i>Use the results of the assessment for developing performance.</i>	30	The teacher depends on the results of the students' evaluation when planning his improvement plan.		
		31	The teacher depends on the results of the students' evaluation when planning improvement operations.		
7: The use of technology use in teaching , learning and school administration					
7.1	<i>Use technology in teaching and learning process.</i>	32	The teacher uses technology in teaching.		
7.2	<i>Use technology in school administration.</i>	33	The Teacher applies technology in managing administrative issues.		

Appendix (6)

Teacher Domains, Standards and Indicators Summary Quantitative Results

After computing the averages for each one of the five groups (principal, staff, students and parents) put the averages in the following table, calculate the Indicator average (Ind.Av) based on the following criteria:

<i>Percentages</i>				
<i>When the indicator is answered by the</i> - principal - staff	Principal 30%	Staff 70%	X	X
<i>When the indicator is answered by the principal</i> - principal - Staff - students	Principal 30%	Staff 50%	Students 20%	X
<i>When the indicator is answered by the</i> - principal - staff - parents	Principal 30%	Staff 50%	Parents 20%	X
<i>When the indicator is answered by the</i> - principal - staff - students - parents	Principal 30%	Staff 30%	Parents 20%	Students 20%

Teacher Domains, Standards and Indicators

Summary Quantitative results

Domain	Standard	Indicators	Prin.	Staff	Stud	Par	Ind. Av	St. Av
1: Good planning for school improvement which is based on well defined vision and mission.								
1.1	School has a clearly defined vision and mission that developed in a participatory manner.	1	The teacher participates in the process of building the school's vision and mission.					
		2	The teacher participates in the process of publishing the school's vision and mission.					
		3	The teacher is aware of the different educational dimensions of the school's vision and mission and knows his duties towards achieving them.					
1.2	There is a development plan which is based on self assessment for school.	4	The teacher effectively participates in the process of building the school's improvement plan.					
		5	The teacher applies the professional plan of the school.					
2: Administration of the internal and external relationship that helps the school in performing its duties.								
2.1	Administrate internal relationships efficiently.	6	The teacher establishes strong relationships with other teachers and effectively participates in the school's committees and teams.					
		7	Participates in the process of taking decisions and is committed to it.					
		8	Asks for and accepts horizontal and vertical educational feedback.					
		9	Follows up the students' work and builds strong relations with them in order to support their education.					
2.2	Administrate external relationships efficiently.	10	Communicates with the students' parents and with the society members.					
		11	Carries, with the parents, the responsibility of educating the children.					
3: Administration of the internal and external relationship that helps the school in performing its duties								
3.1	Administrate physical resources efficiently.	12	Keeps an eye on the school's possessions and contributes in the process of modernizing them.					
		13	Uses concrete sources in order to improve the education process.					
3.2	Administrate human resources efficiently.	14	The teacher knows his rights and performs his duties.					
		15	The teacher participates in solving struggles between the school's employees.					

4: High quality learning and teaching.						
4.1	<i>Develop students' performance in learning, ethics, attitudes, and social affiliation.</i>	16	The teacher masters administrative management of his class.			
		17	The teacher links different teaching subjects in order to achieve high educational goals.			
		18	The teacher varies his teaching methods to overcome the individuals' learning differences.			
4.2	<i>Teachers professionally growing.</i>	19	The teacher improves his teaching methods and modernizes them.			
		20	The teacher participates in the process of selecting his training needs.			
		21	The teacher participates in seminars of different scales.			
4.3	<i>Extra helping activities.</i>	22	The teacher plans and participates in extra-curricular and curriculum activities and links them together.			
5: School friendly environment for the students which motivates the loyalty of all						
5.1	<i>There are policies and school climate that enhance employees' affiliation.</i>	23	The teacher takes care of the school's business and raising its status.			
		24	Leads and prepares activities beyond the formal borders of his profession.			
5.2	<i>Provides environment that enhance students' affiliation.</i>	25	The teacher enforces the students' loyalty to their school.			
		26	The teacher is interested in the Guidance educational guidance task and in the children's rights.			
		27	The teacher participates in the process of conserving the school's possessions.			
5.3	<i>Student Friendly School.</i>	28	The teacher provides an attractive and safe school environment for the children.			
6: Various approaches to assessment and using its results in leading the development process.						
6.1	<i>Use various element for evaluating students and teachers.</i>	29	The teacher uses varied evaluation forms, methods and goals of evaluation.			
6.2	<i>Use the results of the assessment for developing performance.</i>	30	The teacher depends on the results of the students' evaluation when planning his improvement plan.			
		31	The teacher depends on the results of the students' evaluation when planning improvement operations.			
7: The use of technology use in teaching , learning and school administration						
7.1	<i>Use technology in teaching and learning process.</i>	32	The teacher uses technology in teaching.			
7.2	<i>Use technology in school administration.</i>	33	The Teacher applies technology in managing administrative issues.			

Collecting Qualitative and Qualitative results: the teacher

- The quantitative average for each standard is taken from Summary of Quantitative results.
- The qualitative notes are what gathered from participants' notes and the focus group notes and the self assessment team observations

<i>1: Good planning for school improvement which is based on well defined vision and mission.</i>	<i>Average</i>	<i>Comments</i>
1:1 School has a clearly defined vision and mission that developed in a participatory manner.		
1.2 There is a development plan which is based on self assessment for school.		
<i>2: Administration of the internal and external relationship that helps the school in performing its duties.</i>		
2.1: Administrate internal relationships efficiently.		
2.2: Administrate external relationships efficiently.-		
<i>3: Administration of the internal and external relationship that helps the school in performing its duties.</i>		
3.1: Administrate physical resources efficiently.		
3.2: Administrate human resources efficiently.		
<i>4: High quality learning and teaching.</i>		
4.1: Develop students' performance in learning, ethics, attitudes, and social affiliation.		
4.2: Teachers' professionally growing.		
4.3: Extra helping activities.		
<i>5: School friendly environment for the students which motivates the loyalty of all.</i>		
5.1: There are policies and school climate that enhance employees' affiliation.		
5.2: Provides environment that enhance students' affiliation.		
5.3: Student Friendly School.		
<i>6: Various approaches to assessment and using its results in leading the development process.</i>		
6.1: Use various element for evaluating students and teachers.		
6.2: Use the results of the assessment for developing performance.		
<i>7: The use of technology use in teaching , learning and school administration.</i>		
7.1: Use technology in teaching and learning process.		
7.2: Use technology in school administration.		

Appendix (7)

School Domains, Standards and Indicators

<i>Domain</i>	<i>Standard</i>	<i>Indicators</i>		
1	<i>Good planning for school improvement which is based on well defined vision and mission</i>			
	1.1	<i>School has a clearly defined vision and mission that developed in a participatory manner.</i>	1	School has a clearly defined vision and mission that developed in a participatory manner.
			2	School has a clearly defined vision and mission that developed in a participatory manner.
			3	School vision and mission has a clear and strong educational content
	1.2	<i>There is a development plan which is based on self assessment for school.</i>	4	The goals of the plan are defined and have known sources to achieve them.
			5	the school uses the participatory approach to develop, implement and follow up of the plan , evaluation process is clear with an announced role of each participating individual and parties.
6			School elements are connected and all serve the education process including teaching and learning.	
2	<i>Administration of the internal and external relationship that helps the school in performing its duties</i>			
	2.1	<i>Administrate internal relationships efficiently.</i>	7	School has clear policy to support and improve internal relationships.
			8	Implementation of school activities implemented in a participatory manner with proper utilization of all available capacities.
			9	Diversity and continuation of school activities that support internal relationships between school staff and students.
	2.2	<i>Administrate external relationships efficiently.</i>	10	The relation between school and community is strong and encourages community to support the school.
			11	Community benefits form school and in return provides consultation and support to school.
12			Local community participates in decision making for school improvement.	
3	<i>Administration of the internal and external relationship that helps the school in performing its duties.</i>			
	3.1	<i>Administrate physical resources efficiently.</i>	13	School resources inventory is documented and resources are used effectively with proper maintenance.
			14	Support resources are various and appropriate to learning process.
			15	School finance is well kept, documented .It is transparent.
	3.2	<i>Administrate human resources efficiently.</i>	16	Communication means are organized and advanced.
			17	Professional and ethical culture is clearly defined and communicated.
18			School climate encourages wide participation in school administration.	

4	High quality learning and teaching.			
	4.1	Develop students' performance in learning, ethics, attitudes, and social affiliation.	19	Education quality is the school strategic objective.
			20	School has high expectations of students' performance.
			21	Monitoring students' performance is an organized and continuous process.
	4.2	Teachers' professionally growing.	22	School has a professional development plan.
			23	School participates in professional development programs at national and abroad levels.
			24	School documents the impact of professional development on the improvement of the education process.
	4.3	Extra helping activities.	25	School implement a wide range of extra curricular activities.
			26	Implementation of extra curricular activities are taken seriously by all.
			27	Evaluates extra curricular continuously.
5	School friendly environment for the students which motivates the loyalty of all.			
	5.1	There are policies and school climate that enhance employees' affiliation.	28	The school provides a climate that promotes workers affiliation to school.
			29	School's policy makes the workers maintain the school's facilities.
	5.2	Provides environment that enhance students' affiliation.	30	The school provides a climate that promotes students affiliation to school.
			31	Child rights are announced and applied in the school.
			32	Students do not damage school facilities and other things that belong to school.
	5.3	Student Friendly School.	33	School physical environment is child friend.
			34	School psychological, social and economic environment is attractive to students.
			35	Education programs are implemented in ways that students like.
	6	Various approaches to assessment and using its results in leading the development process.		
6.1		Use various element for evaluating students and teachers.	36	Assessment has various tools and objectives.
			37	School has defined procedures to assess students and follow their performance.
			38	Staff's performance is documented and excellent performance is rewarded.
			39	Staff performance is assessed on objective and participation bases.
6.2		Use the results of the assessment for developing performance.	40	School holds itself accountable for students' performance.
			41	Assessment results are sources for the improvement of school performance.
			42	Assessment results are announced and the school calls for all parties to fulfill their responsibilities.

7	<i>The use of technology use in teaching , learning and school administration.</i>		
7.1	<i>Use technology in teaching and learning process.</i>	43	School has appropriate technology.
		44	School demands from its staff to use the technology in classroom instruction.
		45	School has a qualified staff to use technology.
7.2	<i>Use technology in school administration.</i>	46	School administration uses technology in its work.



Appendix (8)

School standards

1: Good planning for school improvement which is based on well defined vision and mission.

1:1 School has a vision and mission statements.

<i>indicators</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>1- School has a clearly defined vision and mission that developed in a participatory manner.</i>	School may have a general vision and mission developed only by the school administration.	School may have some general vision and mission developed by the school administration and some teachers.	School has a clearly defined vision and mission, school administration, all teachers and parents participated in developing the mission and vision.	School has a clearly defined vision and mission based on high performance expectations, school administration, all teachers, parents, students, local community and educational institutions participated in developing the mission and vision.
<i>2- School vision and mission communicated and marketed properly.</i>	School has mission and vision statements but never announce it.	School has mission and vision statements and post them in clear places in schools.	School has mission and vision statements and post them in clear places in schools and distribute printed copies to teachers and parents.	School has mission and vision statements and post them in clear places in schools and distribute printed copies at a large scale and through several communication channels
<i>3- School vision and mission has a clear and strong educational content.</i>	The content of the vision and mission is far from the educational issues that represent priorities for the school.	The content of the vision and mission reflects and defines some school priorities.	The content of vision and mission deals with important educational issues and reflects school priorities.	The content of the vision and mission deals with important educational issues, reflects school and community priorities, and guides school improvement.

1: Good planning for school improvement which is based on well defined vision and mission.

1.2: There is a development plan which is based on self assessment for school.

Indicators	1	2	3	4
4- The goals of the plan are defined and have known sources to achieve them.	School goals are not precisely determined and lack necessary resources to achieve them.	School goals are precisely determined and depend on external resources and donations that may become available.	School goals are precisely determined and the school secures enough resources to achieve them in a timely manner.	School goals are precisely determined; the school works with parents and local community and institutions to secure enough resources to achieve them in a timely manner.
5- The school uses the participatory approach to develop, implement and follow up of the plan , evaluation process is clear with an announced role of each participating individual and parties.	School plan is developed by school administration without consultation with teachers or parents, roles of implementers are not defined.	School plan is developed by school administration and some teachers based on self evaluation. Teachers know their role in the implementation of the plan.	School plan is developed by school administration and all teachers based on self evaluation, principal, teachers parents, and students participate in school self evaluation Teachers know their role in the implementation of the plan. and know what has been achieved.	School plan is developed by school administration and all teachers based on self evaluation, principal, teachers parents, students, local community and education institutions participate in school self evaluation Teachers know their role in the implementation of the plan. and know what has been achieved.
6- School elements are connected and all serve the education process including teaching and learning.	School plan focuses only on physical environment at improvement.	School connects physical improvement with some educational aspects like the improvement in some basic subjects.	School connects physical improvement with all educational aspects like the improvement of achievement in all subjects and the well being of the child.	School connects physical improvement with all educational aspects like the improvement of achievement in all subjects and the well being of the child and extra curricular activities.

2: Administration of the internal and external relationship that helps the school in performing its duties .

2.1 Administrate internal relationships efficiently.

Indicators	1	2	3	4
<p>7- School has clear policy to support and improve internal relationships.</p>	<p>School has no clear policy to support internal relationships. Teachers rarely propose new ideas and they do not volunteer to implement new ideas or initiatives.</p>	<p>School has a policy to support internal relationships among school staff, sometimes teachers connect what they do to school objectives, and some times they propose new improvement ideas but rarely volunteer to implement them.</p>	<p>School has a declared policy that supports constructive internal relationships among school staff and with students. The staff works as a team to achieve school objectives and plans. Teachers always propose new ideas and volunteer to implement them.</p>	<p>School has a declared policy that support constructive internal relationships among school staff, parents, students and local communities, they all work as a team to achieve school objectives and plans, they always propose new ideas and volunteer to implement them.</p>
<p>8- Implementation of school activities implemented in a participatory manner with proper utilization of all available capacities.</p>	<p>Some students and few teachers sometimes work in task forces without assignment roles and responsibilities.</p>	<p>Some teachers and some students participate in task forces where tasks are assigned in a non organized manner and without consideration to individuals' capacities.</p>	<p>All teachers and many students participate in task forces where roles and responsibilities are carefully assigned based on fairness and capacities.</p>	<p>All teachers, many students, parents and community members participate in task forces where roles and responsibilities are carefully assigned based on fairness and capacities.</p>
<p>9- Diversity and continuation of school activities that support internal relationships between school staff and students.</p>	<p>Activities that allow opportunities to strengthen relationships between staff and teachers are limited to celebrate of formal and national events.</p>	<p>The school sometimes implements internal activities that open opportunities to strengthen the relation between staff and students. Sometimes the school honors distinguished students.</p>	<p>The school always implements activities that open opportunities to strengthen the relation between staff and students; the school celebrates staff and students' events, the school honors distinguished students where staff participates in the selection process.</p>	<p>The school always implements activities that open opportunities to strengthen the relation between staff and students; the school encourages all initiators and adds that to their yearly performance.</p>

2: Administration of the internal and external relationship that helps the school in performing its duties.

2.2: Administrate external relationships efficiently.

Indicators	1	2	3	4
<p>10- The relation between school and community is strong and encourages community to support the school.</p>	<p>The links between community and school is weak. Community supports school only in emergency situations.</p>	<p>There are links between school and community. Community supports irregularly the school and does not match school improvement plans.</p>	<p>Community and school has strong link and the community supports school improvement plan activities on regular bases, also secures external support to school, community members participate in school open days and achievement celebrations.</p>	<p>Community and school has strong link and the community supports school improvement plan activities on regular bases, also secures external support to school, community members participate in school open days and achievement celebrations.</p>
<p>11- Community benefits form school and in return provides consultation and support to school.</p>	<p>School provides few benefits to community which does not support its activities. Sometimes some parents participate in activities that support school's financial resources. Parents' voice in the education process is not heard.</p>	<p>Sometimes the community benefits from school services and in return provides support with full utilization of its experience to serve school; still some parents participate in activities that support school's financial and human resources.</p>	<p>The community benefits from school services and in return provides support with full utilization of its experience to serve school which becomes a community education development center. The community secures a stable fund to school (like endowment) and design programs that strengthen education's quality.</p>	<p>The community benefits from school services and in return provides support with full utilization of its experience to serve school which becomes a community education development center. The community secures a stable fund to school (like endowment) and design programs that strengthen education's quality.</p>
<p>12- Local community participates in decision making for school improvement</p>	<p>Parents' voice in the learning process is not heard, school does not discuss students' performance with parents, and school always blames parents for students' poor achievement. Rarely parents are asked to participate in decisions relevant to education process inside the school.</p>	<p>School considers parent responsible for students' poor achievement, and sometimes parents participate in decisions and direct the education process, sometimes the school hears and accepts parents opinions in the educational process.</p>	<p>School cooperates with local community to remedy poor performance, parents are part of school's decision making relevant to educational process. School always listens to parents' opinion and guidance to education process.</p>	<p>Parents' voice is always heard by school, their input in the education process is welcomed. Parents participate in all school support programs, parents are part of school decision making process, and Parents support studies and research and cooperate in remedial programs.</p>

3: Administration of the internal and external relationship that helps the school in performing its duties.

3.1: Administrate physical resources efficiently.

Indicators	1	2	3	4
13- School resources inventory is documented and resources are used effectively with proper maintenance.	Resources are not documented and inventory files are not organized and stored in an appropriate place. Resources are rarely maintained, few resources are in use and without rational consumption.	Resources are not documented and inventory files are not organized, or stored in an appropriate way, resources are sometimes used by teachers who try to use them properly, some maintenance to resources are provided.	Inventory files are well organized, up to date, resources are stored properly, and regular maintenance is provided. All school staff uses these resources properly and utilizes it in the teaching and learning.	Inventory files are well organized, up to date, resources are stored properly, and regular maintenance is provided. All school staff uses these resources properly and utilizes it in the teaching and learning. Community updates these resources and keeps it in good conditions.
14- Support resources are various and appropriate to learning process.	Resources are limited to student's fees and some donations rarely happen. Most support comes to infrastructure, and school does not mobilize its own facilities to generate further resources.	School works to increase its resources and always encourages parents to donate needed resources and utilizes these resources to generate further funds.	School is active in fund raising and uses it resources as means for income generation. Parents always provide required resources that enhance the education process.	School is active in fund raising and uses it resources as means for income generation. Parents always provide required resources that enhance the education process. Parents work on mobilizing community to support school resources and encourage community to use these resources after school hours.
15- School finance is well kept, documented .It is transparent.	Financial matters at school is accurate and documented but only school administration knows about it.	Financial matters at school is accurate and documented, sometimes parents and teachers know about it.	Financial matters at school are accurate and documented, audited and transparent Parents and teachers and officials know about it.	Financial matters are regularly declared to school community, the school even asks for community annual audit to its financial files.

3: Administration of the internal and external relationship that helps the school in performing its duties.

3.2: Administrate human resources efficiently

Indicators	1	2	3	4
16- Communication means are organized and advanced.	School does not have defined mechanisms to inform staff with new rules and regulations, instead the school uses traditional methods to manage human resources.	Communication mechanisms to inform staff with new rules and regulations are weak and limited, technology is used in primitive ways to manage human resources.	Good communication system is in place and used to inform staff with new rules and regulations, effective use of technology in managing human resources.	Good and advanced communication mechanisms that inform staff with new rules and regulations and also its impact on their performance. Electronic communication is considered official.
17- Professional and ethical culture is clearly defined and communicated.	Work inside school is done without an agreed upon professional culture.	Work inside the school in a frame of a set of ethics that few staff know about and committed to.	Work inside the school in a frame of a set of ethics that is defined, declared, agreed upon and all staff committed to it. Staff knows their roles and responsibilities.	Work inside the school in a frame of a set of ethics that is defined, declared, agreed upon and all staff committed to it. The code of ethics is subjected to be reflected and revised by staff. Staff knows their roles and responsibilities.
18- School climate encourages wide participation in school administration.	School climate discourages staff from using their capacities. Some staff are forced to participate in decision making under guided administrative pressure	School climate partially requires staff to use their capacities. All school staff participates in decisions that relates to their work but under guided administrative pressure.	School climate encourages staff to use their full capacities, all staff and parents participate in decision making in a democratic manner.	School climate encourages staff to use their full capacities, all staff, parents, community members and education institutions participate in decision making in a democratic manner.

4: High quality learning and teaching.

4.1: Develop students' performance in learning, ethics, attitudes, and social affiliation.

Indicators	1	2	3	4
19- Education quality is the school strategic objective	School puts education quality as its strategic objective. But it relates that to achievement only.	School puts education quality as its strategic objective and relates that to improvement in staff performance and to improvement of students in more than one domain.	School puts education quality as its strategic objective and informs students, staff and parents how this objective relates to providing students with several learning and life skills. School connects its improvement with the degree it fulfills this objective.	School puts education quality as its strategic objective. School shares these objectives with other education institutions that may help in achieving these objectives.
20- School has high expectations of students' performance	School has low expectations of students' performance	School has modest expectations of students' performance, sometimes school helps students to demonstrate their talents.	School has high expectations of students' performance and always supports students to demonstrate their talents.	School has high expectations of students' performance and always supports students to demonstrate their talents. School creates opportunities that foster students' talents.
21- Monitoring students' performance is an organized and continuous process.	School uses the officially assigned exams to assess students' performance.	Students' assessments are done in routine ways; several traditional approaches are used for assessment. Teachers are the main evaluators for students' performance they discuss results with school principal.	Students' assessment is a continuous process and are done as part of the performance improvement process, several effective ways are used to assess students' performance, teachers, principal and parents participate in the process.	Students' assessment is a continuous process and done as part of the performance improvement process. Several effective ways are used to assess students' performance, teachers, principal and parents, and education institutions participate in the process, and assessment results are considered in the school improvement plan.

4: High quality learning and teaching.

4.2: Teachers' professionally growing.

<i>Indicators</i>	1	2	3	4
<p>22- School has a professional development plan.</p>	<p>School provides limited opportunities for professional development, exchanging experiences and resources among teachers.</p>	<p>School provides enough opportunities for professional development and exchanging experiences and resources among teachers. Experts among staff, supervisors and school administration implement workshops; the school provides necessary resources to these workshops.</p>	<p>School provides enough opportunities for professional development and exchanging experiences and resources among teachers. Experts among staff, supervisors and school administration implement in-school workshops; the school provides necessary resources to these workshops. School facilitates the application of the workshops' outcomes inside classrooms and provides available resources and requests community and education institutions help whenever necessary.</p>	<p>Education institutions and colleges use the school as a home of experience. The school benefits from exchange experiences with these institutions and seeks their support with material and human resources.</p>
<p>23- School participates in professional development programs at national and abroad levels.</p>	<p>Participation of school staff in professional development programs offered by the ministry is limited.</p>	<p>School facilitates the participation of its staff in all ministry's professional development programs like workshops and seminars .</p>	<p>School facilitates the participation of its staff in all professional development programs that are run by the ministry, or other local, regional or international institutions. School encourages its staff to study for graduate degrees.</p>	<p>School facilitates the participation of its staff in all professional development programs run by the ministry, or other local, regional or international institutions. School exerts efforts to make available scholarships for its staff.</p>
<p>24- School documents the impact of professional development on the improvement of the education process.</p>	<p>The connection between professional development workshops and classroom practices is weak.</p>	<p>School connects between teachers' professional development and educational quality inside classroom.</p>	<p>School connects between teachers' professional development and educational quality inside classroom. School conducts comparison studies to examine the impact of training and to decide further needs and to include it in its improvement plan.</p>	<p>School works with education institutions to respond to teachers' needs, and to schedule its activities in ways that fit school schedules. School examines the impact of training on classroom practices, and encourages studies that measure impacts.</p>

4: High quality learning and teaching.

4.3: Extra helping activities.

4.3: Extra helping activities.				
Indicators	1	2	3	4
25- School implement a wide range of extra curricular activities.	Extra curricular activities happen on random bases and with no relation to school plan, parents are invited to attend these activities.	Extra curricular activities are part of school plan but diversity in these activities is limited. The school provides its facilities to serve extra curricular activities. Parents and local community members are invited to attend these activities.	Extra curricular activities are essential part of school plan, these activities are diverse and include a wide range of activities and students, school facilities put in use to serve these activities, parents and local community participate to promote these activities and provide needed resources and rewards.	School cooperates with local community to plan and implement extra curricular activities. Funds are provided through contributions from school budget or local community and education institutions. School documents these activities. School plans and implements extra curricular activities with other schools.
26- Implementation of extra curricular activities are taken seriously by all.	The principal and some teachers define the school's activities. Some assigned make the extra curricular and committed to it. But these extra curricular aren't evaluated.	School, teachers and students cooperate together in defining extra curricular. Teachers play their own roles in implementing extra curricular and they are committed to it. Extra curricula are always evaluated in a traditional way.	All school workers and students play their roles in planning, implementing and following up the extra curricular. All are committed to these extra curricula. Extra curricula are always evaluated in modern (up to date) and various ways by the school team.	School with cooperation with neighboring schools in the area participates in planning extra curricula and sometimes implementing them. Sometimes they with cooperation with specialized institutions, built programs that evaluates the effect of extra curricula. They use the evaluation's results in developing the output of the educational process. The school documents this result and announces it to the parents, community and other schools.
27- Evaluates extra curricular continuously.	Extra curricula begin and end when their efficiency ends.	There are documents and statistics for extra curricula in the school which contain participants, dates and invitee.	There are documents and statistics for extra curricula in the school which contain participants, dates and invitee. Besides there is evaluation to the quality of performance and its effect in improving the performance of school, students and teachers.	There are documents and statistics for extra curricula in the school which contain participants, dates and invitee. Besides there is evaluation to the quality of performance and its effect in improving the performance of school, students and teachers. These activities are evaluated by specialist from directorate or ministry or civil community institutions or other educational institutions.

5: School friendly environment for the students which motivates the loyalty of all.

5.1: There are policies and school climate that enhance employees' affiliation.

5: School friendly environment for the students which motivates the loyalty of all.				
5.1: There are policies and school climate that enhance employees' affiliation.				
Indicators	1	2	3	4
28- The school provides a climate that promotes workers' affiliation to school.	Parents and school administration sometimes value the efforts of the workers who try to maintain school's facilities. Some workers propose good suggestions for school's improvements.	Parents and school administration value the efforts of the workers who try to maintain and develop school's facilities. The school gives them moral incentives and appreciation certificate. Some workers propose good suggestions for school's improvements. They make voluntary work inside the school.	Parents and school administration value the efforts of the workers who try to maintain and develop school's facilities. The school gives them moral and physical incentives and appreciation certificate. It also announces their achievements. Some workers propose good suggestions for school's improvements. They make voluntary work inside and outside the school.	Local community and educational institutions share in evaluating the workers' effort. They are offered prizes in Arabian, national, International meetings. Schools workers try to persuade the community and the educational institutions to support the suggestions for school's development and its implementing.
29- School's policy makes the workers maintain the school's facilities.	Some who care about the school's facilities and activities.	The majority who care about the school's facilities and activities.	All workers care about the school's facilities and activities.	School offers regularly and continuously activities that encourage the participation of the school workers and community in caring and developing school's facilities and properties. It offers through these activities different kinds of appreciation for these participations. The school workers represent the school in national and international competitions.

5: School friendly environment for the students which motivates the loyalty of all.

5.2: Provides environment that enhance students' affiliation.

Indicators	1	2	3	4
<p>30- The school provides a climate that promotes students' affiliation to school.</p>	<p>The relationship between students and the school isn't friendly. It gives limited space for opinion exchange. It also gives limited responsibility for different activities. School makes oral enlightenment. From time to time the school invites the students to maintain school's facilities and properties. The school rarely gives the students the chance for voluntary work.</p>	<p>The relationship is friendly but not deep. It gives acceptable space for opinion exchange. Sometimes it gives students reasonable responsibility for practicing different activities in order to develop their abilities and talents. School publishes booklet which encourages students to maintain school's resources and properties. Students always make voluntary and creative work (decorating school's walls with paintings or planting trees or making gardens for each grades or group).</p>	<p>The school builds a strong relationship with the students, there is a system where the students' voice could be heard and respected. The students has authority to run some school facilities and to work with community to improve the facilities and bring in extra fund to the school. School publishes booklet which encourages students to maintain school's resources and properties. Students always make voluntary and creative work (decorating school's walls with paintings or planting trees or making gardens for each grades or group) the students do a lot of volunteer works to serve the community.</p>	<p>The students support the school's financial resources through making enlightenment campaign in the society or through making fund parties for the school. School participates in pilot programs for serving the community and by the participation of the students. The students represent their school in Arabian, international and local activities. They also with parents' cooperation make voluntary work trying to collect support and encouragement to schools and to improve school's environment.</p>
<p>31- Child rights are announced and applied in the school.</p>	<p>The school announces the child rights, organizes seminars and runs awareness campaigns about the child rights for the students.</p>	<p>The school announces the child rights, organizes seminars and runs awareness campaigns about the child rights for the students and parents. Teachers are committed to the child rights.</p>	<p>The school announces the child rights, organizes seminars and runs awareness campaigns about the child rights for the students and parents. , these campaigns are led by students. Teachers and students run activities to apply the child rights. The school participates in international conferences about child rights.</p>	<p>The school runs several activities that allow children to practice their rights, these activities happen at both the school and local community levels. Students have a newsletter where they express their understanding to their rights. Teachers exchange experiences with other teachers about their ways of applying child rights inside their classrooms.</p>
<p>32- Students do not damage school facilities and other things that belong to school.</p>	<p>Few students care about school facilities and other things that belong to school.</p>	<p>Most students care about school facilities and other things that belong to school.</p>	<p>All students care about school facilities and other things that belong to school. Students also encourage local community to maintain and enrich these facilities.</p>	<p>The school engages students and community on regular bases to maintain school facilities. The school appreciates these efforts and rewards it. Students participate in international activities to bring support to school facilities and equipments.</p>

5: School friendly environment for the students which motivates the loyalty of all.

5.3: Student Friendly School.

Indicators	1	2	3	4
<p>33- School physical environment is child friend.</p>	<p>School environment and facilities are safe. Light and air inside the building are not healthy, water circles are not clean. Students' violence and teachers' punishment are common practices inside the school. between students.</p>	<p>School environment and facilities are safe. Light and air inside the building are healthy, water circles are clean. Motivating and rewarding good behavior are limited inside the school; the school tries to stop violence and prevents teachers from punishing students.</p>	<p>School environment and facilities are safe. Light and air inside the building are healthy, water circles are clean. Motivating and rewarding good behavior are a common practice inside the school; the school does not allow violence and prevents teachers from punishing students. The school provides students with high level values and ethics like cooperation and acceptance of the other.</p>	<p>School's facilities are modern especially the library and internet facilities; students have access to these facilities after school hours. School's gardens are supervised by students who also run the school canteen. Community provides social and health services to students.</p>
<p>34- School psychological, social and economic environment is attractive to students.</p>	<p>The school sympathizes with student's social conditions. The school canteen sells in the same price not less than other shops.</p>	<p>The school sympathizes with student's social conditions. The school cares about students' health. The school canteen sells with reasonable prices.</p>	<p>The school takes actions to solve students' social problems and cares about their health. School laboratories have safety measures.</p>	<p>In cooperation with local community. The school works toward solving students' health and social problems especially those problems that are not covered by social insurances.</p>
<p>35- Education programs are implemented in ways that students like.</p>	<p>The school works to build students personalities. Most teachers use rout learning. Home works are seasonable and condensed over a short period of time.</p>	<p>The school works to build students personalities. Some teachers use rout learning. Home works are seasonable and condensed over a short period of time.</p>	<p>The school works to build students personalities. Teachers avoid using rout learning. Instructional aids and active learning methods are heavily used in classrooms. Home works are reasonably distributed so they do not get condensed in one season over a short period of time.</p>	<p>Academic counseling is available in the school and uses several local and abroad communication channels. The school invites frequently success and specialized community people to discuss teaching and learning issues and to participate in students' activities.</p>

6: Various approaches to assessment and using its results in leading the development process.

6.1: Use various element for evaluating students and teachers.

<i>indicators</i>	1	2	3	4
36- Assessment has various tools and objectives.	Exam is the only way to measure students' achievement.	Besides exams several assessment methods are used like portfolios, and continuous assessment but still the focus is on academic achievement.	Besides exams several assessment methods are used like portfolios, and continuous assessment with focus on academic achievement and personality growth. Student's strengths and weaknesses are determined and nurtured.	School asks for community evaluation to its performance. School promotes community support and fund to its remedial programs. The community supports school's participation in national, regional and international assessment programs.
37- School has defined procedures to assess students and follow their performance.	The school runs the exams according to a schedule over a short period of time which makes it heavy on students.	The school runs the exams according to a schedule which is not heavy on students.	The school runs the exams according to a schedule which is not heavy on students. Parents are involved in students' performance assessment and are aware of the results and support in improving them.	At mid year and end of scholastic year the school runs studies to the quality of assessment tools and quality of students' performance. These results are used as inputs for education quality improvement.
38- Staff's performance is documented and excellent performance is rewarded.	Assessment rules and regulations are used regardless of their other accomplishments.	Staff's assessment acknowledges high performance in big issues.	Staff's assessment acknowledges all forms of efforts that may lead to improvement regardless of the size of accomplishment.	Each staff member has an accomplishment portfolio where all contribution to teaching, learning, self professional development and school facilities.
39- Staff performance is assessed on objective and participation bases.	Teacher's performance is assessed by principal which is not always objective.	Teacher's performance is done in consultation between the teacher and the principal based on objective performance indicators.	Teacher's performance is done in consultation between the teacher, the principal and the supervisor based on objective performance indicators.	The school uses forms and approaches where colleagues have a say in teacher's performance. Peer evaluation is part of the general evaluation of teacher's performance.

6: Various approaches to assessment and using its results in leading the development process.

6.2: Use the results of the assessment for developing performance.

Indicators	1	2	3	4
40- School holds itself accountable for students' performance.	School considers parents responsible for students' weaknesses.	School staff admits that they have to carry a share of students' weakness and show interest in students' results so they run workshops and meetings to discuss these results and to determine the real reasons for weak results.	School staff admits that they have to carry a share of students' weakness and show interest in students' results so they run workshops and meetings to discuss these results and to determine the real reasons for weak results. Staff's recommendations are taken seriously and implemented by the principal. Talents also assessed and gifted students are fostered.	School funds and runs remedial programs for non performing students and also puts other programs for gifted students.
41- Assessment results are sources for the improvement of school performance.	A poor assessment result is used as a mean for pointing to teacher weakness and as punishing tools.	School considers students' performance as a basis for staffs performance as well as part of the school comprehensive assessment.	School considers students' performance as a basis for staffs performance as well as part of the school comprehensive assessment. School plans are built around students' performance.	School informs local community of students results and together plan for improvement.
42- Assessment results are announced and the school calls for all parties to fulfill their responsibilities.	Teachers and principal discuss students' results. The school published distinguished performance for teachers and students.	Students participate in discussing their performance. The school publicly announces the distinguished performance for teachers and students.	Students participate in discussing their performance. Parents, teachers and students sit together and discuss student's performance. the school publicly announces the distinguished performance for teachers and students	School announces parents and teachers meetings from the beginning of the school year. School staff and parents commit themselves to these meetings.

7: The use of technology use in teaching , learning and school administration.

7.1: Use technology in teaching and learning process.

Indicators	1	2	3	4
<p>43- School has appropriate technology.</p>	<p>School has no computer lab, or the one it has is not used because the equipment is old or there is unqualified teacher to run the lab.</p>	<p>The computer lab is used for IT periods only. Equipment like LCD, scanner, camera, data show LCD, ... and software programs are available at the school.</p>	<p>The computer lab is used for IT periods only. Equipment like LCD, scanner, camera, data show LCD, and software programs are available at the school. Free internet is available to encourage students and teachers to conduct researches and studies and have their own web sites.</p>	<p>School website is available, well maintained, updated regularly and opened for school community. Teachers and students develop several educational software.</p>
<p>44- School demands from its staff to use the technology in classroom instruction.</p>	<p>The computer lab is used only for IT classes only and during the school period.</p>	<p>Computer lab is used during free hours for school clubs. Teachers and talented students have limited access to the computer lab after school hours. Subject teachers go with their students to the lab but school administration does not schedule these visits on regular bases.</p>	<p>Computer lab is used during free hours for school clubs. Teachers and talented students have enough access to the computer lab after school hours. School's schedule enables subject teachers to teach some lessons inside the computer lab, teachers has access to free internet. The lab also is used by the community for computer literacy classes.</p>	<p>Local community uses the computer lab with a minimum fees to cover updates and maintenance of the equipment. The school provides all teachers for all subjects with computers and programs for classroom instruction.</p>
<p>45- School has a qualified staff to use technology.</p>	<p>It teacher is not highly qualified; few teachers know how to use the computer in teaching.</p>	<p>It teacher is well qualified; some teachers use the computer lab for teaching their subjects.</p>	<p>It teacher is educationally qualified, teachers use the computer lab to teach their subjects, some equipments are available for teachers to use them in classroom teaching.</p>	<p>School teachers participate in workshops to know the new development in programs and technology. School demands that teachers transfer what they learn into classrooms.</p>

7: The use of technology use in teaching , learning and school administration.

7.2: Use technology in school administration.

Indicators	1	2	3	4
46-School administration uses technology in its work.	School has equipments and programs for administrative use which is limited to the use word processing and simple spread sheets.	School has equipments and programs for administrative use. The computer is used for secretarial work and simple financial data bases.	School has equipments and programs for administrative use. Computer is used in most administrative activities like student affairs, grading system, and student's file. All correspondences are filed in the computer. Internet is used as essential part of communication with parents.	School is connected with the Ministry and district offices through the internet. Most official correspondences are done electronically; internet letters are considered official letters. School has a web site to announce its activities and accomplishments.

Appendix (9)

Principal Domains, Standards and Indicators

<i>Domain</i>	<i>Standard</i>	<i>Indicators</i>		
1	<i>Good planning for school improvement which is based on well defined vision and mission.</i>			
	1.1	<i>School has a clearly defined vision and mission that developed in a participatory manner.</i>	1	The principal leads all those who are involved in building the school's vision and mission.
			2	The principal announces the school's vision and mission through media agencies and campaigns.
			3	The principal realizes the different educational dimensions of the school's vision and mission and knows the needs for their implementation.
	1.2	<i>There is a development plan which is based on self assessment for school.</i>	4	The principal supervises the process of self-assessment and depends on documented facts when building the school's development plan.
			5	The principal involves all those who concern in the process of building the school's development plan.
			6	The principal monitors the process of implementing the school's plan.
			7	The principal implements the plan in a comprehensive manner.
	2	<i>Administration of the internal and external relationship that helps the school in performing its duties.</i>		
		2.1	<i>Administrate internal relationships efficiently.</i>	8
9				Organizes work and fosters success.
10				Encourages team work and committees organization.
11				Involves the concerned in the process of building and taking improvement decisions.
12				Monitors the teaching process and provides opportunities for staff's professional growth.
2.2		<i>Administrate external relationships efficiently.-</i>	13	Dealing with the local community through a clear policy.
			14	Widens the scope of the interaction with the local community to be involved in school issues.
			15	Exchanges benefits with the national and international communities.
3		<i>Administration of the internal and external relationship that helps the school in performing its duties.</i>		
	3.1	<i>Administrate physical resources efficiently.</i>	16	Involves in providing, keeping and, maintaining the school's physical resources.
			17	Monitors the use of the school resources.
			18	Acts professionally when dealing with financial and budget matters.
	3.2	<i>Administrate human resources efficiently.</i>	19	Runs workers issues effectively.
			20	Resolves conflicts between staff members.
			21	Organizes the school tasks and makes proper use of the available experiences and strengths them.

4	High quality learning and teaching.			
	4.1	Develop students' performance in learning, ethics, attitudes, and social affiliation.	22	Promotes and fosters high academic achievement.
			23	Provides supplementary instructional materials.
			24	Plays the role of the residential supervisor who focuses on the quality of the students' performance.
			25	The principal cares about the students' personal growth.
	4.2	Teachers' professionally growing.	26	The principal applies cooperative mechanisms when finding the teachers' professional needs.
			27	The principal supports teachers professionally.
			28	Provides varied professional development programs for the staff.
			29	Monitors the implementation of what had been learned and measures its effects on the teaching process.
	4.3	Extra helping activities.	30	The principal plans, for extra curricular activities and monitors the implementation.
			31	The principal integrates the extra curricular activities with the classroom instruction.
	5	School friendly environment for the students which motivates the loyalty of all.		
		5.1	There are policies and school climate that enhance employees' affiliation.	32
33				Delegates a lot of authority to school staff.
34				The principal involves staff in decision making
5.2		Provides environment that enhance students' affiliation.	35	The principal builds good relations with the students.
			36	The principal monitors the counseling process inside the school.
			37	The principal plans and implements voluntary works inside and outside the school.
5.3		Student Friendly School.	38	The principal provides a safe school environment.
			39	The principal draws strategies for keeping the school's environment clean.
			40	The principal activates the students' committees.
			41	The principal fosters the teaching environment.
6		Various approaches to assessment and using its results in leading the development process.		
		6.1	Use various element for evaluating students and teachers.	42
	43			The principal follows specific and clear ways for evaluating the students' performance.
	44			The principal documents the teachers' achievements and honors the good ones.
	45			The principal evaluates the teacher's performance through using objective and cooperative methods.
	6.2	Use the results of the assessment for developing performance.	46	The principal depends on the results of the students' evaluation when building improvement programs for them.
			47	The principal depends on the results of the students' evaluation when evaluating the school's performance.
			48	The principal discusses the results of the students' performance with those who are concerned before publishing them.

7	The use of technology use in teaching , learning and school administration.			
	7.1	Use technology in teaching and learning process.	49	The principal cares about building a technological infra-structure for the school and calls for using it.
			50	The principal totally supports technology implementation in the educational field.
			51	The principal works for mobilizing human experts in the technological fields and supports the presence of these experts in the educational field.
7.2	Use technology in school administration.	52	52- Applies technology in managing administrative issues.	



Appendix (10)

Standards of school principal

<i>1: Good planning for school improvement which is based on well defined vision and mission</i>				
<i>1.1: School has a clearly defined vision and mission that developed in a participatory manner</i>				
<i>Indicators</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>1- The principal leads all those who are involved in building the school's vision and mission.</i>	The principal leads the process of building a vision for the school. He involves small number of the staff members in the process with little concerns about difficulties ahead and how to overcome them.	Leads the process of building a vision for the school, and involves all staff in building the vision and preparing the mission of the school. He recognizes the different difficulties that are facing in fulfilling the vision and the mission. Besides he and school workers plan how to overcome these difficulties.	Leads the process of building a vision for the school, and involves all staff and parents when building the vision and in preparing the mission of the school. He is capable in recognizing the different difficulties that are facing fulfilling the vision and the mission. With parents, staff and school workers search for solutions to overcome these difficulties.	Leads the process of building a clear and a specific vision for the school, built on high performance expectations. He is participated the different school workers, students, parents, the community and the educational institutions in planning this vision. Also he works for obtaining the greatest support of the directorate and the officials to the school's vision and mission.
<i>2- The principal announces the school's vision and mission through media agencies and campaigns.</i>	The principal maintains a copy of the school's vision in his office drawer and shows it only to the people who ask about it.	Put hard copies of the school vision and mission in a place that is visible and known to the students and to staff.	Put hard copies of the school vision and mission in a place that is visible and known by the students, staff, and parents. Prints hard copies of the school vision and mission and distributes them to community and other educational institutions.	Maintains a copy of the school's vision and mission which consists of items that relevant to the school improvement plan and puts it in a prominent place at the school. Distributes copies of the school vision (booklets or educational brochures) on a high scale level. He may put it on the internet, and use media agencies for publishing school's plan and gaining community support.
<i>3- The principal realizes the different educational dimensions of the school's vision and mission and knows the needs for their implementation.</i>	The principal knows the content of the school's vision and mission plans and is aware of the needs for fulfilling them, but he doesn't work hard for providing the needed items.	Knows the content of the school's vision and mission plans and is aware of the needs for fulfilling them. Works for providing the needed items. Provides the needed items.	Knows the content of the school's vision and mission plans and is aware of the needs for fulfilling them. Works for providing the needed items. Understands the ways in which the vision and mission are connected with the school improvement. Realizes that achieving the vision and mission will lead to a better quality of educational outputs.	Uses the experience of the surrounding educational institutions in creating action researches that help school in developing and achieving the school's vision and mission plans.

1: Good planning for school improvement which is based on well defined vision and mission

1.2: School has a clearly defined vision and mission that developed in a participatory manner

Indicators	1	2	3	4
4- The principal supervises the process of self-assessment and depends on documented facts when building the school's development plan.	The principal supervises the teachers' performance and the students' achievement and has much information which is not utilized in the school's development plan.	The principal uses the school's self-evaluation, staff performance, and the student's achievement in building a time-fixed school development plan which contains the goals and the activities.	The principal uses the school's self-evaluation, staff performance, and the student's achievement in building a time-fixed school development plan which contains the goals and the activities. The principal has a plan for saving funds in order to implement the plan.	The principal uses outside field studies that help in supporting the school's self-assessment and developing the plan. Funds to develop the plan is available..
5- The principal involves all those who concern in the process of building the school's development plan.	The principal involves some of the school staff in building the school development plan.	The principal involves some of the school staff and parents in building the school development plan.	The principal involves the majority of the school staff, great number of parents and local community in preparing the school development plan. The principal builds a working development plan based upon accurate information related to developing of the facilities, teaching, learning and student-centered learning. He also defines roles and responsibilities .	Teaching and learning are the focus of the school plan. The principal builds a plan that depends on up to date studies of teaching and learning.
6- The principal monitors the process of implementing the school's plan.	The principal follows up individuals work while implementing the plan.	The principal supervises the implementation of the development plan through observing the performance of the school teams and makes sure that they are committed to their duties.	The principal supervises the implementation of the development plan through observing the performance of the school teams and makes sure that they are committed to their duties. Works for affording the required facilities and the needed supporting resources.	Gets the help of the educational institutions when building the follow up Builds a continuous monitoring and evaluation system for implementing the pal. Seeks the support from educational institutions when ever needed.
7- The principal implements the plan in a comprehensive manner.	The principal builds a non working plan in most of it items. Or he chooses to implement items that focus on the form instead on the substance of the educational process.	The principal builds a working development plan based upon accurate and documented information. The plan focuses only on the improvement of the physical facilities.	The principal builds a working development plan based upon accurate and documented information. The plan focuses on both the improvement of the physical facilities and the improvement of teaching and learning.	The principal builds a working development plan with most focus on teaching and learning and is based on recent studies of teaching and learning, the plan also assumes high expectations of performance with enough success elements.

2: Administration of the internal and external relationship that helps the school in performing its duties

2.1: Administrate internal relationships efficiently.

Indicators	1	2	3	4
8-The principals dealing with staff is fair, clear and in a frame of announced policy.	The principals dealing with others is clear and far away from democracy.	The principals dealing with others is fair, clear and framed by democratic methods.	The principals dealing with others is fair, clear and framed by democratic methods that safeguard the professional values and instructions. The principal does not allow ganging to grow inside the school.	Leads the process of building a professional and ethical charter which the school abides by when exercising different matters inside the school. Gains the support of teachers, students, parents, community and the ministry for the charter. Applies shared leadership methods when performing school matters.
9- Organizes work and fosters success.	The principal documents all communication, meetings and mailings. He is very strict when it comes to rules and regulations.	The principal documents all communication, meetings and mailings. Takes into account the personal circumstances of the staff and deals flexibly with their special situations even if it affects the work. Celebrates the staff and the students' success and achievements.	The principal documents all communication, meetings and mailings. Takes into account the personal circumstances of the staff and deals flexibly with their special situations in appropriate ways without damaging the work or the achievements. Celebrates the staff and the students' success and achievements and states the name of the people who were behind the outstanding achievements.	The principal keeps update documents of the workers' c.v s and a documentation of their social circumstances. Tries to make a balance between the worker's social life and the job requirements. Exhibits posters and photos around the school of the workers and students achievements and publishes them through the media and the official webpage of the school.
10-Encourages team work and committees organization.	Applies unfair standards when distributing the staff into teams and when mandating them with jobs. Treats the workers as separated individuals.	Applies fair standards when distributing the staff into teams and when mandating them with jobs. Commits himself only in organizing formal committees.	Applies fair standards when distributing the staff into teams and jobs. Follows the work of the school teams and commissions, adds commissions and teams to the original official team in accordance with the school needs. Encourages teamwork.	The principal consults and shares ideas in order to put the right person for the right task. The principal strengthens the teamwork and discourages individual tasks. Documents the work of the school teams and follows it up.
11- Involves the concerned in the process of building and taking improvement decisions.	Involves some teachers when taking educational decisions. Most of the time the principal is the ultimate decision maker.	Involves some teachers when taking educational decisions. The principal consults the staff but usually he ends up making the decisions without carefully listening to their advice.	Involves all staff when taking educational decisions. The principal consults the staff and listens carefully to their advice and use it in making decisions.	Writes down a number of high expectations for the teachers and the students and publishes them in a booklet or in the school's magazines which he distributes to parents and asks the teachers to participate in decisions that fulfill these commitments. The principal leads comparisons between the student's performances in the different subjects, and helps staff make decisions to treat the weaknesses and encourages the outstanding achievements.
12- Monitors the teaching process and provides opportunities for staff's professional growth.	Follows the teachers' work through continuous class visits. Provides them with feedback information when noticing shortage in their professional performance.	Follows the teachers' work through continuous class visits. Provides them with feedback information when noticing shortage in their professional performance. Participates with the staff in building and exchanging experience at the school level.	Follows the teachers' work through continuous class visits. Provides them with feedback information when noticing shortage in their professional performance. Participates with the staff in building and exchanging experience at both the school level and with other neighboring schools. Works with school social worker to help non performing students. The principal facilitates the parent and teacher conferences.	Has a specific plan to provide the help that each teacher or group of teachers need and tries to fill these needs with the help of the educational institutions. Opens the scientific clubs for public and other schools in order to exchange experiences.

2: Administration of the internal and external relationship that helps the school in performing its duties

2.2: Administrate external relationships efficiently:-

Indicators	1	2	3	4
13- Dealing with the local community through a clear policy.	The principal has many communication channels linking him with the community outside the school.	Has many communication channels linking him with the community outside the school in addition to a clear policy of how to deal with these communication channels, but the principal does not apply the policy equally with all.	Has many communication channels linking him with the community outside the school in addition to a clear policy of how to deal with these communication channels. The principal applies the policy equally with all.	The principal is a public figure in the local community. Participates in the different municipalities or village committees, and community meetings.
14- Widens the scope of the interaction with the local community to be involved in school issues.	Maintains files of the external relationships. Participates in public events only just when he wants to ask for their support.	Maintains files of the external relationships. Participates in several public events not only to ask for support to school. Does not invite community for meetings dedicated to discuss school issues.	Maintains files of the external relationships. Participates in several public events not only to ask for support to the school. Holds meetings to discuss, in transparent manner, the different issues that fall within the interest of the community and the parents, such as the financial and administrative situation of the school.	The school is a focal network between community organizations and individuals, the principal encourages experience exchanging between students' teams of his school and teams of other schools, clubs and community institutions. The school has an official website for media and communication purposes.
15- Exchanges benefits with the national and international communities.	Implements beneficial initiative for the community with the participation of students and teachers, Volunteers in different social service campaigns. Does not mobilize the community's resources for the school's benefit.	Implements beneficial initiative for the community with the participation of students and teachers. Volunteers in different social service campaigns. Mobilizes the community's resources for the school's benefit. Opens some of the school's facilities to the community, does not mobilize the human potentials existing in the community.	Implements beneficial initiative for the community with the participation of students and teachers. Volunteers in different social service campaigns. Mobilizes the community's resources for the school's benefit. Opens most of the school's facilities to community, Mobilize the human potentials existing in the community. The principal shows accountability to community and parents. Organizes open days through which he discusses students' improvement issues with their parents, and shares with them the latest achievements of the school staff and students.	Establishes an organization of the school's friends. The school is a member in many social services based institutions. The school is a member in many social service organizations at the local and national levels. The school participates and succeeds in national and international activities and competitions.

3: Administration of the internal and external relationship that helps the school in performing its duties.

3.1: Administrate physical resources efficiently

<i>Indicators</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>16- Involves in providing, keeping and, maintaining the school's physical resources.</i>	School resources are not documented, and poorly kept, maintained and renewed.	School resources are documented. Although the resources are old, are well maintained. The principal identifies the priority resources that should be available and has a list of more resources for the school but has no plan to make it available.	School resources are documented. Resources are well maintained. The principal identifies the priority resources that should be available. Resources are new and the principal works on a plan for mobilizing more resources for the school.	School resources are available in good quantity and quality, modern, and well maintained through maintenance contracts.
<i>17- Monitors the use of the school resources.</i>	Develops a clear policy for resource management, however not all staff follow the policy.	Develops a clear policy for resource management, and all staff follow the administrative side of the policy like the borrowing and returning lists. The staff is not committed to the proper use of the resources in the teaching and learning process.	Develops a clear policy for resource management, and all staff follow the administrative side of the policy like the borrowing and returning lists. The staff is committed to the proper use of the resources in the teaching and learning process. The principal makes sure that teachers are using the resources in the best ways.	The principal keeps records of the effective use of the school resources. Opens the school's facilities for public use in return of financial payment (rent of the halls, internet labs, magazines, school yearbooks, etc).
<i>18- Acts professionally when dealing with financial and budget matters.</i>	School's financial transactions are documented in accurate ways which meet the official requirements with a high degree of transparency.	Organizes payments according to importance. School's financial transactions are documented in accurate ways which meet the official requirements with a high degree of transparency. The principal always searches for new financial sources and succeeds in gaining help.	Has a clear and well-known financial policy. Organizes payments according to importance. Lists the school's financial support channels. School's financial transactions are documented in accurate ways which meet the official requirements. Doesn't take individual financial decisions. Sometimes he takes brave decisions and bares the consequences.	Scientific management of the school's financial sources is always applied and implemented in a well calculated and directed toward developing teaching quality: Libraries and labs obtain a high percentage of the school's budget and the parent's financial support.

3: Administration of the internal and external relationship that helps the school in performing its duties.

3.2: Administrate human resources efficiently

Indicators	1	2	3	4
19- Runs workers issues effectively.	The principal builds effective communication channels with the staff. Sometimes he organizes staffs' meetings for consulting and making decisions. Rarely applies technological methods when managing human resources issues.	The principal builds effective communication channels with the staff. Organizes staffs' meetings for consulting and making decisions. Applies technological methods in some human resources management issues.	The principal builds effective communication channels with the staff and parents. Organizes regularly staffs' meetings for consulting and making decisions. Applies technological methods in managing all human resources issues. Follows the staff human resource issues with the ministry without delay.	Responsible of notifying the teachers, students and their parents with the ministry's human resource regulations and their impact on staff. In cooperation with the ministry staff implements a series of workshops to educate school staff of their rights and responsibilities.
20- Resolves conflicts between staff members.	Weak in dealing with different personality styles of the staff.. Does not try to resolve the conflicts among staff.	Knows how to deal with different personality styles of the staff. Resolves the conflicts among staff after becoming big.	Skillful in dealing with different personality styles of the staff, No major conflicts among staff, the principal interferes to resolve conflicts among staff at early stage.	Provides and distributes reading materials to school staff in order to help them reflect their behaviors and improving them. Holds educational workshops and gets the assistance of professionals to enrich the experience of the school staff and to increase the institutional learning.
21- Organizes the school tasks and makes proper use of the available experiences and strengthens them..	Distributes the missions between the teachers regardless of their capacity and experience. Provides some incentives for some workers rather than others.	Asks the staff to perform jobs which exceed their capacity or experience. Provides fair opportunities for professional development and incentives.	Puts the right person in the right place. Doesn't ask the teachers to perform jobs which exceed their capacity or experience. Eases difficulties whenever they are found. Provides fair opportunities for professional development and incentives.	Maintains a table that clarifies the effort that each staff member is paying. Depends on it when distributing the work tasks between the staff. The principal implements the tasks based on a plan and with proper professional development for the staff to accomplish them.

4: High quality learning and teaching.

4.1: Develop students' performance in learning, ethics, attitudes, and social affiliation.

Indicators		1	2	3	4
22- Promotes and fosters high academic achievement.	Notifies the teachers with the weak standards that he had put for the students' performance. Works sometimes for achieving distinguished academic achievement in the school.	Notifies the teachers with the high standards that he had put for the students' performance including their critical thinking and problem solving abilities. Works hard for achieving distinguished academic achievement in the school. Honors distinguished students.	Notifies the teachers, students and their parents with the high standards that he had put for the students' performance in the different subjects including their critical thinking, problem solving and criticism abilities. Works hard for achieving significant academic levels in the school. Honors privileged students in front of the people and publishes their names and achievements in the press.	Gathers the support of the community and its leaders towards motivating the talented students and helping the weak. Classifies the students into categories according to their achievement. Enrolls the talented and high achievers in national and international scientific programs in order to further improve to their talents.	
23- Provides supplementary instructional materials.	Supplementary instructional materials in the school are modest and rare.	Supplementary instructional materials are limited to what the ministry sends to the school or what has been donated by some community donors.	Supplementary instructional materials are rich and varied: libraries, instructional aids, labs, equipments, computers, references, workshops, exchange programs, field trips and scientific clubs. The principal provides teachers with materials they need to produce instructional aids.	Part of the school's budget goes for providing modern supplementary materials. Communicates with the local community and national universities to make use of their available resources.	
24- Plays the role of the residential supervisor who focuses on the quality of the students' performance.	Follows the implementation of the exams on time and discusses the exam results with the teachers.	Makes sure that the exams are performed on their planned time. Pays attention to the tests' qualities. Watches the students' outputs and asks the teachers when necessary to pay serious attention. Has school plans for improving weak performance. Supervises the teachers' performance inside their classes and provide oral feedback.	Makes sure that the exams are performed on their planned time. Pays attention to the tests' qualities and checks the degree of its focus on the creative thinking abilities and problem solving techniques. Watches the students' outputs regularly and asks the teachers and the parents when necessary to pay serious attention. Has school plans for solving academic weakness. Supervises the teachers' performance inside their classes and writes down academic notes in formal supervision forms that are saved and used when needed.	Pays considerable attention towards the role that the local society and the students' parents can play in developing the students' performance inside the school. For example, voluntary social groups can organize extra evening teaching classes under the supervision of the principal and some supervisors. Prepares diagnostic studies to examine the students' critical thinking abilities. The principal leads professional development sessions at the school.	
25- The principal cares about the students' personal growth.	Asks the teachers to plan activities that build and develop the students' personalities but does not follow up these plans.	Cooperates with the teachers in planning activities that build and develop the students' personalities. Students do not choose these activities.	Cooperates with the teachers, students and parents in planning activities that build and develop the students' personalities. The student's personal growth is part of the evaluation of his/her performance in the school. The principal encourages the leadership characteristics among the students, gives them certain responsibilities that fit these characteristics, allows students to practice dialogue, discussions and decision making.	The principal utilizes of the experience of the talented students in serving the community in order to improve their performance. Invites education experts to the schools to help the teachers in diagnosing the talents and providing ways to support them. Counseling programs are shared with parents, students and teachers.	

4: High quality learning and teaching.

4.2: Teachers' professionally growing.

Indicators	1	2	3	4
26- The principal applies cooperative mechanisms when finding the teachers' professional needs.	Identifies by himself, or sometimes with the assistance of the teachers, their professional and training needs. Nominates staff for formal professional development programs based on his views.	Cooperates with the supervisors and the teachers in selecting the teachers' professional needs. Holds discussion sessions through which teachers express their needs and find ways to fulfill the needs. Selects with them the participations priorities in the workshops.	Cooperates with the supervisors and the teachers in selecting the teachers' professional needs. Makes surveys by himself or with the assistance of experts to define the teachers' needs. Holds discussion sessions through which teachers express their needs and find ways to fulfill the needs. Selects with them the participations priorities in the workshops.	Aware of the development plans which the ministry aims to apply in the coming years. Works on selecting the professional development needs with the assistance of the school's teams which include community members, and works on fulfilling those needs. The principal with teachers build a professional development plan that responds to actual needs.
27- The principal supports teachers professionally.	Maintains track records of the employees' performance. Pays regular supportive visits to classrooms, stays away from harassing teachers by over-selection of their mistakes.	Maintains track records of the employees' performance and regularly revises the records in order to measure the improvement in staff's performance. Supervises the educational process in the school. Pays regular supportive visits to classrooms, stays away from harassing teachers by over-selection of their mistakes.	Maintains track records of the employees' performance and regularly revises the records in order to measure the improvement in staff's performance. Supervises the educational process in the school. Pays regular supportive visits to classrooms, stays away from harassing teachers by over-selection of their mistakes. Provides regular supportive feedback for the teachers.	Participates some times in educational research at school level to study the improvement in teacher's performance.
28- Provides varied professional development programs for the staff.	Organizes workshops, seminars and sessions inside the school. Creates a space for staff to participate in these training .	Organizes workshops, seminars and sessions inside the school. Creates a space for staff to participate in these training. Deals seriously with peer training and learning circles and provides all necessary resource.	Organizes workshops, seminars and sessions inside the school. Creates a space for staff to participate in these training. Deals seriously with peer training and learning circles and provides all necessary resource. Networks with other school to exchange experiences, leads training sessions in his/her areas of expertise. Searches for opportunities for teachers to participate in training programs runned by national or international institutions. Promotes community support to staff development.	Looks forward gaining the support of the surrounding social educational institutions in order to help the school in performing the staff's professional development plan. Implementation training programs that make use of capacity available in the community.
29- Monitors the implementation of what had been learned and measures its effects on the teaching process.	Rarely checks the implementation of what had been learned in the training sessions.	Regularly checks the teachers' implementation of what they had learned in the training sessions. Provides sources for books and references: libraries, labs, etc.	Regularly checks the teachers' implementation of what they had learned in the training sessions. The principal keeps records of all training sessions' content and goals and expected impacts. Meets with staff to discuss their needs to implement what they had learned and to provide them with necessary support. Communicates with training providers and reports them on changes that happened inside the school, recommends further training sessions. Involves school in pilot programs. Provides sources for books and references: Libraries, Labs, Computers, etc; in order to support the teachers' professional progress.	With the school staff implement studies that measure the impact of professional development on their performance.

4: High quality learning and teaching.

4.3: Extra helping activities.

4.3: Extra helping activities.				
Indicators	1	2	3	4
30- The principal plans, for extra curricular activities and monitors the implementation.	Extra curricular activities are rare, implemented without proper preparation and with minimum participation from students and teachers.	Has a plan for extra curricular activities that can be applied on classes and school level.	Has a plan for extra curricular activities that can be applied on the individuals, groups, classes and school level. Follows a clear policy when selecting extra curricular activities, the policy is known to students, teachers, and parents. Subject teachers regularly perform the extra curricular activities. The principal links the extra curricular activities with the school's mission and vision and calls the community to participate in them.	The extra curricular activities list should be contained within the school's development plan. Both teachers and students participate in choosing the extra curricular activities. Assigns working teams who bear responsibility of observing the implementation of the activities inside and outside the school. The principal links the extra curricular activities done inside the school with those who are done outside the school.
31- The principal integrates the extra curricular activities with the classroom instruction.	Shows little interest in planning and performing extra curricular activities such as exhibitions, festivals, trips and clubs. Does not connect these activities with classroom instruction.	Shows interest in planning and performing extra curricular activities such as exhibitions, festivals, trips and clubs. Does not connect these activities with classroom instruction.	Shows interest in planning and performing extra curricular activities such as exhibitions, festivals, trips and clubs. Works with teachers to connect these activities with classroom instruction. Unites the non- curriculum activities with the learning and teaching process. Affords sufficient financial cover for the extra curricular activities. Evaluates the school's activities with the assistance of the school's teachers.	Works with teachers to connect these activities with classroom instruction and including extra curricular activities in the student's academic record. Encourages teachers to connect curriculum with life skills and extra curricular activities.

5: School friendly environment for the students which motivates the loyalty of all.

5.1: There are policies and school

Indicators	1	2	3	4
32- The principal motivates the staff towards performing school tasks.	The principal has low expectations of teachers' performance, and s/he does not trust that this performance could be improved.	The principal has little trust in the staff to do their tasks without close observation from him. Uses supportive description and high professional transparency when talking about their skills. He tries to gain their love and support of the school. Mandates the teachers with extra work without being sure of their willingness to do it.	Totally trusts the teachers' effort to make their performance as good as possible and so doesn't have to follow up their progress vigorously. Uses high supportive description and high professional transparency when talking about their skills in order to gain their love and support of the school. Mandates the teachers with extra work when being sure that teachers' would love to perform it. Allows the teachers to offer proposals concerning the school's development plan and carries this proposal out. Boasts the teachers' and working team's achievements.	Keeps a track record of the teachers' achievements and successful stories that he prints and distributes between the student's and the parents.
33- Delegates a lot of authority to school staff.	Keeps all authority in his hand, delegates minor and operational issues to other staff.	Delegates the school staff to represent the school in meetings, workshops and conferences. The principal delegates several school administrative issues to the school staff. Gives workers limited authority in using and supervising school facilities.	Delegates the school staff to represent the school in meetings, workshops and conferences. The principal delegates several school administrative issues to the school staff. Gives workers a lot of authority in using and supervising school facilities.	Arranges an agreement with the ministry of education to accept certain staff' signatures instead of his in many administrative issues. Assigns the job of preparing and creating programs which require the use of the school's facilities to certain students and teachers, and only cares about achieving results.
34- The principal involves staff in decision making.	The principal consults some staff when taking decisions related to the school.	The principal consults most staff when taking decisions related to the school.	The principal consults all staff when taking decisions related to the school. All view points are considered before making decisions and the principal makes staff responsible for implementing these decisions.	School administered through a group of teams which take decisions and inform the principal of their decisions. All other school decisions are taken through meetings with all staff, and representing groups of parents and students.

5: School friendly environment for the students which motivates the loyalty of all.

5.2: Provides environment that enhance students affiliation.

Indicators	1	2	3	4
35- The principal builds good relations with the students.	The relation between the principal and the students is tough and not flexible	The principal shows some flexibility in his relationship with the students and gives them a reasonable authority to use in school's facilities.	The principal shows some flexibility in his relationship with the students and gives them a reasonable authority to use school's facilities in order to improve their talents and skills. Opens a wide space for opinions expressing and exchanging. Respects the students and they respect him.	Publishes and distributes the principles that control the relationship with the students. Announces students' achievements to the parents, the local community and the ministry of education. Prepares a guide that shows the facilities run by students and explains the privileges awarded to them and the rules of using the facilities.
36- The principal monitors the counseling process inside the school.	The principal gives little value to school counseling.	The principal is aware of the children's rights and facilitates the process of organizing children's rights awareness seminars. Encourages the participation of the students' and their parents in the children's rights campaigns. Makes sure that the school educational counselor communicates with the students and the parents.	The principal is aware of the children's rights and facilitates the process of organizing children's rights awareness seminars. Encourages the participation of the students' and their parents in the children's rights campaigns which are led and done by the students. Encourages the students' participation in national and international children's rights seminars. Make sure that the school counselor communicates with the students and the parents.	Communicates with local counseling agencies and centers, refers serious cases to these centers. Publishes a bulletin discussing children's rights and distributes it to the students, their parents, teachers and national institutions. The school's radio is the students' forum for talking about children's and human rights; it is also used for spreading the good values and ethics among the students.
37- The principal plans and implements voluntary works inside and outside the school.	The principal does not value the voluntary work inside and outside the school.	Leads the voluntary work only inside the school. The principal exerts modest efforts to push the students towards preserving the schools' possessions. Sometimes the principal offers incentives for those students who care about school's possessions. Ask students to decorate the school: painting on the walls, planting trees and cultivating the school's garden, etc.	Leads the voluntary work inside and outside the school. Encourages the students paying continuous care of the school's possessions and facilities through holding seminars and workshops. Participates in voluntary campaigns such as: painting on the walls, planting trees, cultivating the school's garden and performing services around the school's neighboring area. Involves students, parents and the local community in voluntary work inside and outside the school.	The principal considers the voluntary works inside and outside the school as essential part of the school plan, reserves a budget for these activities. Mobilizes the local community resources and encourages people to honor those students who serve their school and community.

5: School friendly environment for the students which motivates the loyalty of all.

5.3: Student Friendly School.

Indicators	1	2	3	4
38- The principal provides a safe school environment.	The principal applies the minimum safe requirements.	The principal applies the school safety through good maintenance for the unsafe places. Posts warning and guiding signs.	The principal applies the school safety through a good maintenance for the unsafe places. Posts warning and guiding signs. Plans safety standards and makes sure that the school's environment and facilities are safe and fit the students with special needs for example ramps, special toilets and comfortable furniture.	The principal organizes workshop for safety inside and outside the school, cooperates with local authorities to implement the safety plans, provides a guide for safety inside the school and conducts a lot of practice of actions through danger.
39- The principal draws strategies for keeping the school's environment clean.	Cares about the school's hygiene.	Builds a system for marinating the school's environment hygienic and applies it.	Supervises the hygiene, beauty, safety of the school's facilities. Students and teachers are required to participate in maintaining the hygiene of the school program. Issues clear instructions that frame the students' use of the facilities. Trusts the students' attitudes toward preserving those facilities from being destroyed.	Takes a role, next to the teachers and the students, when planning the general polices of marinating the school's hygiene. Works on performing those policies.
40- The principal activates the students' committees.	Students' committees are formed but the principal does not allow them to play effective roles.	The principal considers the students' committees an integral part of the school. He supports these committees and deals with them in manners but does not provide enough resources for these committees and sees their role is to focus on students affairs without much involvement in school matters.	The principal considers the students' committees an integral part of the school. He supports these committees and deals with them in serious manners. The students are allowed to use most of the school's facilities after school hours. Trusts totally the students' ability to bear the security and safety responsibilities of the facilities.	The principal allows students' committees to represent the school in seminars and conferences at the national and international levels. The committees communicate with civil society institutions and gain their support to students and school activities.
41- The principal fosters the teaching environment.	The principal has little interest in the students' affairs and educational situations. Does not deal firmly with violence acts inside the school. Expects average performance outputs from the students and the teachers.	The principal has good interest in the students' affairs and educational situations He sometimes prevents violence acts inside the school. Expects high performance outputs from the students and the teachers. Encourages the teachers to use various teaching methods. He provides the teachers with the required materials for accomplishing their plans From the school's budget. Implements several anti-violence awareness workshops for the students and the staff.	Has a wide interest in the students' affairs in addition to their social and educational situations. Depends on positive motivating methods when managing the school's internal matters. Eliminates totally all kinds of teachers or students violence. Encourages the students to adopt values such as cooperation, accepting different opinions and backgrounds. Expects very high performance outputs from the students and the teachers. He provides the teachers with the required materials for accomplishing their plans from the school's budget or from local community. Encourages activities that foster creative thinking, and responds to the needs like providing special curriculums for the blind. Monitors the education quality inside the classrooms, provides feedback and supports improvement.	Organizes and participates in activities and initiatives that promote dialogue and teaches discussions' principles. Provides the students and the teachers with significant resources such as articles and references that encourage high level of instruction and learning skills especially those that focus on constructing and producing knowledge. Discourages teaching methods that focus on memorization. Plans with the participation of teachers and the student's parents a number of policies that eliminate violence inside and outside the school.

6: Various approaches to assessment and using its results in leading the development process.

6.1: Use various element for evaluating students and teachers.

Indicators	1	2	3	4
42- The principal varies the methods and goals of evaluation.	Considers school tests as the best way for evaluating students' performance.	Asks the teachers to evaluate the students' performance in varied ways.	Makes sure that the teachers evaluate the students' performance in different ways. The evaluation focuses on highlighting the students' points of strengths and does not focus on the academic record only.	Asks the domestic community to evaluate the school's performance. Mobilizes the community's potentials in supporting the therapy plans and supporting them financially. The domestic society covers the financial requirements of the students' participation in national and international students' performance tests.
43- The principal follows specific and clear ways for evaluating the students' performance.	Makes sure the exams are done at time regardless of their bad time organization.	Makes sure the exams are done at time and organizes them in a way that does not tire the students or put extra pressure on them.	Makes sure the exams are done at time and organizes them in a way that does not tire the students or put extra pressure on them. Makes sure that the parents are aware of their sons' grades in order to help them improving.	Plans an annual study of the students' performance in the final exams and uses these studies in improving the teaching's quality.
44- The principal documents the teachers' achievements and honors the good ones.	Evaluates the teachers' performance at school in accordance to the applied laws and regulations and regardless of their outstanding achievements.	Evaluates the teachers' performance at school, with regard to their outstanding achievements.	Evaluates the teachers' performance at school, with regard to their outstanding achievements. Provides special services and documents these services.	Has a track record for each teachers' achievements and contributions to the teaching process, or the improving of the school's facilities services.
45- The principal evaluates the teachers performance through using objective and cooperative methods.	The principal evaluates the teachers' performance without being subjective and without using cooperative methods.	Discusses evaluation results with teachers in a reasonable and objective way.	The principal and educational supervisor meet with the teachers in order to evaluate their performance through applying a reasonable and objective way of evaluation.	Applies forms of evaluation that take the peer-evaluation into consideration. The other evaluation is part of the whole assessment process of the teacher.

6: Various approaches to assessment and using its results in leading the development process.

6.2: Use the results of the assessment for developing performance.

Indicators	1	2	3	4
46- The principal depends on the results of the students' evaluation when building improvement programs for them.	Blames the parents for their children's academic shortage.	Selects the places of weakness in the students' performance and finds out the reasons behind this weakness after deep and long discussions with the teachers.	Pays a special attention to the places of weaknesses in the student's performance after long, deep and serious discussions with the teachers. Applies the teachers' recommendations when solving the academic shortage. Creative evaluation is done under epical standards.	Prepares plans for solving the students' academic shortage problems. Prepares plans for supporting talented students academically and financially.
47- The principal depends on the results of the students' evaluation when evaluating the school's performance.	Students' outputs are the basic standards for selecting weak teachers.	Students' outputs are the basic standards for evaluating the teachers' performance. Students' outputs are a vital part of the comprehensive evaluation of the school.	Students' outputs are the basic standards for evaluating the school's performance in general and the teachers' performance in specific. Students' outputs are a vital part of the comprehensive evaluation of the school and are used when building the school's development plan.	Publishes the students' records in public. Creates a support and back up plan which includes the participation of the domestic society.
48- The principal discuses the results of the students' performance with those who are concerned before publishing them.	Discusses the students' results with the teachers only. Pronounces the cases of the outstanding achievements only in front of the teachers and the students.	Discusses the students' results with the students themselves. Pronounces the cases of the outstanding achievements in front of the teachers and the students.	Discusses the students' results with the students, students' parents and the teachers. Pronounces the cases of the outstanding achievements in front of the teachers and the students.	Prepares annual meetings between the teachers and the parents to discuss the students' performance at the end of the year. All students and teachers should abide by the time of these meetings.

7: The use of technology use in teaching , learning and school administration.

7.1: Use technology in teaching and learning process.

Indicators		1	2	3	4
49- The principal cares about building a technological infra-structure for the school and calls for using it.	The principal has no plans to build computer Lab, or activating the available computers. Does not work for bringing a qualified teacher.	The computer Lab is only used in Computer periods. Other computers' devices such as (scanners, printers, projectors, cameras, etc) are also available at the school in addition to a sufficient number of software.	The computer Lab is used in teaching different subjects. Other computers' devices such as (scanners, printers, projectors, cameras, etc) are also available at the school in addition to a sufficient number of software. Encourages the students to use the Internet for making researches and building their own web pages.	The school has an official web page that is used by the students, teachers and the different members of the community. The school's website is always updated. The principal facilitates the process of building educational software by the teachers and the students.	
50- The principal totally supports technology implementation in the educational field.	The principal encourages using Computer Labs within the official school time and during computer periods only.	The principal encourages using Computer Labs within the official school time and leisure time. School clubs are welcomed to use the Labs. Teachers and talented students have limited access to the Computer Labs after students dismiss.	The principal encourages using Computer Labs within the official school time and leisure time. School clubs are welcomed to use the Labs. Teachers and talented students have free access to the Computer Labs after students dismiss. Members of the society are also allowed to use the computers in order to get rid of the computer illiterate phenomenon.	Public access to the school's computer Labs is organized by the principal who charges the benefited educational institutions from his use with low amounts of money to cover the amendment fees.	
51- The principal works for mobilizing human experts in the technological fields and supports the presence of these experts in the educational field.	The computer teacher isn't qualified at all. A small number of the school's teachers know how to use the computer. The principal does not open chances for them to learn how to use it.	The computer teacher is qualified. Some teachers, rather than the computer teacher, are allowed to use the computers to teach their materials.	Makes sure that the computer teacher is highly educational and scientifically qualified. Many teachers, rather than the computer teacher, are allowed to use the computers to teach their materials. Some computers are easily moveable and are used to teach several materials at the class.	The principal and the teachers participate in training computer courses. Watches the teachers' use of the computers after taking the courses and checks its improvement.	

7: The use of technology use in teaching , learning and school administration.

7.2: Use technology in school administration.

Indicators	1	2	3	4
52- Applies technology in managing administrative issues.	Provides hardware and software for administrative cases. Computers are only used for words' editing and simple table drawing.	Provides hardware and software for administrative cases. Computers are used for secretary staff in most cases.	Provides hardware and software for administrative cases. Most administrative stuff is done by the computers. (Data input, academic records, students' information) are done by the computers.	Administrational mailing between the school and the different ministries is done by electronic mail (e-mail). The D.O.S accepts e-mails as regular official mails. Plans the students periods schedule electronically.

Appendix (11)

Teacher Standards Teacher Domains, Standards and Indicators

<i>Domain</i>	<i>Standard</i>	<i>Indicators</i>	
1: Good planning for school improvement which is based on well defined vision and mission.			
1.1	<i>School has a clearly defined vision and mission that developed in a participatory manner.</i>	1	The teacher participates in the process of building the school's vision and mission.
		2	The teacher participates in the process of publishing the school's vision and mission.
		3	The teacher is aware of the different educational dimensions of the school's vision and mission and knows his duties towards achieving them.
1.2	<i>There is a development plan which is based on self assessment for school.</i>	4	The teacher effectively participates in the process of building the school's improvement plan.
		5	The teacher applies the professional plan of the school.
2: Administration of the internal and external relationship that helps the school in performing its duties.			
2.1	<i>Administrate internal relationships efficiently.</i>	6	The teacher establishes strong relationships with other teachers and effectively participates in the school's committees and teams.
		7	Participates in the process of taking decisions and is committed to it.
		8	Asks for and accepts horizontal and vertical educational feedback.
		9	Follows up the students' work and builds strong relations with them in order to support their education.
2.2	<i>Administrate external relationships efficiently.</i>	10	Communicates with the students' parents and with the society members.
		11	Carries, with the parents, the responsibility of educating the children.
3: Administration of the internal and external relationship that helps the school in performing its duties.			
3.1	<i>Administrate physical resources efficiently.</i>	12	Keeps an eye on the school's possessions and contributes in the process of modernizing them.
		13	Uses concrete sources in order to improve the education process.
3.2	<i>Administrate human resources efficiently.</i>	14	The teacher knows his rights and performs his duties.
		15	The teacher participates in solving struggles between the school's employees.

4: High quality learning and teaching.			
4.1	<i>Develop students' performance in learning, ethics, attitudes, and social affiliation.</i>	16	The teacher masters administrative management of his class.
		17	The teacher links different teaching subjects in order to achieve high educational goals.
		18	The teacher varies his teaching methods to overcome the individuals' learning differences.
4.2	<i>Teachers' professionally growing.</i>	19	The teacher improves his teaching methods and modernizes them.
		20	The teacher participates in the process of selecting his training needs.
		21	The teacher participates in seminars of different scales.
4.3	<i>Extra helping activities.</i>	22	The teacher plans and participates in extra-curricular and curriculum activities and links them together.
5: School friendly environment for the students which motivates the loyalty of all.			
5.1	<i>There are policies and school climate that enhance employees' affiliation.</i>	23	The teacher takes care of the school's business and raising its status.
		24	Leads and prepares activities beyond the formal borders of his profession.
5.2	<i>Provides environment that enhance students' affiliation.</i>	25	The teacher enforces the students' loyalty to their school.
		26	The teacher is interested in the Guidance educational guidance task and in the children's rights.
		27	The teacher participates in the process of conserving the school's possessions.
5.3	<i>Student Friendly School.</i>	28	The teacher provides an attractive and safe school environment for the children.
6: Various approaches to assessment and using its results in leading the development process.			
6.1	<i>Use various element for evaluating students and teachers.</i>	29	The teacher uses varied evaluation forms, methods and goals of evaluation.
6.2	<i>Use the results of the assessment for developing performance.</i>	30	The teacher depends on the results of the students' evaluation when planning his improvement plan.
		31	The teacher depends on the results of the students' evaluation when planning improvement operations.
7: The use of technology use in teaching , learning and school administration.			
7.1	<i>Use technology in teaching and learning process.</i>	32	The teacher uses technology in teaching.
7.2	<i>Use technology in school administration.</i>	33	The Teacher applies technology in managing administrative issues.

Appendix (12)

1: Good planning for school improvement which is based on well defined vision and mission.

1:1 School has a vision and mission statements.

Indicators	1	2	3	4
1- The teacher participates in the process of building the school's vision and mission.	The teacher rarely participates in the process of building the school's vision and mission.	Sometimes the teacher participates in the process of building the school's vision and mission. Also he plays a role in selecting the different difficulties facing fulfilling the school's vision and mission. Searches for solutions to overcome these difficulties.	He always participates in the process of building the school's vision and mission. Plays a role in selecting the different difficulties facing fulfilling the school's vision and mission. Searches for solutions to overcome these difficulties with the participation of other teachers. Always links his work with the school's vision and mission.	Voluntary participates in the school's teams to gain the biggest possible support of school's vision and mission. Supports the school's vision and mission with high educational and moral values.
2- The teacher participates in the process of publishing the school's vision and mission.	Maintains a copy of the school's vision paper in his office drawer and shows it only to the people who ask about it.	Identifies the duties, rights and expectations of the school's vision and mission paper in front of the students.	Identifies the duties, rights and expectations of the school's vision and mission paper in front of the students and their parents. Participates in the mission of distributing booklets between the educational institutions and the domestic community.	Participates in educational seminars and workshops which discuss the process of educational improvement. Presents the school's vision and mission plan in the educational seminars. Has wide connections that he uses for viewing modern national and international educational principles and adopts what is related to the Ministry of education vision and transforms it to his school.
3- The teacher is aware of the different educational dimensions of the school's vision and mission and knows his duties towards achieving them.	Knows the content of the school's vision and mission paper but does little work towards achieving them.	Knows the needed requirements for fulfilling the school's vision and mission plan and offers these requirements.	Knows the needed requirements for fulfilling the school's vision and mission plan and offers these requirements. Realizes the ways through which the school's vision and mission plan is related to the school's improvement plan and knows that fulfilling these plans leads to a better educational output.	Applies other teachers' educational experiences when performing field researches to support the school's vision and mission plan with regard to his educational and scientific interests.

1- Good planning for school improvement which is based on well defined vision and mission.

1.2: There is a development plan which is based on self assessment for school.

Indicators	1	2	3	4
<p>4- The teacher effectively participates in the process of building the school's improvement plan.</p>	<p>The teacher seldom participates in the process of building the school's improvement plan.</p>	<p>Always participates in the process of building the school's improvement plan and gathers the required data for building it.</p>	<p>Links his work, plans with the school's improvement plan especially the parts that dealing with the improvement of teaching and learning methods. Pays high attention to the student-based education.</p>	<p>Applies a filed study that support his professional skills and helps him improving his teaching and learning methods which should correspond to the school's development plan.</p>
<p>5- The teacher applies the professional plan of the school.</p>	<p>Consider most of the principles of the school's plan unperformed.</p>	<p>The school plan focuses on the materials sides whereas the learning and teaching process are related to the teacher but not the plan.</p>	<p>The teacher can prepare self-plan which help in the implementation of the school plan. Also, the teacher uses the development of the facilities in teaching and learning process. He recognizes his role and duties toward the school plan. He is commitment to time table and can use all available resources effectively.</p>	<p>The teacher has self-plan which derives its provisions from school diagnosing plan. Such a plan discusses learning and teaching process which passed on modern principles and studies to improve the education and the students' expectations.</p>

2: Administration of the internal and external relationship that helps the school in performing its duties .

2.1 Administrative internal relationships efficiently.

Indicators		1	2	3	4
6- The teacher establishes strong relationships with other teachers and effectively participates in the school's committees and teams.	Establishes good relations with some teachers. Positively talks about a number of his colleagues.	Establishes good relations with some teachers. Positively talks about a number of his colleagues. Participates in some of the teachers' social occasions. Encourages cooperative work but doesn't get involved in working with the school's committees or teams.	Establishes good relations with all teachers. Positively talks about all of his colleagues. Always Participates in the teachers' social occasions and sometimes in the students' and parents' occasions. Has high expectations regarding his colleagues' abilities. Participates in more than one of the school's committees and teams and encourages cooperative work.	Establishes good relations with all teachers. Positively talks about all of his colleagues. Always Participates in the teachers' social occasions and sometimes in the students' and parents' occasions. Has high expectations regarding his colleagues' abilities. Participates in more than one of the school's committees and teams and encourages cooperative work.	Leads and participates in the school's cooperative teams. Leads a number of the infinities that aim to enforce the students' relation with their teachers.
7- Participates in the process of taking decisions and is committed to it.	When a decision is taken, the teacher either criticizes or comments on it.	Gets involved in the process of taking decisions. Proposes suggestions and alternatives. Committed to the decisions that only reflect his opinion. Is not committed to the decisions that reflect everyone's opinion.	Gets involved in the process of taking decisions. Highly committed to the collective decisions whether he liked them or not.	Proposes suggestions. Mobilizes others to participate in the process of taking decisions. Highly committed to the collective decisions whether he liked them or not.	Proposes suggestions built on educational and scientific bases. Highly appreciate the decisions that promote performance despite the great effort that they require. Highly committed to the school's decisions
8- Asks for and accepts horizontal and vertical educational feedback.	Accepts only the educational supervisors positive feedback.	Interested in teaching his peers the new things that he knew. Accepts the supervisor's educational feedback. Enforces teachers' success.	Gets used of the expertise teachers' knowledge. Interested in teaching his peers the new things that he knew. Accepts educational feedback from the educational supervisor, director of the school, and his colleagues. Adjusts his performance in a way that copes with the offered feedback and promotes his act. Participates in collective discussions. Has high expectations regarding the teachers' skills. Celebrates the teachers' success.	Gets used of the expertise teachers' knowledge. Interested in teaching his peers the new things that he knew. Accepts educational feedback from the educational supervisor, director of the school, and his colleagues. Adjusts his performance in a way that copes with the offered feedback and promotes his act. Participates in collective discussions. Has high expectations regarding the teachers' skills. Celebrates the teachers' success.	Organizes training courses for his school's and other schools' teachers. Participates in organizing festivals to celebrate the teachers' success.
9- Follows up the students' work and builds strong relations with them in order to support their education.	Follows up and complains from the students' performance. Has low expectations regarding the students' performance and half trusts their proficiency skills. Looks forward building a stable relation between the teachers' and their students. Sel- dom helps the students of special needs.	Follows up and complains from the students' performance. Has low expectations regarding the students' performance and half trusts their proficiency skills. Looks forward building a good relation between he teachers and their students. Sometimes he helps the students of special needs.	Follows up the students' work and asks for advice to promote it. Has high expectations regarding the students' performance and totally trusts their proficiency skills. Celebrates the teachers' and the students' success. Looks forward building good relations between the students, teachers and the parents. Always helps the students of special needs.	Follows up the students' work and asks for advice to promote it. Has high expectations regarding the students' performance and totally trusts their proficiency skills. Celebrates the teachers' and the students' success. Looks forward building good relations between the students, teachers and the parents. Always helps the students of special needs.	Prepares articles and brochures which enforce the internal relations within the school. Implies school's radio for pronouncing his high expectations regarding the students' performance. Documents his students' achievements and boasts about them in public.

2: Administration of the internal and external relationship that helps the school in performing its duties.

2.2: Administrate external relationships efficiently.

Indicators	1	2	3	4
10- Communicates with the students' parents and with the society members.	Performs, with the help of his students and colleagues, infinites that serve his community. Participates in voluntary service work. Seldom participates in the activities that enforce the relationship between the school and the community around it: open days, festivals celebrating students' and teachers achievements.	Performs, with the help of his students and colleagues, infinites that serve his community. Participates in voluntary service work. Gets used of his domestic community's experiences. Seldom participates in the activities that enforce the relationship between the school and the community around it: open days, festivals celebrating students' and teachers achievements.	Performs, with the help of his students and colleagues, infinites that serve his community. Participates in voluntary service work. Gets used of his domestic community experiences. Accepts parents' criticism. Effectively participates in the activities that enforce the relationship between the school and the community around it: open days, festivals celebrating students' and teachers achievements.	Participates in Establishing an organization of the school's friends. He himself is a member in many social services based institutions.
11- Carries, with the parents, the responsibility of educating the children.	Considers education his own job and doesn't accept the parents' interfere.	Allows only the parents of the weak students to participate in bearing the responsibility of teaching their children and always blames them for the children's weakness.	Allows the parents of all the students to participate in bearing the responsibility of teaching their children. Annually discussions are hold to discuss the different ways through which parents can help in bearing the responsibility of their children's education.	Parents are allowed by the teacher to criticize students' performance, his performance and his way of managing the educational process of his students.

3: Administration of the internal and external relationship that helps the school in performing its duties.

3.1: Administrate physical resources efficiently.

Indicators	1	2	3	4
12- Keeps an eye on the school's possessions and contributes in the process of modernizing them.	Doesn't consider school's resource conservation as part of his job as a teacher.	Committed only to the financial decisions that he gets benefited of. Cares about the facilities that he was only asked to care about.	Interested in maintaining and conserving the school's concrete possessions. Carefully uses school's possessions. Participates in the process of rationalizing the consumption of resources. Teaches students how to maintain school property.	Selects with other teachers the concrete needs of his school. Modernize the materials that he continuously uses in his job. Teaches students how to maintain school property. Applies materials made by him or his students in the teaching process: scientific experiments and software programs. Mobilizes the community's potentials in developing the school's resources.
13- Uses concrete sources in order to improve the education process.	Seldom abides by the school's strategy of marinating and using its sources.	Sometimes he abides by the school's strategy in maintaining and using its resources. Sometimes he uses concrete sources in order to improve the educational process. Doesn't apply the relation linking school's facilities (courts, Libraries, Computer Labs) with the education improvement effectively.	Always abides by the school's strategy of marinating and using its sources. Uses concrete sources in order to improve the educational process. Consider the school's facilities important and vital for the improvement of education.	Knows the technical features of the available resources and always updates his information regarding to this sources. Uses concrete sources in order to support his educating methods (using the school's facilities to hold community training courses). Participates in the committees that are responsible for selecting the school's needs. Proposes his concrete needs in a clear and specified list.

3: Administration of the internal and external relationship that helps the school in performing its duties..

3.2: Administrate human resources efficiently.

Indicators	1	2	3	4
14- The teacher knows his rights and performs his duties.	Lacks confirmed information about his rights and duties that law and internal regulations recognize.	Does not have a copy of the professional description of his job. Forms his rights and duties in accordance with what he has heard from others. Abides by the administration's laws but does not propose any improvement suggestions.	Gets used of the teachers' experiences. Totally aware of his professional rights and duties. Totally aware of the laws that the internal regulations recognize. Abides by the administration's laws and proposes improvement suggestions.	Always participates in extra voluntary work to fill the school's need in some fields. Leads initiatives that exceed his required duties.
15- The teacher participates in solving struggles between the school's employees.	Deals strictly with the different characters of his peer teachers. According to his point of view, personal relationships come in the first place.	Shows some flexibility when dealing with the different characters of his colleagues. Professional relations come in the first place. Participates in solving struggles between the school's employees.	Shows some flexibility when dealing with the different characters of his colleagues. Professional relations come in the first place. Offers suggestions regarding improving other teachers' performance. Participates in solving struggles between the school's employees.	Always revises his deeds and relations with the other teachers and works on mending them. Participates in educational seminars and gets used of the others experiences. Cares about the professional development of his school and colleagues.

4: High quality learning and teaching.

4.1: Develop students' performance in learning, ethics, attitudes, and social affiliation.

Indicators	1	2	3	4
16- The teacher masters administrative management of his class.	Has low interest in the educational environment of the class. Wastes the period's time in irrelevant subjects to the period's topic. Most of the time Students work individually. Treats students fairly and with respect.	Creates an appropriate learning environment. Creates an appropriate learning environment in the classroom which promotes individual work. Spends part of the period's time in setting organizational issues. Divides the students into groups, but their work remains separately. Treats students fairly and with respect. Does not link strong class management with good education.	Creates an appropriate learning environment. Creates an appropriate learning environment in the classroom which promotes individual and cooperative work. Manages the period's time effectively. Develops a supportive class atmosphere where students are divided into groups that respect and help each other. Sets high work and behavior criteria in his class. Treats students fairly and with respect. Asserts that social skills need to be inserted when building the individuals' characters.	Creates teaching methods to be used in the classroom. Prepares paintings and posters with the students' help and hangs them in the class. Allows student to set behavior rules inside the class. Students are more than welcomed in proposing suggestions and selecting activities that help them in promoting their educational skills.
17- The teacher links different subjects in order to achieve high educational goals.	Has a shallow knowledge about the content of the curriculum that he teaches. Abides by the curriculum content and organization.	Has a shallow knowledge about the content of the curriculum that he teaches. Uses teaching methods in order to facilitate the studying process for the students. Abides by the curriculum content and organization. Uses teaching methods that fit the material he is teaching.	Has a deep knowledge about the content of the curriculum that he teaches. Uses teaching methods in order to facilitate the learning process for the students. Reorganizes the curriculum structure in a way that most fit the students' progress. Links the subject that he teaches with other subjects that the students are studying with other teachers. Uses teaching methods that fit the material he is teaching. Encourages thinking and problem solving skills.	Asks the students to apply the skills that they learnt in solving different exercises from different school subjects. Helps the students in writing researches and making experiments that link more than one school subject. Always links his teaching subject with the outside life. Makes the students adopt learning in the class as a way of promoting their social skills.
18- The teacher varies his teaching methods to overcome the individuals' learning differences.	Uses one teaching method. Uses traditional ways when organizing the lesson. Cares a little about helping weak students.	Uses one teaching method. Uses traditional ways when organizing the lesson. Committed to a one teaching plan. Sometimes he helps weak students to improve but without considering efficient study to know the reasons why they are weak in a certain field of study.	The teacher varies his teaching methods to overcome the individuals' learning differences and to fill the different needs of the students. Always alters his teaching methods in order to cope with the new events and needs of the students. Considers the students' interests and needs when preparing the lesson. Has a scientific plan for curing professional shortage cases.	Applies a diagnostic test to categorize the students' levels. Allows the students to participate in selecting the educational goals. Varies his teaching methods in accordance with the levels that he listed after the diagnostic test. Prepares activities that serve long-term educational purposes. Helps them in creating a positive view point of the different subjects they are taught. Prepares another sub material from outside sources and references in order to cure academic weakness cases. Prepares an appropriate evaluation method to measure the achieved progress.

4: High quality learning and teaching.

4.2: Teachers professionally growing.

Indicators		1	2	3	4
19- The teacher improves his teaching methods and modernizes them.	Accepts feedback from the educational supervisor only and it should be positive.	Accepts the educational supervisor's feedback. Sometimes he does self-evaluation. Knows the different teaching and learning methods and sometimes tries to apply them in his work. Participates in the training courses only if he was assigned to. Consider his current knowledge of the content of the curriculum sufficient to enable him to teach well.	Uses self-evaluation methods continuously and depends on its results in improving his performance. Asks other teachers to monitor his performance and provide him with educational feedback when needed. Accepts the feedback from the educational supervisor and the director of the school. Knows the different teaching and learning methods and tries to apply them in his work. Keep an eye on what is new in the educational feed and tries to adopt what is the best for his students and environment. Purchases and participates in training courses. Searches continuously for modern methods of teaching and for up to date material.	An active member in many educational institutions that focus in improving the teachers' performance. Participates in national and international seminars. Makes researches in the different fields of studies and shares what he comes up with his colleagues.	
20- The teacher participates in the process of selecting his training needs.	Does not revise his performance. Doesn't believe that his training needs should be updated from time to time.	Participates in the programs that select the teachers' needs and cooperates with them humbly and honestly	Expresses his needs for the director of the school and the educational supervisor and ask them for direction and advice.	Pays visits to teachers who work in the same school with him or to teachers who work in other schools in order to exchange teaching method experiences and in order to select the skills and information that he lacks. Participates in the national and international studies that are applied to select the teachers' needs.	
21- The teacher participates in seminars of different scales.	Participates in the seminar that the director of the school or the educational supervisor obliged him to.	Participates in the seminars that are held in the Ministry.	Participates in the seminars that are held in the school, ministry and directory. Searches continuously for different seminars and suggests some training courses when he has the chance to.	Participates in the seminars that are held on the different scales. Searches continuously for different seminars that improve his educational knowledge and experience. Participates in the educational institutions that focus on promoting teachers' skills.	

4: High quality learning and teaching.

4.3: Extra helping activities.

Indicators	1	2	3	4
<p>22- The teacher plans and participates in extra-curricular activities and links them together.</p>	<p>Fills the students' time with the content of the curriculum and doesn't give them any time for extra-curricular activities.</p>	<p>Sometimes he participates in non-curriculum activities. Satisfied with a number of activities which he doesn't change or link their effect on the process of teaching. Plans extra-curricular activities without consulting the students, their parents, other teachers, the educational supervisor and the director of the school.</p>	<p>Participates in the process of preparing the school's extra-curricular activities plan which included activities for the different individuals, groups, classes and the whole school. Complements extra-curricular activities with teaching-learning process. Links non-curriculum activities with the school's vision and mission plan. Requires the participation of the students, their parents and other teachers when planning extra-curricular activities.</p>	<p>Implements extra-curricular activities plan with the school's development plan. Participates in the schools' teams and the community's teams that follow up the implementation of extra-curricular activities. Inserts the extra-curricular activities in the student's academic record and make them part of his academic final grades. Enrolls his school with other school's extra-curricular activities.</p>

5: School friendly environment for the students which motivates the loyalty of all..

5.1: There are policies and school climate that enhance employees' affiliation

Indicators	1	2	3	4
<p>23- The teacher takes care of the school's business and raising its status.</p>	<p>Follows up the students' outputs and helps the school in deriving lessons from the students' results. Knows the moral dimensions of his job. Accepts being mandated with a job from the director of the school but performs it with the least effort. Sometimes he treats students and teachers in a non-acceptable way.</p>	<p>Follows up the students' outputs and helps the school in deriving lessons from the students' results and moving forward. Knows the moral dimensions of his job and abides by them. Trusts his colleagues and talks proudly about their skills. Accepts being mandated with a job from the director of the school but performs it with the least effort. Treats students and teachers in a nice way and gains their respect.</p>	<p>Follows up the students' outputs and helps the school in deriving lessons from the students' results and moving forward. Proposes effective suggestions to develop the school and promotes its workers' skills. Boasts about the achievements of the individuals and groups in his school. Represents the school public meetings, courses and seminars. Participates in the process of making decisions.</p>	<p>Works on himself to be a good model for the students and the teachers and tells them his intention. Participates in preparing brochures and magazines that promotes good morals.WARDED certificates and prizes from the school, community, ministry, etc. Leads media campaigns and social ones in order to support the school's activities and publishes its activities.</p>
<p>24- Leads and prepares activities beyond the formal borders of his profession.</p>	<p>Performs what the professional description of his profession asks him to.</p>	<p>Participates in the school's activities if the director asked him to, and performs them with the least effort.</p>	<p>Participates voluntarily in the school's activities. Proposes extra activities and works for making his job as perfect as possible.</p>	<p>Establishes groups and teams who perform extra activities. Opens communication channels with different institutions.</p>

5: School friendly environment for the students which motivates the loyalty of all.

5.2: Provides environment that enhance students' affiliation.

Indicators	1	2	3	4
<p>25- The teacher enforces the students' loyalty to their school.</p>	<p>The teacher's relationship with the students is very formal and revolves about teaching his subject. Sometimes he organizes competitions between the students.</p>	<p>Builds relations with the students and participates in consuming the sources of the school for the students' benefit. Organizes competitions between the students.</p>	<p>Builds close and continuous relations with the students and gives the students the space to express their opinions and managing the schools' resources for their benefit. Organizes competitions between the students of his school and other schools.</p>	<p>Creates, with the students, working groups that help in serving the educational process in the school. Creates supportive groups which consist of a number of good students who teach less-good ones. Creates students' committees which organize the consumption of the school resources.</p>
<p>26- The teacher is interested in the Guidance educational guidance task and in the children's rights.</p>	<p>Doesn't care about the educational guidance in the school. Doesn't link the way of his treatment of the students with the children's rights.</p>	<p>Helps the educational guide in his job in extreme cases. Knows the children's rights. Participates in children's rights campaigns inside the school.</p>	<p>Helps the educational support in being always connected with the students' parents. Forms his acts in accordance with the rights of children. Facilitates the process of organizing seminars that include the lead and the participation of his students. Participates in children's rights campaigns that aim to raise the awareness of rights between the parents. Students participate in such campaigns.</p>	<p>Participates in national and international seminars regarding children's rights. Publishes articles in the medium of the rights of the children. Prepares activities regarding children's rights and insert them in his material for study. Encourages his students to perform their rights inside and outside the class.</p>
<p>27- The teacher participates in the process of conserving the school's possessions.</p>	<p>The attitude of the teacher towards the school's possessions is acceptable.</p>	<p>Conserves the school's possessions and encourages the students towards conserving them. Participates with the students voluntary work inside the school: painting the walls, planting trees, planting gardens for each class or a group of classes.</p>	<p>Encourages the students towards conserving the school's possessions through paying hard effort to make them appreciate its value. Acts like a good model for the students when dealing with the school's possessions. Participates with the students and the society members in the inside-school voluntary work: painting the walls, planting trees, planting gardens for each class or a group of classes.</p>	<p>Leads reform maintenance workshops of the school's possessions. Builds, with the help of the students, a number of teaching methods in order to ease the burden on the school, encourages cooperative work between the students and giving them a chance to know the sources of their environment and using them in their learning.</p>

5: School friendly environment for the students which motivates the loyalty of all.

5.3: Student Friendly School.

Indicators	1	2	3	4
<p>28- The teacher provides an attractive and safe school environment for the children.</p>	<p>Rarely uses verbal or physical violent methods when dealing with the students. Pays great efforts in order to help the students get high results. Participates in many students' groups who perform different activities. Helps the students in keeping the school clean.</p>	<p>Takes into account the students' social circumstances. Varies his teaching methods. Doesn't practice violence. Pays great efforts in order to help the students get high results. Participates in many students' groups who perform different activities. Helps the students in keeping the school clean. Abides by the administration instructions regarding using the school's facilities.</p>	<p>Leads many students' groups who perform different activities. Plays a role in making the school's environment safe and suitable for students' needs (like students with special needs). Uses with the students the school's facilities after the official dismiss of the students. Bears the responsibility of the safety and cleanness of the facilities. Maintains the school's hygiene. Abides by the administration instructions regarding using the school's facilities. Participates in the different activities of the different clubs within the school.</p>	<p>Leads voluntary groups in the school who take care of the maintenance of the school's facilities. Encourages the work of the school's teams and follows up their work. Considers maintaining the safety of the school's facilities part of his job. Supports maintenance and supportive groups.</p>

6. Various approaches to assessment and using its results in leading the development process.

6.1: Use various element for evaluating students and teachers.

Indicators	1	2	3	4
<p>29- The teacher uses varied evaluation forms, methods and goals of evaluation.</p>	<p>Evaluates the students' by grades only. Shows the parents their children's grades in the cases of shortage only.</p>	<p>Uses varied evaluation forms to judge the students performance and doesn't depend on one method only. Parents are shown their children's achievement in order to be aware of it and support it.</p>	<p>Makes the students aware of the goals that they should be capable of achieving when taking a course with him. Helps the students in getting to know their level in the course that he is teaching and grading themselves according to their performance. Uses varied evaluation forms to judge the students' performance and doesn't depend on one method only. Focuses on the strength points in the students' characters and performance when evaluating their work. Parents are allowed to participate in the process of evaluating their children's performance and they are shown their children's achievement in order to be aware of it and support it. Uses constructive methods for evaluation (student's annual achievements profile) which contains his works, and so being capable of judging his improvement.</p>	<p>Creates different methods for testing the students' skills and suggests their participation in national and international competitions. Gets the help of different educational institutions when building diagnostic exams to test his students' skills regarding solving problems and high level r thinking. Participates in school level exams to select the students' level. Participates in community scale researches to examine the students' skills and the possible ways of improving them.</p>

6: Various approaches to assessment and using its results in leading the development process.

6.2: Use the results of the assessment for developing performance.

Indicators	1	2	3	4
<p>30- The teacher depends on the results of the students' evaluation when planning his improvement plan.</p>	<p>Annual evaluation for his is a yearly routine. Doesn't consider annual evaluation as an opportunity for revising mistakes and improvement.</p>	<p>Accepts the results of the annual evaluation that he got. Accepts the director's advices for improving his performance.</p>	<p>Depends on the results of the students' evaluation when building improvement programs for them. Agrees with the director of the school on high performance expectations which he predicts and abandons. Asks the teachers to provide him with feedback and gets used of their experience. Gets involved next to the director and the community members in holding field study cases in order to study the different performances and search for ways of improvement.</p>	<p>Maintains a self-improvement plan that goes in accordance with the school's development plan. Participates in training and evening courses to improve his performance in areas where his students performance is low or needs improvement.</p>
<p>31- The teacher depends on the results of the students' evaluation when planning improvement operations.</p>	<p>Blames the students and their parents for their academic shortage.</p>	<p>Studies the students' results on scientific bases and selects the reasons behind their success and fail. Discusses the students' results with their parents. Discusses the students' results with the school's director and supervisors with regard to find the ways that help them in improving the students' performance. Depends on the results of the students' evaluation when planning his teaching methods and doesn't always blame the students.</p>	<p>Studies the students' results on scientific bases and selects the reasons behind their success and fail. Discusses the students' results with their parents. Discusses the students' results with the school's director and supervisors with regard to find the ways that help them in improving the students' performance. Depends on the results of the students' evaluation when planning his teaching methods and doesn't always blame the students.</p>	<p>Applies studies in order to select the students' points of strength and weakness in their performance. Participates in the studies that the educational institutions in his area perform to select the students' levels in certain subjects, evaluate their high level thinking skills and know the best ways for solving the academic weakness.</p>

7: The use of technology use in teaching , learning and school administration.

7.1:Use technology in teaching and learning process.

Indicators	1	2	3	4
32- The teacher uses technology in teaching.	Teaches with no use of computers.	Knows how much technology can be useful for the teaching-learning process. Sometimes he uses certain software for teaching (over head projector).	Prepares an appropriate environment for computer use in teaching. Knows how to use the different technological devices found in the school. Uses technological tools in a way that most fits his subject of teaching and the students' interest. Prepares his lessons by using modern technology methods. Evaluates the effects of using computers in teaching the students through applying different tests. Uses computers for teaching the content of the curriculum in a way that leads to an improvement in he students' output. Uses multimedia tools and modern projectors.	Deals with computer software with honesty and does not accept the students' use of stolen software programs. Keep an eye on the new inventions and continuously modernizes his information. Sometimes builds and develops educating computer programs.

7: The use of technology use in teaching , learning and school administration.

7.2: Use technology in school administration.

Indicators	1	2	3	4
33- The Teacher applies technology in managing administrative issues.	Doesn't apply the little amount of knowledge that he knows of computer use for managing administrative issues.	Has sufficient knowledge regarding using technology in school management. Uses computers for administrative issues. Uses computers for writing tests, writing down students' grades. Has a sufficient knowledge in using different technological devices for administrative issues.	Highly skilled when using technology in school management. Uses computers for administrative issues. Uses computers for writing tests, writing down students' grades. Has a sufficient knowledge in using different technological devices for administrative issues.	Communicate with the school management programs through computers. Builds programs to run the teachers business and shares it with others. Trains his colleagues to use computers to manage their work.

Appendix (13)

Preparation Committee

1-Consultant Committee:

Mr. Basri Saleh\ presedent.
Mr. Subhi Al Kayed\ Deputy Minister for Administrative and financial affairs.
Jihad Zakarneh\ Deputy Minister for Educational affairs.
Mr. Fawaz Mujahed\ General Director of Building.
Ms. Shahinaz al Far\ NIET.
Mr. Sameer Rajab\ NIET.
Dr. Mohammad Al Sboua\ Presedent of Quality Association.
Mr. Ali Manasrah\ General Directory of curriculum.
Jamil Abu Saada\ General Directory of (scientific topics).
Mr. Tharwat Zaid\ General Directory of Supervision.
Ms. Rima Al Keelany\ General Directory of Special Education.
Dr. Mohammad Al Rimawi\ General Directory of School Health.
Mr. Saada Hammouda\ General Directory of Planning.
Dr. Mohammad Matar\ Department of Evalation.
Mr. Mowfak Al Khateeb\ Ministers council Affairs.
Mr. Jihad Al Driedy\ Projects.
Mr. Nihad Abu Ghazaleh\Publications.
Ms. Suad Al Qadoumi\ General Education.
Mr. Mustafa Al Awdeh\ Administrative Affairs.

2- Educational Expert: Dr.

Saeed Assaf\ Educational Consultant.

3. The Technical Committee of Preparing Standards:

Ms. Shahenaz Al-Far (the director), Eng. Samir Rajab, Mrs. Sofya Rimawi, Mr. Walid Ihshaish, Mr. Sadeq Al-Khdoor, Ms. Fatema Jeethni, Ms. Kholood Naser, Ms. Itaf Ahmed, Mr. Moamar Shtewi, Mr. Khalil Alawne, Mr. Mohammed Makhalf, Ms. Fadila Mohammed Yosef, Mr. Maree Al-Sous, Mr. Mamoon Jaber, Mr. Mohammed Sami, Dr. Bassam Al-Haj, Mr. Ali Abu-Zaid, Mr. Murad Duridi, Mr. Mohammed Qutait, Ms. Rima Salame, Ms. Amena Shoman, Ms. Ghada Sehwal, Ms. Rania Baker, Ms. Hala Rafiq, Ms. Rasha Darwish, Mr. Mahmood Mohamed, Mr. Zyad Mohammed, Ms. Sa'da Khail, Mr. Mosbah Al-Zahri, Mr. Mohammed Al-Yaaqobi, Mr. Nael Abedallatif, Mr. Mahmud Matar, Mr. Waa'l Tawfiq, Mr. Aysar Abdelrahim, Mr. Bahjat Al-Helew, Mr. Nabeel Mahmood.

4-The participants in the discussing meetings:

Dr. Munir Sarhan/ College of educational Sciences

Mr. Rabab Tmish/ Bethlehem University.
Dr. Khawla Al-Shakhshir/ Birzeit University.
Mr. Nader Abu-Khakaf/ Al-Quds Open University.
Ms. Nuha Afoni/ Al-Quds University
Mr. Ali Shakoor/ An-Najah National University.
Dr. Basem Rateb Mohammed/ Al-Quds University
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Dr. Ahmed Amin/ An-Najah National University
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Dr. Nancey Al-Yass/ Bethlehem University.
Mr. Wahid Jubran/ UNRWA
Mr. Ismaeel Nojoom/ Al- Mawrid
Mr. Refat Al-Sabbah/ Teacher Creativeness Center
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5-Teachers and principals who participated in the workshops of experiencing standards:

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6-Revision committee:

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