

What the Beneficiaries Said

I graduated from the Class Teacher Education Program at AAUP, and I am working currently as a teacher in "Qabatia Western Elementary Males School". I applied for the education program at the Arab American University to be part of the project as a mentor teacher; to transfer the gained experience to other students.

Amjad Ikmail
Arab American University

The good teacher-who has leadership and teaching skills-is found through proper training and active school environment. We experienced this through the components of the project aiming at improving teachers of basic levels. The project encouraged us to love this profession and enjoy it; hoping it will continue and be applied on all other educational programs.

Dr. Mohammad Elian
Project Director/ Al-Azhar University in Gaza

The "Learning Difficulties" course helped me in simplifying mathematics to my students; in addition I benefited from the "growth and development of the child" course in planning my lessons for children.

Graduate Sumaya
Bethlehem University

I have been a class teacher for more than twenty years; therefore, when I was asked to join the program; I complained a lot; because to my belief I didn't need it as I have the required experience and I possess a lot of skills. When I joined; I enjoyed the course a lot; and concluded that I need more; and that my career should not stop on a certain level. I learned a lot of modern methodologies; like the right way to work on a project, JIGSAW and other methods. Our teachers provoked us to reveal our experiences that needed more organization and reformation. Moreover; the training has helped me personally to deal with a special case in my 36-student class.

Teacher: Sanaa Abdulrahman Mohammad Khalaf
Trainee at Al-Quds Open University

I used the smart board in teaching the first grade; and it was successful and distinctive and helped enhancing students' learning.

First Grade Teacher/ training school
Graduate - Bethlehem University

TEIP has introduced me to broader knowledge; as there were many things that I practiced but did not know the terminologies! I have been also introduced to new methods that helped me develop myself especially in storytelling and how to teach reading. I've heard about the using the Portfolio; but didn't realize how it works until I joined the program.

Reem Joulani
Trainee in Hebron University

Teacher Education Improvement Project TEIP (2010 - 2019)



State of Palestine
Ministry of Education & Higher Education

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Background & Introduction

Participating Universities

Component 1

- Arab American University of Palestine
- Najah National University
- Quds University
- Bethlehem University
- Hebron University
- Azhar University-Gaza

Component 2¹

- Najah National University
- Quds Open University
- Quds University
- Hebron University
- Azhar University-Gaza

The main aim of the Ministry Of Education and Higher Education (MOEHE)'s Education Development Strategic Plan (EDSP, 2008-2012) was "the promotion of quality education in all educational institutions in WBG." The EDSP heralded a shift of emphasis from access to a focus on quality. Furthermore, because of its awareness of the centrality of the teacher's role in the determination of education quality and school effectiveness, the MOEHE focused on the reform of teacher education as a critical element of EDSP implementation and, to this end, instigated the development of a Teacher Education Strategy (TES). The TES (2008) provided a clear road map for the development of the teaching profession and of teacher education at Preservice teacher education (PRESET), In-service teacher education (INSET) and Continuous Professional Development (CPD) levels. The major aims of the TES were: i. the improvement of teacher education programs (PRESET, INSET and CPD) and development of the institutions that service them. In addition the TES placed particular emphasis on the provision of programs to enable the large number of under-qualified teachers in the system to upgrade their academic and professional qualifications to the levels required by newly stipulated standards for teacher certification. ii. Better management of the teacher education system through the regular accreditation of teacher education programs. iii. The enhancement of the teaching profession through the establishment of career structures for teachers and the development of standards whereby the profession would be regulated and teacher certification awarded.

of Teacher Education Improvement Project (TEIP) to support implementation of the TES. TEIP is an intervention program targeted at Grades 1 - 4 class teaches. It comprises two components:

Component 1 - Strengthening School-based Practice of Pre-service Teacher Education Programs aims at: (1) improving the quality and relevance of the school experience element (i.e., the Teaching Practicum) of PRESET programs (2) redeveloping and integrating entire PRESET programs around the fulcrum of the Teaching Practicum; (3) bringing both the PRESET programs and the Teaching Practicum in line with good practice internationally.

Component 2- Continuous Professional Development of Primary School Teachers aims: (1) to support the development and delivery of INSET Modules for upgrading the large proportion of Grades 1 to 4 practicing teachers who are under-qualified (UQTs) either in their academic and/or professional teaching qualifications and who do not meet the new requirements for teacher certification; and (2) to facilitate the transition of these UQTs, the vast majority of whom have been 'subject teachers,' to becoming 'class teachers' capable of teaching an integrated curriculum at the grade 1-4 level.



At the request of the Palestinian Authority, the World Bank agreed to fund the pilot and scale up stages

¹ Birzeit University participated during phase 1 of the TEIP 2011-2015 but withdrawn in phase 2.

TEIP Components

Component 1: Strengthening School-based Practice of Pre-service Teacher Education Programs

Main Outputs & Outcomes

1. A new culture has been nurtured of the practicum as an essential component of the preservice programs and its role in developing the teaching profession.
2. Preservice teachers training programs were reviewed and developed at the participating universities as a first step to be accredited by the Accreditation and Quality Assurance Commission (AQAC).
3. The main features of the reviewed programs are as follows:
 - a. A flexible practicum element comprised of 5 courses equivalent to 9 credit hours and 360 training hours at the participating schools.
 - b. Review the theoretical courses to include 10 major courses in the areas of Arabic, Mathematics, Science, Religion and Social Science.
 - c. Full integration between the theoretical and practical courses.
4. During the project lifetime 1,789 student teachers were enrolled in the relevant programs at the participating universities out of which 988 have graduated and 801 are still studying.
5. Around 433 mentors were trained to be mentors to supervise and mentor student teachers at the participating schools.
6. Around 110 schools in WBG are well equipped with ICT equipment and teaching aids to act as mentor schools in full partnership with the participating universities.

Benefits to the Different Stakeholders

At the student teachers level: a qualified graduate with the needed competences who is capable to become a class teacher for any class of grades 1-4. Additionally, the selection criteria of appointing new teachers in the public schools has considered adding additional points to those applicants graduated from the newly developed programs at the participating universities.

At the university level: A revised bachelor degree program that meets the international good practices.

At the Ministry level: Highly qualified and competent mentor teachers who can receive and mentor the students teachers. Also the MOEHE can now select and hire qualified and competent graduates to join the public schools and be ready to teach and manage classes from day one.

Component 2: Continuous Professional Development of Primary School Teachers

Main Outputs & Outcomes

1. A training program of seven modules was developed in a participatory approach and covers content knowledge and pedagogy content knowledge that are essential for class teachers.
2. Around 4000 teachers received training to become qualified class teachers with the needed content knowledge (CK), pedagogical content knowledge (PCK) and Technological pedagogical content knowledge (TPCK). All those methods can enhance the education process and the performance of students. Those teachers became now capable to be class teachers for any of grades 1-4.

- Face to face meetings on Saturdays at the universities.
- Practical training at schools (inside or outside classes).
- Learning circles to present applications and examples that are subject to group discussion.
- Using Technology.
- Graduation Project or Applied Research.
- Using Portfolio as a tool to evaluate teachers' performance.

Training Tracks

The competences are fulfilled through the training program by choosing one of the following two tracks:

- **Track # 1:** classroom teacher where the trainee shall complete the following modules: Introductory, Arabic, Mathematics, Science, Cross - Curricular Learning and Teaching, and Special Education Needs and Inclusion.
- **Track # 2:** English Language Teacher where the trainee shall complete the following modules: Introductory, English (PCK 1 & 2), Current Trends in teaching English, Cross - Curricular Learning and Teaching and Special

Education Needs and Inclusion.

Benefits to the Different Stakeholders

- Trainees receive a teaching certificate accredited by the Accreditation and Quality Assurance Commission.
- Trainees can pursue their post graduate studies in the education area at the participating universities and shall be credited nine credit hours completed under component 2.
- Trainees shall be entitled for any future development in their career ladder as teachers and also can compete for any teaching or administrative positions.
- The Palestinian Teacher Professional Index (PTPDI) in its two parts (preservice and in service) –an important output of the project- is the first of its kind in the region and can be a pillar to support different aspects in developing education profession among which: evaluation for preservice/student teachers and in service teachers, career development ladder and, selection of mentor teachers and expert teachers, developing training programs based on teachers evaluations.

Training Methodology:

The training programs comprises of two academic semesters, the trainee is required to complete six training modules; Introductory module, Cross - Curricular Learning and Teaching module, Special Education Needs and Inclusion Module, Science Module, Mathematics Module, Arabic Module. Those are equivalent of 320 training hours that complement the theory with practice along the full training programs and according to the following:

The Palestinian Teacher Professional Development Index (PTPDI)



The Palestinian Teacher Professional Development Index (PTPDI), for the first time, provides a competency framework developed specifically for Palestinian teachers. The PTPDI specifies the core competences that teachers should be able to develop and demonstrate in a progressive manner throughout their career; from when they take their first steps on their career path as student teachers, through entry to the profession as new teachers to when they become experienced and expert teachers. The core competences are also informed by the Palestinian Standards for Teachers and thus provide a means to determine the extent to which teachers have attained the standards considered necessary of effective teachers,

The PTPDI consists of three core competences, and 16 sub-competences all focus on planning, teaching, learning and assessing.

The key features of the PTPDI Competences

Level	Professional Development Stage	Key Features
5	Exceptional competency	Level 5 competences are very demanding and involve extensive specialist knowledge and skills. It is envisaged that only a small percentage of teachers would reach this level. At Level 5 teachers are not expected to be experts in every aspect of the teaching profession, but are expected to have developed a smaller number of specialist competences (8 – 3) that enable them to take on leadership roles within their schools and/or districts.
4	Advanced competency	At Level 4 teachers are expected to be able to demonstrate the majority (%75) of Level 4 competences as well as all the Capable level competences. As these are advanced level competences, to reach this level teachers are expected to have substantial experience and have engaged in extensive professional development.
3	Capable competency	At Level 3 teachers are expected to be able to demonstrate all the Capable Level competences. These will be developed through increased experience and continuing professional development.
2B	Essential competency	Levels 2A and 2B overlap conceptually and provide a bridge between the readiness to teach core competences that student teachers are expected to develop by graduation (Level 2A) and the essential competences they are expected to develop during induction as new teachers (Level 2B).
2A	Readiness to teach core competency Student Teacher (Practicum 5 & 4)	These build upon and extend the foundation competences of Level 1. They represent the competences student teachers are expected to achieve upon graduation to indicate their readiness to enter the profession and become a teacher. These will normally be demonstrated during Practicum 4 and 5 Field Experience in schools.
1	Readiness to teach foundation competency Student Teacher (Practicum 3 & 2)	These fundamental basic competences, which student teachers begin to develop during the early years of their degree programme, provide the foundation for their future development as teachers. Students are expected to demonstrate during Practicum 2 and 3 Field Experience in schools.

Institutionalization & Sustainability:

The MoEHE has been working and is working to ensure institutionalization and sustainability of the program, among which are the following:

- Review and re accreditation of the developed pre service programs as a first step that will be followed by reviewing and re accrediting all pre service programs serving grades 1-4.
- The employment process for grade 1-4 classroom teachers currently gives priority to the graduates of the developed programs with teaching skills and competencies reflected in the PTPDI.
- The Modules developed for Component 2 of TEIP provide trainees with a teaching certificate accredited from the Accreditation and Quality Assurance Commission (AQAC). The MoEHE shall consider -in the future- building on these modules for further INSET/CPD programs for all teachers.