



State of Palestine  
Ministry of Education

# Arbitration criteria of projects

National Institute for Educational Training

Division of Studies and assesment



2020

## **Introduction**

This tool is designed for arbitration of educational projects and experiences, which are a major requirement for graduation from professional diploma programs. This tool includes a set of criteria and indicators judged by NIET team, and a group of educational specialists from various educational institutions, to highlight the most important successes and experiences of the diploma programs. Teachers' and principals' projects are usually presented in educational forums in order to reflect their experiences on participants, as well as providing the Ministry of Education with specific indicators in the field of training and professional development.

The arbitration tool is distributed to the candidates who will participate in the educational forum, to find out what criteria will judge and evaluate their experiences and projects. The arbitration committee in charge of discussing and evaluating the projects includes the National Institute for Education Training and representatives from concerned Directorate Generals in the ministry. The projects that get the highest evaluation are usually chosen to participate in the annual educational forum held at NIET.





## Arbitration criteria and indicators of projects for teachers enrolled in the professional diploma program in education 5 - 9

Evaluator ..... Profession .....

Teacher ..... School .....

Project Title: .....

Directorate: ..... Date:.....

Criteria	Indicators	Points	Teacher's point
First criterion: The general framework of the project	<ul style="list-style-type: none"> <li>- The idea of the project is innovative and takes into account the conditions of the Palestinian school environment.</li> <li>- Project outputs are clearly defined and formulated directly.</li> <li>- The project's justifications are realistic and linked to the context of our life.</li> <li>- The project's activities are variable and achieve the desired goals and outcomes.</li> </ul>	15	
Second criterion: Methodology and procedures	<ul style="list-style-type: none"> <li>- Procedures, instructions, and tasks are clear, specific, understandable, and applicable in the timeline of project's implementation.</li> <li>- The project was built in a participatory manner at school.</li> </ul>	10	
Third criterion: Project follow-up, evaluation and documentation	<ul style="list-style-type: none"> <li>- Provides a documented and diverse evaluation mechanism and tools to monitor the progress of its activities / events.</li> <li>- The project outcomes are supported by evidence.</li> <li>- The real outputs achieved are just the same of the expected ones.</li> <li>- Documentation of all project phases in a special file.</li> <li>- Listing down challenges encountered the project implementation with mechanisms to overcome them.</li> </ul>	15	
Fourth criterion: Originality and ongoing development of the project	<ul style="list-style-type: none"> <li>- The idea of the project is originally distinguished (new project/ experience).</li> <li>- The project developed communities.</li> <li>- The implementation of the project positively affected students (academically, behaviorally, values) and developed their personalities.</li> <li>- The project establishes a sustainable culture in school as a model for educational development and can be easily circulated.</li> </ul>	10	
Total		50	

Evaluator Signature: .....



## Arbitration criteria and indicators of projects for principals enrolled in leadership professional diploma program

Evaluator ..... Profession .....

Teacher ..... School .....

Project Title: .....

Directorate: ..... Date:.....

Criteria	Indicators	Points	Teacher's point
First criterion: The general framework of the project	<ul style="list-style-type: none"> <li>- The idea of the project is innovative and takes into account the conditions of the Palestinian school environment.</li> <li>- Project outputs are clearly defined and formulated directly.</li> <li>- The project's justifications are realistic and linked to the context of our life.</li> <li>- The project's activities are variable and achieve the desired goals and outcomes.</li> </ul>	15	
Second criterion: Methodology and procedures	<ul style="list-style-type: none"> <li>- Procedures, instructions, and tasks are clear, specific, understandable, and applicable in the timeline of project's implementation.</li> <li>- The project was built in a participatory manner at school.</li> </ul>	10	
Third criterion: Project follow-up, evaluation and documentation	<ul style="list-style-type: none"> <li>- Provides a documented and diverse evaluation mechanism and tools to monitor the progress of its activities / events.</li> <li>- The project outcomes are supported by evidence.</li> <li>- The real outputs achieved are just the same of the expected ones.</li> <li>- Documentation of all project phases in a special file.</li> <li>- Listing down challenges encountered the project implementation with mechanisms to overcome them.</li> </ul>	15	
Fourth criterion: Originality and ongoing development of the project	<ul style="list-style-type: none"> <li>- The idea of the project is originally distinguished (new project/ experience).</li> <li>- The project developed communities.</li> <li>- The implementation of the project positively affected students (academically, behaviorally, values) and developed their personalities.</li> <li>- The project establishes a sustainable culture in school as a model for educational development and can be easily circulated.</li> </ul>	10	
Total		50	

Evaluator Signature: .....



## An Explanatory note for Arbitration criteria and indicators of Teachers' projects enrolled in the professional diploma program in education

### First area: Design

Criteria	Indicators	Indicator levels		
		1	2	3
General framework of the project	Project's idea	Project's idea is innovative, fits the Palestinian context and takes into account the conditions of the Palestinian school environment in terms of educational thought, methods and techniques.	Project's idea is tangible in terms of thought, methods and techniques.	Project's idea is a repetition of a previous educational idea.
	Project's goals	Specific, clear, directly formulated, highlighting project's elements and variables, and revealing the causes and problems associated with the project's topic.	Specific, clear, directly formulated and highlighting project's elements and variables, but don't reveal causes and problems associated with the project's topic.	Specific, clear and formulated in a direct way, but project's elements and variables don't arise and the project doesn't reveal causes and problems related to project's topic.
	Project's justification	Realistic and linked to real life context.	Realistic but not linked to real life context.	Unrealistic and irrelevant to real life context.
	Project's activities	Various and achieve project's goals and outcomes.	Various and achieve project's goals, but not the outcomes.	Various but don't achieve project's goals and outcomes.
	Project's outcome	Specific, clear and linked to project's objectives	Specific, clear but irrelevant to project's objectives.	Neither specific nor relevant to project's objectives
Palestinian standards for effective school	Areas of effective school on which the project is based.	The project is based on one more of effective school areas	The project is based only on one of the effective school areas	The project doesn't match with any of effective school areas.

## Second area: Application

Criteria	Indicators	Indicator levels		
		1	2	3
<b>Project implementation</b>	Adhere to timeline.	Adhere to the written timeline and always documents any adjustments needed.	Adhere to the written timeline and sometimes documents some adjustments needed.	Adhere to the timeline and sometimes does not document adjustments needed.
	Procedures, instructions and tasks.	Specific, clear, directly formulated, highlighting project's elements and variables, and revealing the causes and problems associated with the project's topic.	Specific, clear, directly formulated and highlighting project's elements and variables, but don't reveal causes and problems associated with the project's topic.	Specific, clear and formulated in a direct way, but project's elements and variables don't arise and the project doesn't reveal causes and problems related to project's topic.
	Investing in resources available at school and surrounding environment.	Realistic and linked to real life context.	Realistic but not linked to real life context.	Unrealistic and irrelevant to real life context.
<b>Participation with stakeholders (teacher, manager, mentors, ...) during implementation</b>	Participatory work (The idea of the project and development of tools and materials for the project + problem solving).	The project was built in a participatory way at school, among students, teaching staff and local community.	The project was built in a participatory way at school, between students and teaching staff, without local community.	The project was built inside school, among students, but without cooperative work from school staff and local community.

### Third Area: Assessment

Criteria	Indicators	Indicator levels		
		1	2	3
Project's monitoring and evaluation	Availability of project evaluation mechanism and tools.	It continuously uses various and documented evaluation tools to monitor progress of activities and events in the project.	It continuously uses documented evaluation tools to monitor progress of activities in the project.	It uses some evaluation tools to monitor progress of activities in the project.
	Project's outcomes are supported by evidence.	There is evidence of all project's outcomes.	There is evidence of most of project's outcomes.	There is evidence of some of project's outcomes.
Documentation	Define difficulties.	Always lists difficulties encountered project's implementation with appropriate solutions electronically and in paper.	Lists some of difficulties encountered project's implementation and suggest solutions electronically and in paper.	Lists some of difficulties encountered project's implementation on paper, without mentioning appropriate solutions.
	Have a project documentation file. Attachment (1): The contents of the project file	Guarantee documentation of project phases in a special file, including a summary of its reflections on students.	Documentation of some phases of the project in a special file, including a summary of its reflections on students	Documentation of some phases of the project in a special file, without mentoring its reflections on students.

## Fourth Area: Originality and ongoing development of the project

Criteria	indicators	Indicator levels		
		1	2	3
Project's monitoring and evaluation	Determine originality aspects of the project.	Project originality is defined by being a(new project or experiment).	Project originality is not specified. (The project is built on an existed one).	The project lacks creativity.
	The project achieves various benefits (social, economic, ...etc).	The project brings various benefits to school, and boosts remarkable positive relationships at school.	The project brings different benefits to school, and promotes positive relationships in school at a certain extent.	The impact of the project was only restricted to school environment.
Ongoing development of the project	project's future prospects	The project establishes a continuing and lasting culture at school.	The project establishes a continuing culture at school during current year.	The impact of the project ends with the end of its implementation at school.
	project's circulation as a model for educational development	The project can be circulated and implemented as it fits the Palestinian environment. The project also includes a long-term plan that can be circulated to schools.	The project can be circulated and implemented as it fits Palestinian environment, but it doesn't have a long-term plan to be circulated to schools.	The project can't be circulated due to specificity of school environment.
	The impact of project implementation on the target group	The project has had a positive impact on students (academically & behaviorally) as well as their personalities and thinking skills.	The project has had a positive impact on students (academically & behaviorally).	The project has only had a positive impact on students (academically).





## Arbitration criteria and indicators of principals' projects enrolled in Leadership professional diploma program

### First area: Design

Criteria	Indicators	Indicator levels		
		1	2	3
General framework of the project	Project's idea	Project's idea is innovative, fits the Palestinian context and takes into account the conditions of the Palestinian school environment in terms of educational thought, methods and techniques.	Project's idea is tangible in terms of thought, methods and techniques.	Project's idea is a repetition of a previous educational idea.
	Project's goals	Specific, clear, directly formulated, highlighting project's elements and variables, and revealing the causes and problems associated with the project's topic.	Specific, clear, directly formulated and highlighting project's elements and variables, but don't reveal causes and problems associated with the project's topic.	Specific, clear and formulated in a direct way, but project's elements and variables don't arise and the project doesn't reveal causes and problems related to project's topic.
	Project's justification	Realistic and linked to real life context.	Realistic but not linked to real life context.	Unrealistic and irrelevant to real life context.
	Project's activities	Various and achieve project's goals and outcomes.	Various and achieve project's goals, but not the outcomes.	Various but don't achieve project's goals and outcomes.
	Project's outcome	Specific, clear and linked to project's objectives	Specific, clear but irrelevant to project's objectives.	Neither specific nor relevant to project's objectives
Palestinian standards for effective school	Areas of effective school on which the project is based.	The project is based on one more of effective school areas	The project is based only on one of the effective school areas	The project doesn't match with any of effective school areas.

## Second area: Application

Criteria	Indicators	Indicator levels		
		1	2	3
<b>Project implementation</b>	Adhere to timeline.	Adhere to the written timeline and always documents any adjustments needed.	Adhere to the written timeline and sometimes documents some adjustments needed.	Adhere to the timeline and sometimes does not document adjustments needed.
	Procedures, instructions and tasks.	Clear, specific, understandable, and applicable.	Clear but not specific.	Unclear and therefore not applicable.
	Investing in resources available at school and surrounding environment.	The project has invested remarkably in resources available inside and outside school.	The project has relatively invested in resources available inside and outside school.	Investment was excluded to resources inside school.
<b>Participation with stakeholders (teacher, manager, mentors, ...) during implementation</b>	Participatory work (The idea of the project and development of tools and materials for the project + problem solving).	The project was built in a participatory way at school, among students, teaching staff and local community.	The project was built in a participatory way at school, between students and teaching staff, without local community.	The project was built inside school, among students, but without cooperative work from school staff and local community.

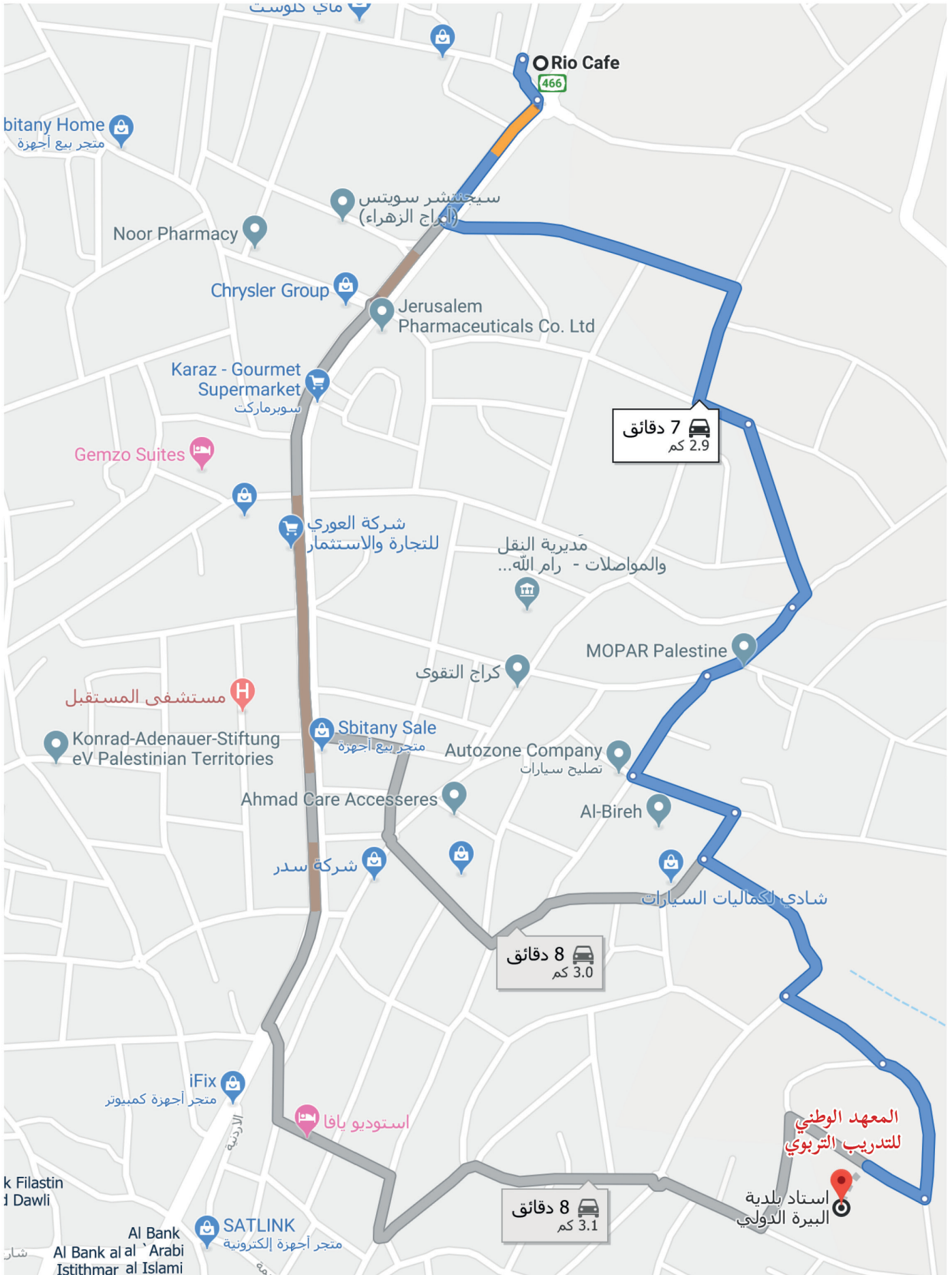
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Documentation	Define difficulties.	Always lists difficulties encountered project's implementation with appropriate solutions electronically and in paper.	Lists some of difficulties encountered project's implementation and suggest solutions electronically and in paper.	Lists some of difficulties encountered project's implementation on paper, without mentioning appropriate solutions.
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## Fourth Area: Originality and ongoing development of the project

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Project's monitoring and evaluation	Determine originality aspects of the project.	Project originality is defined by being a(new project or experiment).	Project originality is not specified. (The project is built on an existed one).	The project lacks creativity.
	The project achieves various benefits (social, economic, ...etc).	The project brings various benefits to school, and boosts remarkable positive relationships at school.	The project brings different benefits to school, and promotes positive relationships in school at a certain extent.	The impact of the project was only restricted to school environment.
Ongoing development of the project	project's future prospects	The project establishes a continuing and lasting culture at school.	The project establishes a continuing culture at school during current year.	The impact of the project ends with the end of its implementation at school.
	project's circulation as a model for educational development	The project can be circulated and implemented as it fits the Palestinian environment. The project also includes a long-term plan that can be circulated to schools.	The project can be circulated and implemented as it fits Palestinian environment, but it doesn't have a long-term plan to be circulated to schools.	The project can't be circulated due to specificity of school environment.
	The impact of project implementation on the target group	The project has had a positive impact on students (academically & behaviorally) as well as their personalities and thinking skills.	The project has had a positive impact on students (academically & behaviorally).	The project has only had a positive impact on students (academically).

## NIET Location



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