



QUEEN RANIA TEACHER ACADEMY
أكاديمية الملكة رانيا لتدريب المعلمين

Advanced Instructional Leadership Professional Diploma (AILPD) Evaluation Report

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Table of Acronyms

Acronym	Description
AILPD	Advanced Instructional Leadership Professional Diploma
CATI	Computer Assisted Telephone Interviewing
CPF	Crown Prince Foundation
FGD	Focus Group Discussion
GSECE	General Secondary Education Certificate Examination (or Tawjihi)
IMPS	Integrated Microcomputer Processing System
ISSA	Integrated System for Survey Analysis
JRF	Jordan River Foundation
KII	Key Informant Interview
MOE	Ministry of Education
M&E	Monitoring and Evaluation
PELP	Public Education Leadership Project
PSD	Public Security Directorate
QRTA	Queen Rania Teacher Academy
SPSS	Statistical Package for Social Sciences
TOC	Theory of Change
UConn	University of Connecticut

Executive Summary

Introduction and Background

Queen Rania Teacher Academy (QRTA), a non-profit organization, was established in 2009 with the mission of enabling, strengthening, and equipping educators in Jordan and the region with essential knowledge, skills, and competencies. Guided by a vision to be the region's leading provider of quality teacher education, QRTA has substantially impacted students' lives by empowering educators to achieve more than they thought possible.

Since its inception, QRTA has provided over 90,000 professional development opportunities across its various programs, leveraging an innovative, research-based approach designed to cater to both educational institutions and individual educators. Through the ongoing delivery of high-quality, evidence-based professional development programs, QRTA continues to raise the bar for education standards across the region.

QRTA launched the Advanced Instructional Leadership Professional Diploma (AILPD) in 2016, awarding school leaders who undergo the 24-credit hour program a professional diploma in collaboration with the University of Connecticut (UConn). Based on the Public Education Leadership Project (PELP) initiated at Harvard University, this nine-month diploma is accredited by the Jordanian Ministry of Education (MOE).

The AILPD program aims to inspire significant changes in leadership practices by incorporating the best international practices in instructional leadership. The AILPD program seeks to raise conceptual understanding of instructional leadership, enabling a clear articulation and realization of a vision for educational organizations. Moreover, the AILPD program aims to develop strategies for school improvement, focusing on a comprehensive examination of curriculum, instruction, assessment practices, teacher development, school culture, and organization. The primary goal is the practical application of new learning within schools and the creation of a Networked Improvement Community for self-reflection and actionable feedback. The AILPD program's curriculum consists of four main modules, which reflect its core purpose and align with the MOE's standards:

- The first module focuses on the curriculum, instruction, and assessment - providing school leaders with an understanding of these aspects and their role in preparing students for the rapidly evolving world.
- The second module emphasizes the development of knowledge and skills necessary for evaluating and supervising instruction in schools.
- The third module grants school leaders the opportunity to apply practices for building and maintaining a positive school climate and culture, which are crucial for improved student performance.
- The fourth module introduces school leaders to key concepts and skills necessary to successfully administer educational organizations.

In addition to these core modules, the AILPD program incorporates practical applications such as Instructional Rounds, Data Teams, and a prerequisite module titled “An Introduction to Instructional Leadership”, which supports advanced leadership practices. The program is delivered via two approaches: blended learning and online learning. The blended approach is an interactive experience, combining 30 hours of face-to-face training with 10 hours of online collaborative learning for each module. Meanwhile, the online approach employs both synchronous and asynchronous learning over three weeks for each module. Both approaches necessitate participants to engage in performance assessments and implement strategies learned in sessions. The AILPD program uses a mix of formative and summative assessments for gauging learning outcomes. This involves instructor and peer feedback during online learning, written feedback on assignments, performance assignments at the end of each module, and a culminating capstone assignment at the end of the program.

Evaluation Objectives

This report demonstrates the findings of an external impact evaluation of the AILPD program. The purpose of this evaluation is to assess the effects of the program on public school leader graduates, specifically their transformation as instructional leaders and the improvements observed in school culture, teachers' professional development, professional learning communities, mindset and attitudes, and students' learning outcomes. Furthermore, the evaluation aims to capture success stories from schools that have implemented instructional leadership practices acquired during the program. Overall, the AILPD Impact Evaluation sought to fulfill the following objectives:

- Provide QRTA and its partners with evidence-based outcomes concerning the impact of the AILPD program, the changes detected in instructional leadership practices among school leaders, the program's contribution to the improvement of school leaders' school culture, teachers' professional development, professional learning communities, school leaders' mindset and attitudes, and the impact of the school leadership on students' overall learning.
- Deliver evidence-based results regarding the change in school leaders' level of knowledge and skills.
- Review the current program's Theory of Change (TOC) based on the evaluation results and recommendations to guide future monitoring and evaluation activities.
- Offer clear policy recommendations and implications at the education system and school levels.

The outcomes of the AILPD Evaluation Report are expected to enhance the program's content and shape a deeper understanding of the driving forces of change, as well as identify and clarify how specific components within the AILPD program contribute to this transformation.

Evaluation Methodology

The evaluation methodology and analysis plan were collaboratively developed by the evaluation team and the AILPD team. The evaluation covers the entirety of the AILPD program, mainly all five cohorts, excluding the first cohort of 2016.

The first part of this methodology included a thorough desk review, which prepared several discussion guides and checklists for key informant interviews (KIIs) with school principals, MOE supervisors, MOE heads of directorates, and the AILPD team. Guides for focus group discussions (FGDs) with students and teachers, as well as observation checklists for school visits and survey questionnaires for principals, were also prepared. The FGDs, KIIs, and survey questionnaires were implemented between December 2022 and February 2023.

Upon approving these tools, the evaluation team conducted six site visits to schools in North, Central, and South Jordan, whose principals had graduated from the program. The evaluation team, along with an education specialist, conducted in-depth interviews with school principals and held FGDs with teachers and students, gathering invaluable insights about the program's impact from these distinct perspectives.

After the site visits were completed, a survey was conducted with 244 principals who had graduated from the AILPD program, employing the Computer Assisted Telephone Interviewing (CATI) research method. In parallel, the evaluation team continued conducting KIIs with MOE supervisors, heads of directorates, and the AILPD staff.

In the final analysis phase, the evaluation team examined closed-ended questions from the principals' surveys while cleaning, grouping, and coding all open-ended questions for further examination using the Statistical Package for Social Sciences (SPSS). The KII and FGD transcripts were also analyzed. All survey results, KII findings, and desk review findings were cross-analyzed and triangulated to provide comprehensive responses to research questions and sub-questions, finalizing the evaluation before drafting the report.

Evaluation Findings

The AILPD Evaluation Report aimed to extrapolate evidence-based findings vis-à-vis three main criteria: Relevance, Effectiveness, and Impact. The evaluation found that the AILPD program has led to significant, favorable outcomes for the graduated principals and their schools, teachers, and students. Most of the respondents consulted throughout the evaluation demonstrated a high level of satisfaction with the AILPD program. Principals emphasized their enhanced capacities, resulting in positive transformations within their schools and a welcoming environment - seconded by students, teachers, MOE supervisors, and heads of directorates. The evaluation also illustrated the following three main findings:

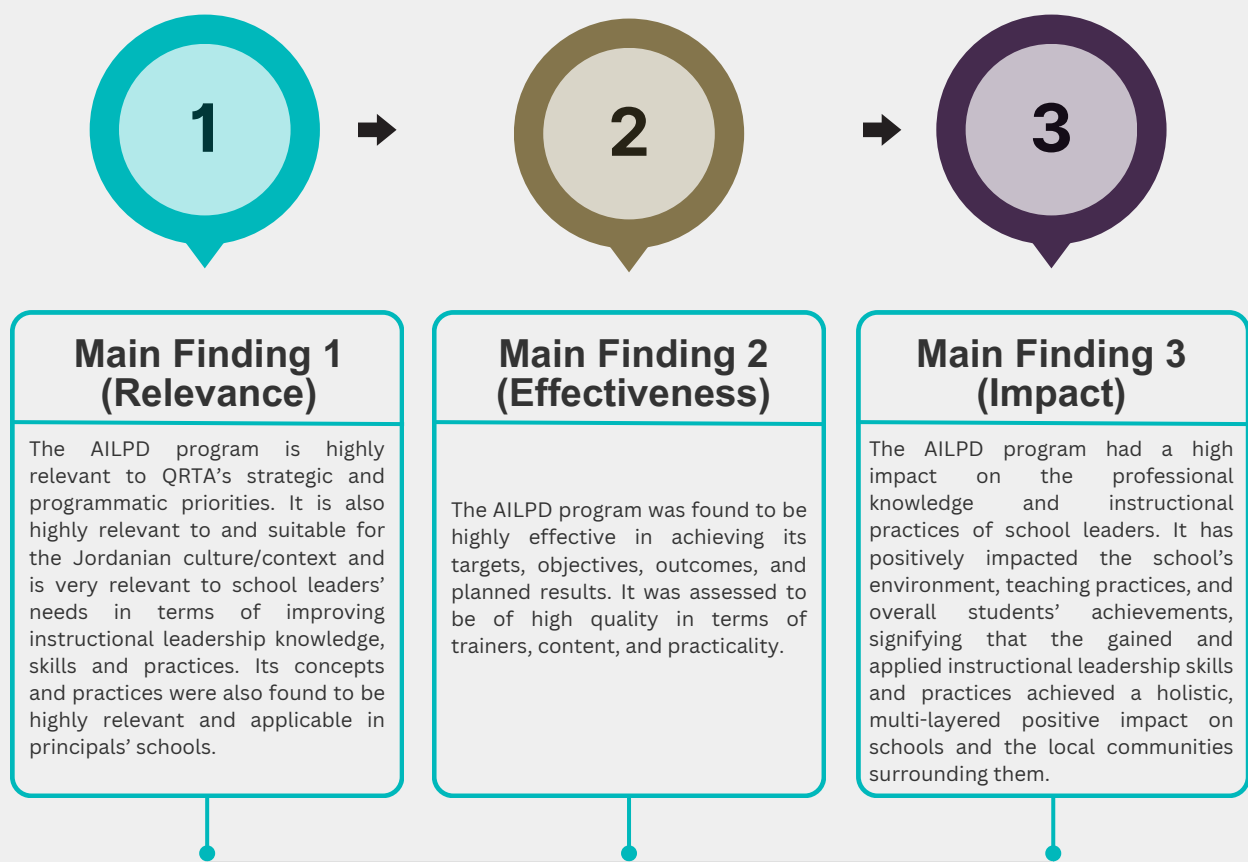


Figure 1: AILPD Evaluation Report - Main Findings



Relevance

Regarding AILPD's relevance and suitability to the Jordanian culture and context, the evaluation found that most principals, the AILPD team, and MOE supervisors believe the program was designed to be relevant to the Jordanian culture and local context. The program's relevance and suitability were also localized to the specific context of each school. This was primarily enabled by the AILPD team vis-à-vis (a) empowering the principals to learn how they can apply the learned outcomes within their schools; (b) anticipating and mitigating any potential gaps in the program's relevance to the Jordanian context by dedicating the first year as a pilot to make any necessary adjustments; and (c) soliciting continuous feedback through pre- and post-assessments, which were used to fine-tune the program further. Such a positive feedback loop involving school leaders and other integral stakeholders ensured maximized relevance to the local context. In fact, an MOE supervisor highlighted that the AILPD content was fine-tuned to the local environment in a collaborative fashion with the principals themselves, including those from remote areas who offered tremendous insights, describing best practices for driving positive change within their schools.

For instance, many principals overcame challenges related to budgeting or maintaining improved school operations in light of limited funding. The AILPD program had a visible impact on the principals who acquired the skills needed to address these challenges, think outside the box, and forge partnerships and working relations with different entities to bridge funding shortages.

The evaluation also noted that the AILPD program is highly relevant to school leaders' needs to improve instructional leadership knowledge, skills, concepts, and practices. Such an outcome was made possible through an innovative, hands-on, practical approach that also relied on advanced theories to achieve leadership best practices. Moreover, the evaluation observed that the AILPD program skills were highly applicable by school leaders in their working environments. Most principals were able to apply the obtained skills within their schools. For instance, 97.6% of surveyed principals indicated they could apply their learning outcomes (53.7% to a large extent and 43.9% to a medium extent), coupled with 2.5% who indicated doing so to a low extent. Many of the surveyed principals reasoned that they managed to apply the skills and knowledge obtained from the AILPD program to their school to improve the environment, culture, and education in a comprehensive manner.

The evaluation found that the AILPD program's content is especially relevant and consistent with the strategic and programmatic priorities of QRTA, contributing positively to teachers' professional development and enhancing their capabilities.

Effectiveness

Looking at the extent to which the AILPD program was effective in achieving its outcomes and planned results based on its implementation by QRTA, the evaluation team recorded positive results. The quality of the content, training, and training modality were highly influential in the program's success. Survey results revealed that 93.4% of principals believe that the program quality was excellent in terms of content and training to a large extent, and 6.6% added it was to a good to medium extent.

Additionally, AILPD trainers were found to be highly responsive and well-informed. The KIIs provided evidence of the high quality of the AILPD program, emphasizing its effectiveness even when delivered virtually and asserting that the trainers were approachable and responsive even after graduating from the AILPD program.

Evidence-based references in the AILPD curriculum enhanced its effectiveness in achieving its goals, coupled with the exchange of experiences and mutual respect between the trainer and trainees. The majority of surveyed principals (91.4%) stated that the content of the modules contributed to building their knowledge to a large extent, while 8.6% believe that the modules contributed to a medium extent.



“The growth mindset helped me to keep pace with the latest developments. It also made me interested in encouraging teachers and students to always stay up-to-date with their professional development and academic achievements.”

- Principal from Al-Turra School



The pre- and post-assessments implemented by QRTA ensured the program's content was updated to cater to the challenges facing the world today. Implementing assessment and follow-up mechanisms by principals led to significant improvements in teaching practices, student performance, and school culture, as corroborated by principals, teachers, and students during the site visits. The positive feedback loop between principals, teachers, and students created a more holistic and proactive approach to improving the educational experience.

In addition, the evaluation found that the AILPD program was highly attractive to both male and female principals. The AILPD program drew a substantial number of candidates annually, according to the team conducting the interviews. It also managed to sustain a positive level of effectiveness during the COVID-19 pandemic by shifting to virtual instruction means. The online learning approach provided school leaders with more flexibility in terms of time, ease in terms of access, and inclusivity in terms of reach to remote areas.

Impact

The evaluation sought to extrapolate the positive and negative changes produced by the AILPD program, directly or indirectly, intended or unintended. As such, the evaluation found that the AILPD program is regularly updated to accommodate evolving educational needs in schools. Such a strategy reflected tremendously on the program's impact, as 99.2% of surveyed principals highlighted that it had improved their knowledge as instructional leaders, with an 82.8% majority noting substantial, visible improvements in their leadership practices. The AILPD program has also left a significant positive impact on instructional leadership practices. Over 99% of surveyed principals believe the program has helped them develop professionally, with 23% citing improvements in their planning, advising, and learning objectives advancement skills.

The AILPD program enabled principals to build effective, innovative, and open communication channels with parents and local community members. One principal explained that they had created a WhatsApp group for parents to keep them updated on school activities . The efficacy and impact of these open communication channels between schools and parents were also evident in the transformation of parents' interactions with their children's schools, which led to constructive discussions about student performance. This contributed to changing a longstanding norm whereby schools mostly reached out to parents when their children were in trouble - meaning the AILPD program created a positive impact transcending the school campus and internal community.

The evaluation also found that the program has fostered a growth mindset among principals, seconded by 83.2% of surveyed principals who asserted that the AILPD program has had a large-scale impact on their growth mindsets. The principals became more flexible, understanding, and driven to improve their roles. Additionally, the Four Frames Approach (multi-frame thinking approach) equipped school leaders with the knowledge, capacity, and strategy to handle emerging problems effectively and strive for optimal advancements.

Teachers from Al-Thuhaiba School emphasized the importance of teamwork within their school, as the principal consulted teachers and students about upcoming initiatives to gather informed feedback, which factored into strategic decision-making. Similarly, students from Ruqayya bint Al-Rasool School stated that the principal always asked for their opinions on different activities during instructional rounds.

Such positive changes have significantly contributed to creating a positive school culture and a welcoming school environment. About 78.7% of surveyed principals highlighted that the program has had a major impact in this regard. Students and teachers from the schools visited by the evaluation team reported increased safety and engagement. Ultimately, these positive improvements resulted in high transfer requests to these schools, along with a noticeable increase in retention rates among existing students.

In addition, the AILPD program has been instrumental in providing principals with the knowledge and skills to aid teachers in improving teaching practices. About 83.6% of surveyed principals reported large-scale improvements in teaching practices within their schools. The KIs also clarified that the principals had employed the Four Frames Approach (multi-frame thinking approach), leading to more professional development opportunities for teachers and an increased inclination towards participating in nationally recognized awards.

Mohammed bin Al-Qassem School's principal indicated that they keep a file for each teacher at their school that includes records of all their professional development activities. When the teachers were interviewed, they confirmed that the principal was a major reason behind their motivation to elevate their knowledge and skills. Furthermore, many teachers from Al-Turra School and Al-Qasr School stated that they were positively influenced by the instructional skills their principals had obtained and implemented within their schools. Consequently, they have enrolled in many programs, including those implemented by QRTA and MOE, which assisted in enhancing their knowledge and skills.

With increased agency among teachers and students, the evaluation found that AILPD graduates actively promote team building, shared leadership, and strategic planning, resulting in increased academic achievements among students. In fact, 44.3% of surveyed principals believe the program has contributed significantly to improving students' academic achievements. The visited schools presented documented cases highlighting increased grade averages among their students and improved results in national exams.

Moreover, the evaluation found that the AILPD program has equipped the principals with 21st century skills, resulting in enhanced student learning. Strategies that promote problem-solving, critical thinking, and technology use are now commonplace within these schools, providing teachers and students with impactful learning experiences and parents with peace of mind that their children are enrolled in distinguished schools. For example, one school utilized 3D technology to teach anatomy, indicating a shift towards more sustainable, forward-thinking educational approaches.

AILPD graduates significantly improved their schools and gained the knowledge and skills that translated into advanced academic achievements for both students and teachers. For instance, in each cohort of AILPD graduates, several individuals were nominated for the Queen Rania Award for Excellence in Education. Since the program’s inception, AILPD graduates have been consistently recognized as awardees every year.

Additionally, many schools reported significant improvements concerning the pass rates in the GSECE (Tawjihi). In a KII, one school leader from Al Muwaqqar stated that their students struggled with passing the Tawjihi. However, they now have students who obtained scores exceeding 80%, many of whom even received scholarships for their higher education.

Figure 2:
AILPD Impact Story



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Design:

Relying on internationally renowned methods, leveraging advanced theories with a practical learning approach.

Refine:

Implementing a pilot year, soliciting continuous feedback from principals across Jordan and conducting periodic reviews resulted in maximized curriculum relevance.

Improved Instructional Leaders:

Principals became better instructional leaders, applying skills and strategies within their schools, collaboratively determining and disseminating a clear vision and culture of professional development and improved academic performance while boasting an enhanced growth mindset and strategic problem-solving.

Positive Impact on Teachers, Students, Schools, and Parents/Local Community Leaders:

Teachers became more driven and oriented toward professional development; students’ academic and non-academic performance improved, and their affinity to their schools increased; schools became safer and more welcoming to teachers, students, parents and local community leaders, culminating in an overall improved experience.

Success Stories

The AILPD program has had a significant impact on school leaders, resulting in tangible successes that highlight improvements in school structure, local community engagement, and innovative initiatives for teachers and students. These transformative results encompass multiple facets of the school environment, from infrastructural advancements to academic and non-academic achievements. One notable success story is a school in Zaqra, which underwent considerable changes despite initial structural and facility deficiencies, thanks to the principal's efforts in securing funds. As a result, the school now boasts improved structures and expanded facilities.

In Al-Qasr School, the AILPD program has fostered an impressive level of community engagement. The school initiated various activities promoting parent involvement, like pickling and soap-making. In addition, previously unused facilities were transformed into a mathematics and science laboratory and an exhibition on Jordanian history.

In Ruqayya bint Al-Rasool School, the principal stated that “introducing a culture of voluntary work is important to connecting students with their communities”. Consequently, the students implemented an initiative named “Nashmiyat Gadha”, which allowed them to engage with their local communities through voluntary services and raise awareness within their school on the importance of conserving the environment.

Another school up north, inspired by the AILPD program, established a tailoring workshop to broaden the school's educational offerings. The initiative sparked students' creativity and enabled them to explore their interests, resulting in impressive outputs.

The Althuhaiba School in East Amman exemplified how the AILPD program facilitates comprehensive structural changes. Aiming to create a more inviting environment, the school, located in an industrial area, leveraged nearby factories for funding and resources. The principal meticulously documented the transformation, showcasing the notable changes.

The AILPD program's impact also extends to competitions and accreditations. 36.9% of principals noted that their students actively participated in competitions and improved their academic and non-academic performance. Many schools managed to acquire accreditation from the Royal Health Awareness Society. Additionally, the program fostered creativity among teachers and promoted better engagement for students with disabilities. These success stories testify to the AILPD program's positive impact in advancing school leadership's ability to foster constructive and impactful change across the educational landscape.

Recommendations

The evaluation resulted in several research-based recommendations that aim to sustain the AILPD program's relevance, efficacy, and impact. One prevalent recommendation was to continue utilizing the hybrid approach for the AILPD program, facilitating broader reach, particularly in remote areas. Expanding the program to include teachers was another critical suggestion, underlining the need for a more comprehensive educational leadership training initiative.

AILPD graduates also proposed the implementation of regular workshops and sessions to keep them abreast of global trends and new learning strategies. The continuity of implementing a forum for AILPD graduates across all cohorts was also recommended, providing a platform for sharing professional developments and best practices. Since 23.4% of surveyed principals recommended that the AILPD program facilitate instructional visits for the graduates to maintain a positive feedback loop, the program team could leverage virtual mediums to revitalize its existing outreach efforts.

Remarkably, 16.4% of principals enthusiastically endorsed integrating the AILPD program into their promotion and advancement schemes. This suggestion may reflect an opportunity for increased awareness regarding the accredited hours per the MOE and the procedures for career progression. Furthermore, this recommendation strongly aligns with the prevailing belief that the program should be expanded to encompass a wider spectrum of school leaders and teachers across Jordan, as evidenced by the support of 15.6% of surveyed principals.

Meanwhile, 13.1% of principals emphasized the need for more in-person sessions, incorporating face-to-face meetings and observations alongside virtual meetings. This suggestion was in response to the program's shift to an entirely virtual format, given restrictions during the COVID-19 pandemic.

1. Context and Background

1.1 About AILPD

QRTA launched the Advanced Instructional Leadership Professional Diploma (AILPD) in 2016. Developed in collaboration with the University of Connecticut (UConn) and accredited by the Ministry of Education in Jordan, the participants are awarded professional diplomas by the University of Jordan. Several modules were developed to create an extensive leadership program for school principals and supervisors to ensure a positive impact across their schools.

The program was based on the framework of the Public Education Leadership Project (PELP), a joint initiative of the Harvard Graduate School of Education and Harvard Business School, with a mission to improve the management and leadership competencies of public school leaders. The 24-credit hour program empowers instructional leaders and develops their knowledge and skills to turn educational theories into practices, ensuring effectiveness within the learning environment.



The program aims to :

- Enhance conceptual understanding of instructional leadership in order to articulate a vision for the organization and lead learning to achieve that vision.
- Develop strategies for school improvement through a close examination of curriculum, instruction, assessment practices, teacher development, culture, and school organization.
- Apply new learning to address real-life issues in instructional practices, in addition to establishing a Networked Improvement Community based on self-reflection and the exchange of actionable feedback among members.

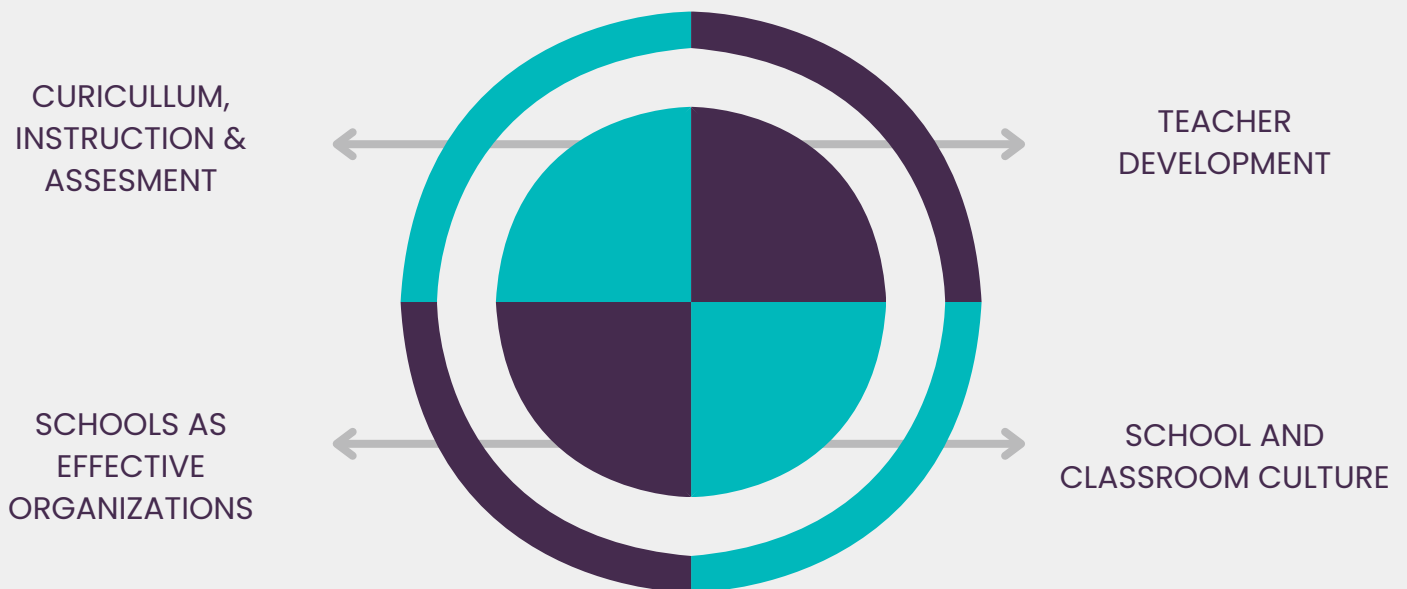


Figure 3: AILPD Overview



The AILPD program is divided into four modules, each with topics ensuring instructional leadership is delivered. The program graduated six cohorts between 2017 and 2021. The table below illustrates the number of beneficiaries per cohort.

Cohort/Year	Number of AILPD Beneficiaries
Cohort 1 of 2016[1]	41
Cohort 2 of 2017	65
Cohort 3 of 2018	140
Cohort 4 of 2019	79
Cohort 5 of 2020	108
Cohort 6 of 2021	59

Table 1: Number of AILPD Beneficiaries

[1] Cohort 1 of 2016 was excluded from the impact evaluation, as it was a pilot



1.1 Program Modules

1.2.1 Curriculum, Instruction, and Assessment

This module seeks to provide school leaders with an understanding of the role of curricula and assessments in equipping students with the knowledge, understanding, and skills needed in today's rapidly changing world. The module focuses on effective instruction, assessment strategies, and the leadership practices necessary to provide the structure and support teachers need to implement student-centered approaches. Participants drafted action plans throughout the module and addressed a Problem of Instructional Practice through the lens of curriculum, instruction, and assessment at the module's conclusion. This module aims to achieve the following objectives:

- Understand the interrelationship of curriculum, instruction, and assessment and the principal's role in leading school improvements in these areas.
- Develop an understanding of the tools and experiences necessary to develop a clear vision for today's students, with a focus on leading school improvements in curriculum, instruction, and assessment practices.
- Develop an understanding of how curricula can support skills development and conceptual understanding.
- Analyze a process for aligning learning outcomes, assessments, and instruction.
- Understand the differences between assessments for learning and learning and when each should be used.
- Consider various assessment methods and determine how to align assessments with learning targets.
- Consider school instruction as necessary in preparing students for a changing world.
- Define student-centered instruction and plan for implementing strategies in classrooms.
- Define characteristics of student-to-student feedback and apply them in schools.

This module's objectives were developed with attention to the need for schools to prepare students for the changing nature of the world, emphasizing effective student-centered classroom practices and leadership strategies required to support these changes. Topics include instruction and assessment practices for the 21st century, backward design, assessments for learning, and leadership actions to promote effective instructional practices.

1.2.2 Supervision, Evaluation, and Professional Learning for Continuous Improvement

This module focuses on developing the knowledge and skills needed to evaluate, supervise, and build capacity for instruction in schools. Upon completing this module, school leaders are expected to foster an understanding of the elements comprising developmental supervision and evaluation. School leaders are expected to learn to use the knowledge and demonstrate the skills necessary to evaluate and supervise effectively, offer feedback that promotes growth, and develop effective professional learning plans, thereby improving teaching and learning. In addition, school leaders are expected to build an understanding of the elements of a practical teacher evaluation and professional learning plan, as well as extend the support required to implement and maintain that plan. This module aims to achieve the following objectives:

- Understand and use data to develop school goals, assess their effectiveness, and implement plans to achieve them.
- Demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices.
- Apply human development theory, proven learning and motivation theories, and concern for diversity to the adult learning process.
- Design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practices and research on student learning consistent with the school's vision and goals.
- Demonstrate using observations, collaborative reflection, and adult-learning strategies to form comprehensive professional growth plans with teachers and other school personnel.

The module's objectives were developed with attention to how effective supervision practices utilize data and evidence to improve a school's instructional system and capacity. Similar attention is directed to how improvement planning may be used for cultural, professional, and structural systems.

1.2.3 Building a Positive School Climate and Culture

This module aims to provide school leaders with practices and processes for evaluating, establishing, and sustaining a positive school climate and culture to improve student achievement. The school leader is expected to recognize the necessity of developing a clear vision for education improvement centered around the instructional core and applying it when building a positive school culture. This module aims to achieve the following objectives:

- Describe the effect of climate on student achievement and general school effectiveness.
- Understand the role of the school leader in assessing and creating a positive school climate, including their leadership style.
- Identify strategies to conduct a school climate and culture assessment and use the results to develop improvement goals.
- Describe various methods and programs that support the development of a positive school climate and identify actions to address climate and culture goals.
- Develop an improvement plan that assesses school climate and culture and employs and evaluates effective strategies to address needs.
- Articulate a personal theory of action for establishing and sustaining a positive school culture and climate.

The module's objectives were developed with attention to the many school structures and stakeholders - namely students, teachers, and families. Specifically, the focus is on structures, such as improved planning and leadership models. The module also examines culture within the classroom, across the entire school, and beyond into the local community.



1.2.4 School and Program Management to Support Individual and Organizational Effectiveness

This module introduces students to concepts and skills fundamental to the successful administration of educational organizations. The overarching goal of the module is to provide practical knowledge that gives students an understanding and appreciation of the complexity of educational organizations. The module draws on Bolman and Deal's (2008) Four Frames Approach (multi-frame thinking approach), which borrows ideas from sociology, management science, psychology, political science, and social and cultural anthropology. This module aims to achieve the following objectives:

- Identify the challenges of administering a complex organization.
- Understand how personal leadership skills and dispositions impact school management.
- Use "multi-frame thinking" to gain an understanding of organizations.
- Use "multi-frame thinking" to bring meaning to school and district data and, based on this analysis, make specific recommendations for school improvement.
- Gather, analyze, and interpret multiple forms of data to identify significant problems related to teaching and learning at schools.
- Understand how the commitment to lasting values and flexible strategies allows a leader to implement a vision.
- Use a personal vision for effective educational practices and research-based school improvement strategies to articulate a Problem of Instructional Practice related to teaching and learning.

The module's objectives were developed with attention to the multiple frames through which a school, an initiative, or a challenge can be viewed. Similar attention is directed to how improvement planning may be considered and designed through multiple frames.



2. Purpose and Scope of the Evaluation

2.1 Evaluation Objectives

The AILPD Evaluation Report sought to fulfill the following objectives:

- Provide QRTA and its partners with evidence-based outcomes concerning the impact of the AILPD program, the changes detected in instructional leadership practices among school leaders, the program's contribution to the improvement of school leaders' school culture, teachers' professional development, professional learning communities, school leaders' mindset and attitudes, and the impact of the school leadership on students' overall learning.
- Deliver evidence-based results regarding the change in school leaders' level of knowledge and skills.
- Review the current program's Theory of Change (TOC) based on the evaluation results and recommendations to guide future monitoring and evaluation activities.
- Offer clear policy recommendations and implications at the system and school levels.

2.2 Scope of Evaluation

The evaluation team led an impact evaluation of the AILPD program, implemented by QRTA, to measure the influence of public school diploma graduates. It sought to demonstrate how graduates evolved in their role as instructional leaders, highlighting the improvements observed in school culture, teachers' professional development, professional learning communities, mindset and attitudes, and students' learning outcomes.

The evaluation sought to understand the extent to which the program's objectives have been met in relation to the relevance, effectiveness, and impact of different aspects of the program. The evaluation looked to identify lessons learned in areas such as enhancing conceptual understanding of instructional leadership among the program cohorts, developing strategies for school improvement by examining the curriculum, and creating a Networked Improvement Community to self-reflect and exchange actionable feedback. Furthermore, the evaluation aimed to review the Theory of Change to guide future program monitoring and evaluation efforts.

2.3 Evaluation Methodology

The evaluation team developed the methodology and analysis plan in collaboration with the AILPD team. The evaluation was implemented through:

- Desk review.
- Key Informant Interviews with principals who graduated from the AILPD program.
- Key Informant Interviews with MOE supervisors.
- Key Informant Interviews with MOE heads of directorates.
- Key Informant Interviews with the QRTA AILPD team.
- Focus Groups with students.
- Focus Groups with teachers.
- Survey of principals who graduated from the AILPD program.

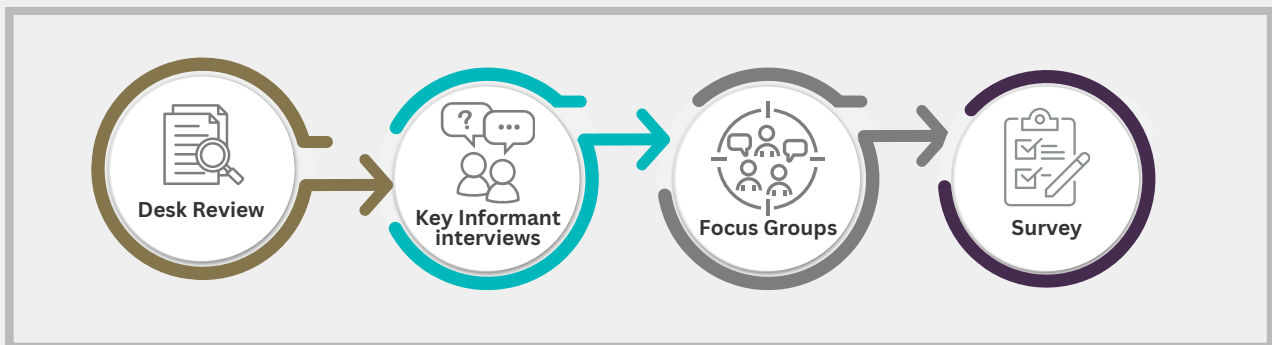


Figure 4: Methodology used for the AILPD Evaluation Report
Desk Review

To conduct this evaluation, the evaluation team first performed a literature review, examining documents received from the AILPD team with information about the program, its modules, target audiences, goals and objectives, among other relevant information. The evaluation team also reviewed data representing pre- and post-assessments conducted by QRTA’s Monitoring and Evaluation (M&E) Department for all six AILPD program cohorts before and after participating in the program. The data includes module feedback results for each of the six cohorts, as well as insights gathered from FGDs and a summative evaluation report for the first three cohorts. This comprehensive dataset provided valuable insights into the content-based knowledge and satisfaction levels of school leaders, demonstrating two pivotal indicators of the program’s impact.

The documents reviewed using evaluation tools comprised: (a) a discussion guide for KIIs with school principals; (b) a discussion guide for KIIs with MOE supervisors; (c) a discussion guide for KIIs with MOE heads of directorates; (d) a discussion guide for KIIs with the AILPD program staff at QRTA; (e) a discussion guide for FGDs with students; (f) a discussion guide for FGDs with teachers; (g) an observation checklist for school visits; and (h) a survey questionnaire targeting principals.

Once these tools were approved, the evaluation team conducted six site visits to schools whose principals had graduated from the AILPD program. The schools spanned the three regions of Jordan: North, Center and South. During the visits, the evaluation team and the education specialist held in-depth interviews with school principals, FGDs with teachers, and FGDs with students. Both groups offered tremendous insights regarding the program's impact from their unique perspectives.

Following that, the evaluation team conducted a survey with 244 principals who graduated from the AILPD program, utilizing the Computer Assisted Telephone Interviewing (CATI) research method. Simultaneously, the evaluation team continued to conduct KIIs with MOE supervisors who had overseen the impact of several school principals who graduated from the AILPD program and KIIs with heads of directorates who recognized the impact of school leaders on their respective schools and local communities. KIIs were also conducted with the AILPD team, which spoke about its journey with the AILPD program and its experience over the years from one cohort to another.

Finally, with the principals' survey data collection completed and to commence the analysis phase, the evaluation team began analyzing the closed-ended questions. In parallel, the evaluation team worked on cleaning, grouping, and coding all open-ended questions, further investigating them using SPSS to acquire frequencies, trends, cross-tabulations, and other analyses as relevant. At the same time, the team analyzed the KII and FGD transcripts. Together with the desk review report findings and the data and documents shared by QRTA and other interviewees, the evaluation team proceeded to triangulate these inputs to provide holistic responses to the research questions and sub-questions as per the Evaluation Matrix [Attachment 1], as the final step before drafting this report.

2.3.1 Quantitative Research

For this report, the evaluation team used its in-house “Research and Polling Center (SAWTI)” to conduct survey interviews with a sample of principals using CATI, with the survey questionnaire programmed and scripted on tablets. The evaluation team used CPro as a data entry software, which combines features of the Integrated Microcomputer Processing System (IMPS) and the Integrated System for Survey Analysis (ISSA). Survey questions were filled one at a time, with the software ensuring that every field was completed before moving to the next using quality assurance scripts that provide a zero margin of human error during interviews. The final sample comprised 244 principals. In terms of geographic representation, 47.5% of respondents were from the central region (Amman, Balqa, Zarqa, and Madaba); 36.5% from the northern region (Irbid, Mafraq, Ajloun, and Jarash); and 16% from the southern region (Karak, Maan, Tafileh, and Aqaba).

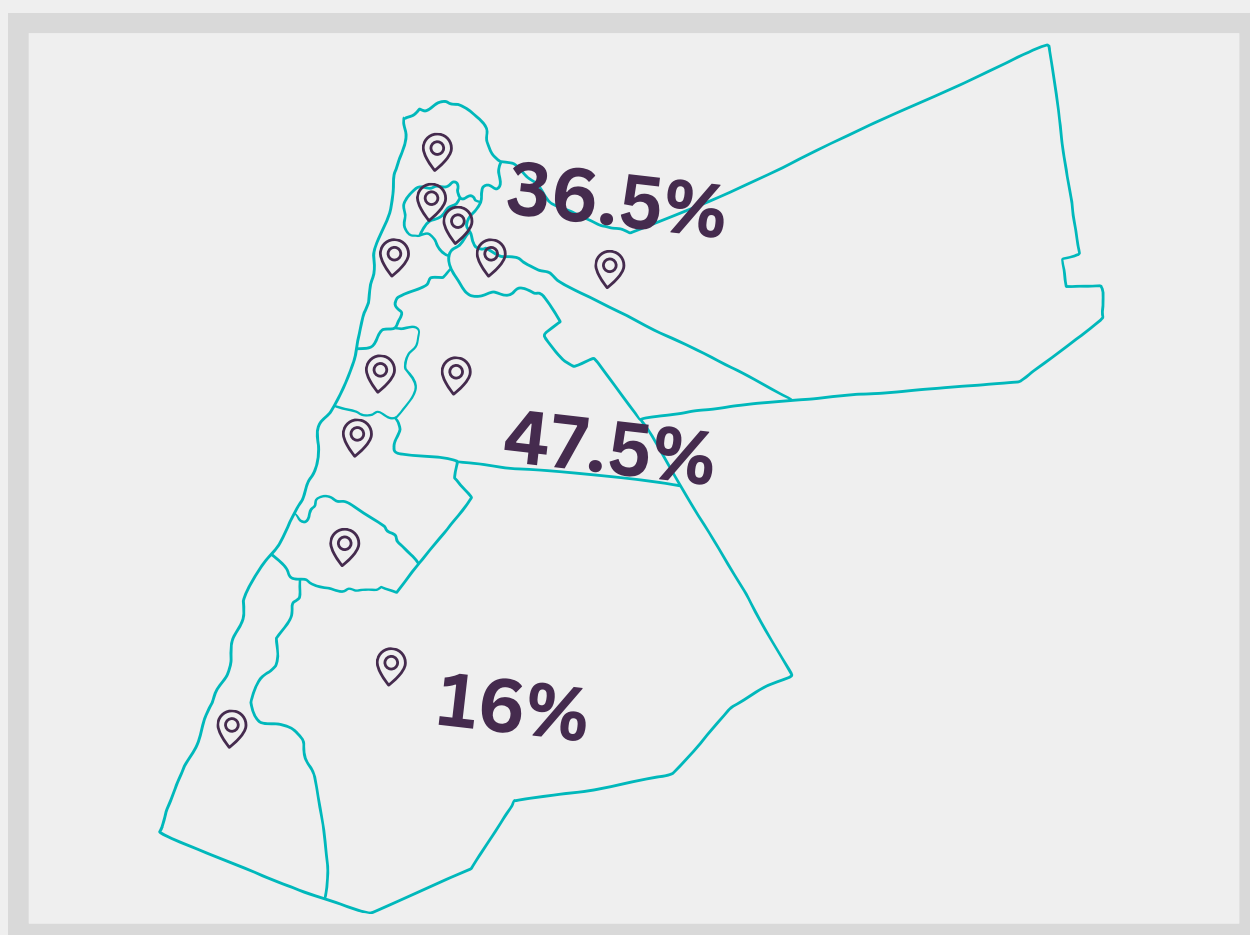


Figure 5: Quantitative research coverage

2.3.2 Quantitative Research

The evaluation team conducted a total of 13 KIIs: six with principals who graduated from the AILPD program, two with MOE heads of directorates, three with MOE supervisors; and two with the AILPD team. Additionally, the evaluation team conducted 12 FGDs: six with teachers and six with students, both groups from the same schools visited. The evaluation team utilized highly experienced researchers to lead the qualitative research component, as the KIIs and FGDs were transcribed fully and voice-recorded when permission was given.

2.3.3 Data Analysis

In the analysis phase, the evaluation team analyzed the data gathered from each of the various tools applied - the KIIs, FGDs, and survey - to compile and triangulate findings that answer key questions and sub-questions from the evaluation matrix to essentially provide an objective evaluation in terms of the AILPD program's relevance, effectiveness, and impact.



3. Evaluation Findings

The evaluation looked to understand the impact of the AILPD program from different perspectives, including direct beneficiaries (school principals), indirect beneficiaries (teachers, students, parents, and local communities), and MOE representatives (supervisors and heads of directorates), all of whom were interviewed to assess the impact of the AILPD program from a national institutional perspective. The evaluation found that the AILPD program has had a major positive impact on schools whose principals had participated in the program.

Most interviewees were highly satisfied with the AILPD program. Evidence supports the program's positive impact on the ability of principals to enact positive change in their schools; establish a positive and welcoming environment for students, teachers, and parents; drive students' academic achievement forward; and create an environment conducive to teachers' professional development. In fact, following their graduation, a number of distinguished school principals were nominated for and presented with the Queen Rania Award for Excellence in Education. Similarly, several teachers from AILPD graduate schools were nominated for and granted awards within their respective categories in the Queen Rania Award for Excellence in Education.



3.1 Relevance

The first evaluation criterion is relevance. For that, the evaluation team examined the extent to which the AILPD program has been relevant to the issues it was designed to address and their underlying causes. More specifically, in evaluating the program against this domain, the research questions focused on its relevance to QRTA’s programmatic priorities, the Jordanian culture/context, and school leaders’ needs to improve their instructional leadership knowledge, skills, practices, and working environment.

Domain	Research Questions	Findings
<p>Relevance: Is the AILPD program relevant to the issues it was designed to address and their underlying causes?</p>	<p>Is the content relevant and suitable for the Jordanian culture/context?</p>	<ul style="list-style-type: none"> • Sub-finding 1.1: In terms of the program’s relevance and suitability to the Jordanian culture and local context, the evaluation found that most principals, the AILPD team, and MOE supervisors believe that the AILPD program was designed to be relevant to the Jordanian culture and local context. The program’s relevance and suitability were localized to the specific context of each school by educating principals on how to adapt learned outcomes to the local context of their schools. • Sub-finding 1.1: In terms of the program’s relevance and suitability to the Jordanian culture and local context, the evaluation found that most principals, the AILPD team, and MOE supervisors believe that the AILPD program was designed to be relevant to the Jordanian culture and local context. The program’s relevance and suitability were localized to the specific context of each school by educating principals on how to adapt learned outcomes to the local context of their schools. • Sub-finding 1.2: The AILPD team anticipated and mitigated potential gaps in the program’s relevance to the Jordanian culture by dedicating the first year as a pilot to make any necessary adjustments. The AILPD team solicited continuous feedback through its pre- and post-assessments, which were used to fine-tune the program further. This positive feedback loop with school leaders and other stakeholders ensured the program's relevance to the local context.

Domain	Research Questions	Findings
<p>Relevance: Is the AILPD program relevant to the issues it was designed to address and their underlying causes?</p>	<p>To what extent is the program content relevant to school leaders' needs to improve instructional leadership knowledge, skills, and practices? Do the AILPD program concepts and practices meet the needs and priorities of school leaders?</p>	<ul style="list-style-type: none"> Sub-finding 1.3: The evaluation found that the AILPD program is highly relevant to school leaders' needs to improve their instructional leadership knowledge, skills, and practices, given its practical approach that relies on advanced theories to achieve the best leadership practices.
	<p>To what extent are these concepts and practices applicable in school leaders' working environments/schools?</p>	<ul style="list-style-type: none"> Sub-finding 1.4: The evaluation found that the AILPD program skills were highly applicable by school leaders in their working environments, as the majority were able to apply the acquired skills within their schools.
	<p>Is the program content relevant and consistent with the strategic and programmatic priorities of QRTA?</p>	<ul style="list-style-type: none"> Sub-finding 1.5: The evaluation found that the AILPD program's content is very relevant and consistent with the strategic and programmatic priorities of QRTA, contributing positively to teachers' professional development and enhanced capacities.

Table 2: Research Questions - Relevance

Main Finding 1: The AILPD program is highly relevant to QRTA’s strategic and programmatic priorities. It is also highly relevant to and suitable for the Jordanian culture/context and school leaders’ needs to improve their instructional leadership knowledge, skills, and practices. Its concepts and practices were also found to be highly relevant and applicable in principals’ schools.

Sub-finding 1.1: In terms of the program’s relevance and suitability to the Jordanian culture and local context, the evaluation found that most principals, the AILPD team, and MOE supervisors believe that the AILPD program was designed to be relevant to the Jordanian culture and local context. The program’s relevance and suitability were localized to the specific context of each school by educating principals on how to adapt the learned outcomes to the local context of their schools.

When it comes to the relevance and suitability of the AILPD program’s content to the Jordanian culture and local context, the surveyed principals reported high relevance and suitability. In fact, 90.2% of the principals indicated that the program's content was relevant to the local context, compared to just 9.8% who stated the content was irrelevant. Evidence gathered during the school visits and interviews with principals reiterated the high level of relevance. Even when one principal from the visited schools stated that some of the concepts appeared to be translated and thus may not fit the local Jordanian culture, the evaluation found that the content was not translated; it was Arabized and contextualized through a series of participatory efforts involving principals.

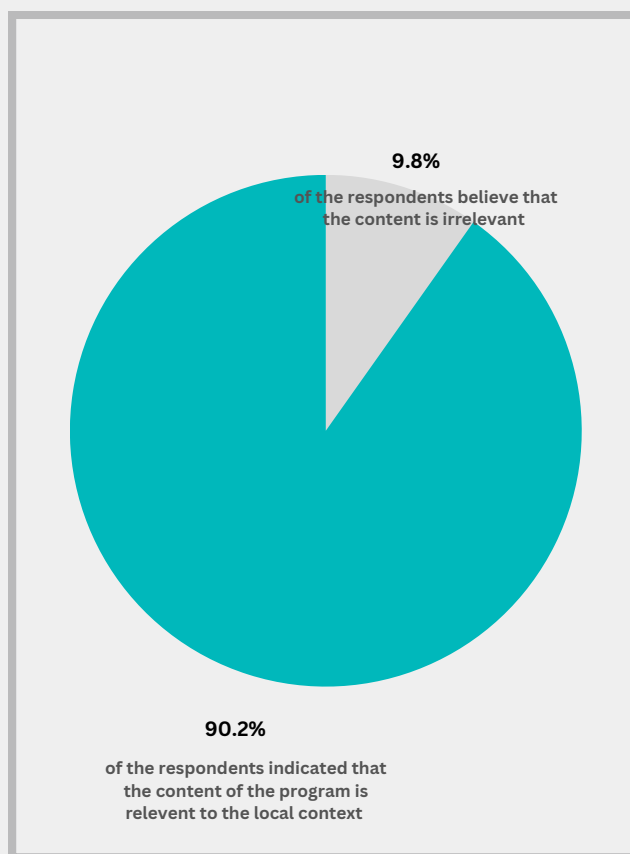


Figure 6: Relevance of the AILPD program’s content to the local context

As such, the content, modules, and principles are sound, but it is the responsibility of principals to ensure and facilitate their coherent application and adaptation in line with the preferences, interests, and areas of strength of their teaching staff and student body. An MOE supervisor further underscored this finding, indicating that “the program’s content and approach are fully relevant, and it is the duty of principals to utilize and implement the approach to drive their schools forward.”

Sub-finding 1.2: The AILPD team participated and mitigated potential gaps in the program’s relevance to the Jordanian culture by dedicating the first year as a pilot to make any necessary adjustments. The AILPD team solicited continuous feedback through its pre- and post-assessments, which were used to fine-tune the program further. This positive feedback loop with school leaders and other stakeholders ensured the program's relevance to the local context.

The AILPD team updated the modules and constantly contextualized the content to ensure its relevance and coherence to the local context. To that end, a pilot phase was dedicated at the start of the AILPD program that contributed to achieving and sustaining high levels of relevance and suitability. The importance of the pilot phase stems from several factors. For instance, it was utilized to test the modules and approach vis-à-vis the overall relevance and suitability to the local context of Jordanian schools, including those in some of the most disadvantaged areas.

In addition, the AILPD team carried out several participatory and cooperative planning and preparation sessions with several participants during the pilot phase. These sessions facilitated the proper exchange of experiences between the stakeholders and the AILPD team, constituting an essential baseline for positively adapting the program’s content to the local context, with proper consideration for the specific dynamics associated with different schools. An MOE supervisor noted that the AILPD content was fine-tuned to the local environment collaboratively with the principals themselves, including those from remote areas who offered valuable insights describing best practices for driving positive change within their schools.

Sub-finding 1.3: The evaluation found that the AILPD program is highly relevant to school leaders’ needs to improve their instructional leadership knowledge, skills, and practices, given its practical approach that relies on advanced theories to achieve the best leadership practices.

When it comes to the extent to which the AILPD program’s concepts and activities were relevant to the needs and priorities of the principals, the evaluation found that 81.1% of surveyed principals believe that the concepts and activities were relevant to a large extent, coupled with 18% who believe it was relevant to a medium extent. Further evidence gathered during the school visits seconded this finding, as one principal highlighted that the program concepts were very relevant to their needs as school leaders.

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“The concepts made me look at things from different perspectives, ensuring that decision-making stems from a leader’s point of view rather than a manager’s.”

- Graduate of the AILPD program.

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Another principal agreed and added that the program trainers shared realistic cases from the field, making the content much more tangible, essentially helping them address challenges related to their role.

When the AILPD team was asked about the importance of the program in meeting the needs and priorities of school leaders, one trainer stated that the program's main advantage is its practical nature, which enables school leaders to implement the practices as leaders in their schools. Another trainer added that the training contributed to building school leaders’ skills in terms of internal and external communication, team building and teamwork, and time and resource management. The program specifically enhanced the school leaders’ knowledge and capacities through 21st century skills, including emotional intelligence.

Sub-finding 1.4: The evaluation found that the AILPD program skills were highly applicable by school leaders in their working environments, as the majority were able to apply the acquired skills within their schools.

The principals were asked about the extent to which they were able to apply the skills obtained from the AILPD program in their schools. The survey results show that 97.6% of principals indicated that they were able to apply their learning outcomes (53.7% to a large extent and 43.9% to a medium extent), coupled with 2.5% who indicated doing so to a low extent.

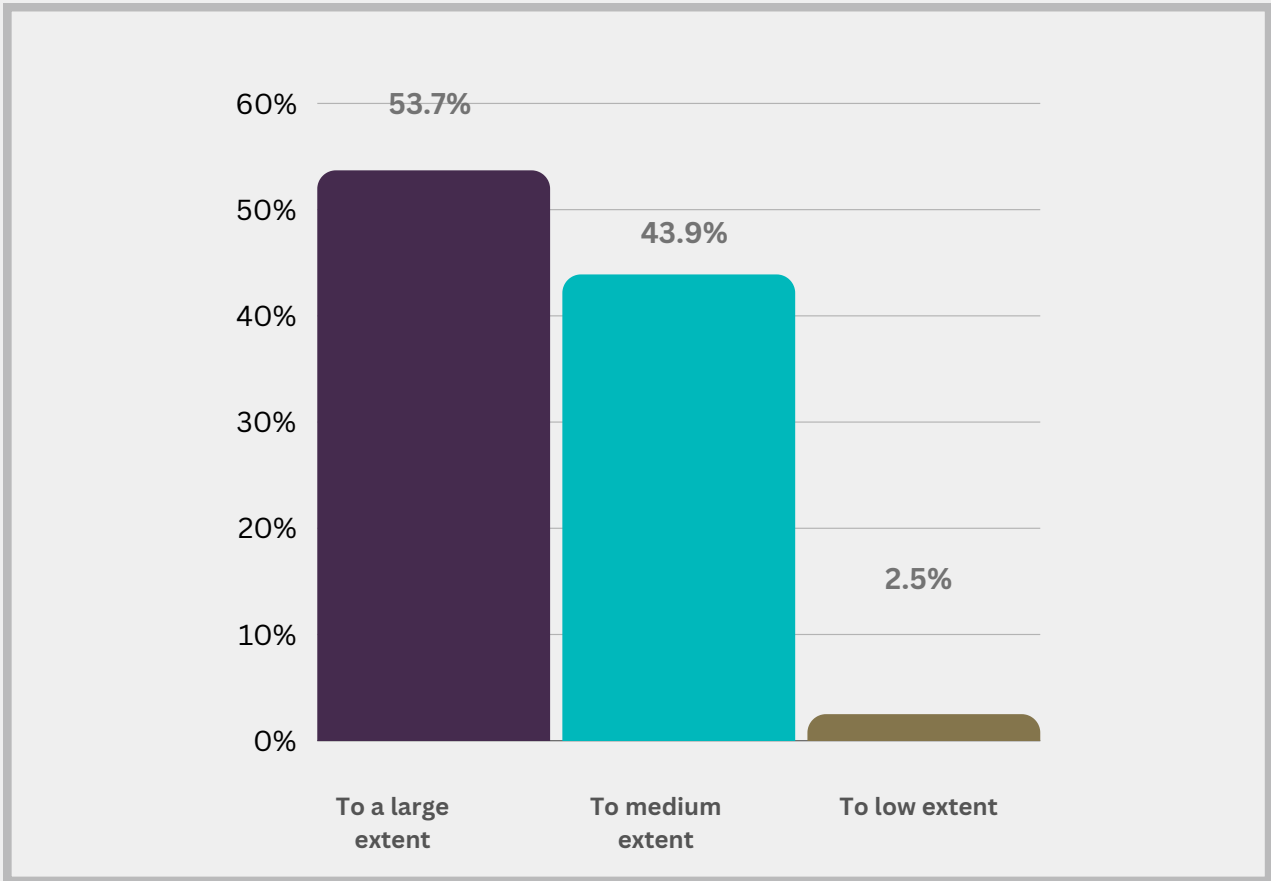


Figure 7: To what extent were you able to apply the skills obtained from the AILPD program in your school?

The principals were asked about the extent to which the AILPD program contributed to developing their growth mindset. Then, they were asked to explain their responses further and provide examples of how the program contributed, with 23% stating that they managed to apply the skills and knowledge obtained from the AILPD program to their schools to improve their environment, culture, and education comprehensively. This leads to identifying that improvement in principals’ practices within the working environment develops a growth mindset that reflects positively on culture, education, knowledge, and skills.

Sub-finding 1.5: The evaluation found that the AILPD program’s content is very relevant and consistent with the strategic and programmatic priorities of QRTA, contributing positively to teachers’ professional development and enhanced capacities.

The interviewed AILPD team explained that the program promotes leadership skills among principals and provides a practical example of the advancement of education in Jordan. As such, the AILPD program was found to be very relevant and consistent with QRTA’s strategic priorities

3.2 Effectiveness

The second evaluation criterion focused on the effectiveness of the AILPD program. The evaluation examined the extent to which the AILPD program has effectively achieved its outcomes and planned results based on its implementation. Sub-questions focused on evaluating the program's ability to achieve its objectives and intended, planned results, specifically in building school leaders' knowledge of practices, helping them acquire the skills necessary to implement the practices while identifying the factors influencing this achievement.

Domain	Research Questions	Findings
<p>Effectiveness: To what extent has the AILPD program been effective in achieving its outcomes and planned results based on the program implementation by QRTA?</p>	<p>Research Questions What was the quality of the AILPD program services? Has the program achieved its set targets and objectives? (In terms of content, delivery approach, trainers' effectiveness, duration, practicality, and tailoring)</p>	<p>Sub-finding 2.1: In terms of the quality of the AILPD program, the evaluation revealed a high standard in both content and training. The training modality was highly effective, largely contributing to the program's success, as the AILPD trainers were found to be highly responsive and well-informed.</p>
	<p>To what extent were the intended, planned results of the AILPD program achieved? Has the training been effective in building leaders' knowledge of practices and/or helping them acquire the skills to implement the practices? What major factors influenced the achievement (or failure to achieve) of the program results or objectives?</p>	<ul style="list-style-type: none"> • Sub-finding 2.2: Evidence-based references in the AILPD's curriculum enhanced its effectiveness in achieving its goals, coupled with the exchange of experiences and mutual respect between the trainer and trainees • Sub-finding 2.3: The pre- and post-assessments implemented by QRTA ensured the ongoing update of the program's content to meet today's global challenges.

	<p>Has there been any unintended results? If so, what were they, and what caused them?</p>	<ul style="list-style-type: none"> Sub-finding 2.4: The evaluation found two important positive unintended results: the AILPD program was highly attractive to male and female principals alike, and the virtual approach during the COVID-19 pandemic was successful.
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Main Finding 2: The AILPD program was found to be highly effective in achieving its targets, objectives, outcomes, and planned results. It was assessed to be of high quality in terms of trainers, content, and practicality.

Sub-finding 2.1: In terms of the quality of the AILPD program, the evaluation revealed a high standard in both content and training. The training modality was highly effective, largely contributing to the program’s success, as the AILPD trainers were found to be highly responsive and well-informed.

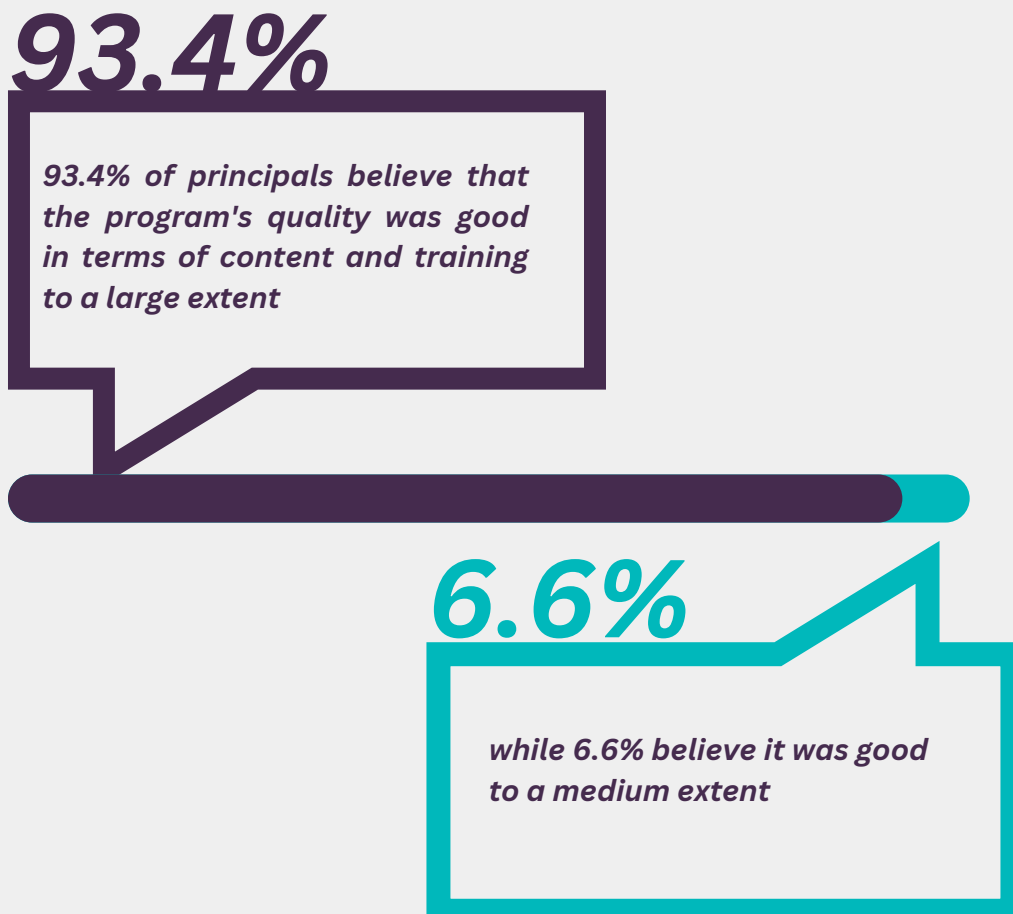


Figure 8: Program quality in terms of content and training

The interviewees praised the quality of the AILPD program, describing it as highly effective even when implemented virtually, remarking that the trainers were approachable and responsive, even after graduating.

Another principal stated that the program is administered with objectivity and punctuality using high-quality training and content. Given its quality, the principals recommended the program to their peers. One principal stated that a colleague had decided to enroll in the AILPD program following his advice, and they were able to exchange knowledge and lessons learned, especially as the program is regularly updated and improved.

Furthermore, the interviewees praised the proficiency of the AILPD trainers, who were described as accessible, visible, and approachable. The AILPD team was also praised by the principals throughout the data collection for the efficiency of its training methods and content delivery. The AILPD team was found to be an integral part of the program's success.

When the AILPD team was asked about the methods used, it highlighted collaborative learning; one-to-one meetings to ensure that the cohort fully grasped the instructional leadership content, skills, and practices; and discussions and dialogues as pillars of learning.

Sub-finding 2.2: Evidence-based references in the AILPD's curriculum enhanced its effectiveness in achieving its goals, coupled with the exchange of experiences and mutual respect between the trainer and trainees.

One principal stated that the planning, data and information storage and use, and evidence-based references were among the aspects that enhanced the program's effectiveness in meeting its goals.



Figure 9: The extent to which principals believe that the modules contributed to building their knowledge 38

When asked about the factors that contributed to achieving the program's goals, the AILPD team cited its high quality, the training extended, the respect for school leaders' time and needs, the continuously updated material, their own team efforts, the sustainability of the AILPD program's impact on graduates, and the positive feedback loop mechanism, including the use of pre- and post assessments for school leaders, thus ensuring optimal effectiveness.

Sub-finding 2.3: The pre- and post-assessments implemented by QRTA ensured the ongoing update of the program's content to meet today's global challenges.

The teachers and students indicated that the principals adopted evaluation and follow-up mechanisms to assess both the academic achievements of students and the performance and skills of teachers. The teachers attending the FGDs stated that their way of teaching improved significantly due to encouragement and practical insights from their principals, who facilitated the use of new and interactive strategies, such as merging teaching with daily student practices and soliciting feedback from students on any strategy used in the classroom. The teachers also stated that they could better demonstrate care for students' well-being, reflecting positively on student performance.

One of the most prevalent measures used was defining each student's weaknesses and strengths and devising an action plan to address them.

The value and applicability of feedback were highly prevalent in each part of the AILPD program. Since trainers sought feedback pre-, during, and post-training, school leaders noticed the importance of soliciting feedback to improve the quality of operations and instruction within their school.

Principals have begun adopting a proactive stance, emphasizing feedback through daily instructional rounds on school campuses and in classrooms. This not only enhanced their visibility, but also enriched their understanding of each class and its students. Teachers reported that principals would positively intervene during these instructional rounds, sometimes even leading the lecture themselves and evaluating cross-subject exchanges. Moreover, principals have become receptive to feedback, ensuring collaborative decisions are made. This emphasis on feedback led to a natural progression whereby teachers began soliciting input from their students, often institutionalizing this approach into their teaching practices. Students acknowledged their involvement in the feedback and evaluation process, which, in turn, ensured that teachers focused on addressing any problems or misunderstandings students might have. This symbiotic loop of feedback from principals, teachers, and students represents a more holistic and proactive approach to enhancing the educational experience.

Sub-finding 2.4: The evaluation found two important positive unintended results: the AILPD program was highly attractive to male and female principals alike, and the virtual approach during the COVID-19 pandemic was successful.

In terms of unintended results, the AILPD program unexpectedly drew a substantial volume of candidates annually, according to the interviewed team. Further reinforcing the program's quality and appeal, graduated principals were actively encouraging their peers to participate, representing an endorsement that spoke volumes about the program's effectiveness and positive influence.

Another unintended result was the success of the virtual instruction approach during lockdown due to the COVID-19 pandemic. The online learning approach offered trainees greater flexibility and promoted access to more principals residing in remote areas.

3.3 Impact

The third evaluation criterion looked to assess the impact of the AILPD program. The evaluation sought to determine changes in school leaders’ professional knowledge and skills in order to advance instructional leadership concepts; in instructional leadership practices among participating school leaders; and in the establishment of a positive school culture and climate. The evaluation also aimed to examine the extent to which the program provided teachers with professional development opportunities and improved their teaching practices. It also sought to understand how the leadership practices acquired by school leaders impacted the overall student learning experience.

Domain	Research Questions	Findings
<p>Impact: What are the positive and negative changes created by the program, directly or indirectly, intended or unintended</p>	<p>What real difference/change has the AILPD program made in school leaders' professional knowledge and skills to advance instructional leadership concepts?</p>	<p>Sub-finding 3.1: The evaluation found that the AILPD program has had a real and noticeable positive impact on school leaders in terms of advancing instructional leadership concepts and practices. School leaders now use and encourage modern, proactive, and agile leadership and teaching strategies, as the program is regularly revised and updated to consider schools’ emerging educational needs.</p>

Domain	Research Questions	Findings
	<p>What real difference/change has the AILPD program made in instructional leadership practices among participating school leaders?</p>	<ul style="list-style-type: none"> Sub-finding 3.2: The evaluation found that the AILPD program has had a real positive impact on the instructional leadership practices among principals, contributing to improved professional practices as instructional leaders, which, in turn, enhanced the overall team spirit surrounding the school's vision, resulting in a positive impact on achieving its targets. Sub-finding 3.3: The evaluation found that the AILPD program has had a positive impact on building a growth mindset among principals, who contributed to a similar shift among teachers and students, leading them to aspire and achieve better professionally and academically.
<p>Impact: What are the positive and negative changes created by the program, directly or indirectly, intended or unintended</p>	<p>What real difference/change has the AILPD program made in establishing a positive school culture and climate?</p>	<p>Sub-finding 3.4: The evaluation found that the AILPD program contributed significantly to establishing a positive school culture and an attractive, welcoming school environment that was tangibly felt by the principals, teachers, students, parents, and local community members. As a result, students feel safer in their schools and, along with their teachers, feel more encouraged by the principals to achieve academically, professionally, and voluntarily in their local communities.</p>
	<p>Did the AILPD program provide teachers with professional development opportunities and improve their teaching practices (i.e., enhanced lesson planning, promoted a positive culture, and increased student engagement, etc.)?</p>	<p>Sub-finding 3.5: The evaluation found that the AILPD program contributed significantly to enabling the graduates to provide teachers with professional development opportunities and improve their teaching practices.</p>

Domain	Research Questions	Findings
<p>Impact: What are the positive and negative changes created by the program, directly or indirectly, intended or unintended</p>	<p>How do the leadership practices acquired by school leaders impact the overall student learning experience</p>	<ul style="list-style-type: none"> Sub-finding 3.6: The evaluation found that AILPD graduates practice and uphold values of team building, shared leadership, and strategic planning inclusively with teachers and students to work passionately toward improving the school, contributing to an overall increase in students' academic achievements across all grades. Sub-finding 3.7: The AILPD program equipped participating principals with 21st century skills, which resulted in improved student learning.

Table 4: Research Questions – Impact



Main Finding 3: The AILPD program greatly impacted school leaders' professional knowledge and instructional practices. It positively impacted the school's environment, teaching practices, and overall student achievements, signifying that the gained and applied instructional leadership skills and practices achieved a holistic, multi-layered positive impact on schools and the local communities surrounding them.

Sub-finding 3.1: The evaluation found that the AILPD program has had a real and noticeable positive impact on school leaders in terms of advancing instructional leadership concepts and practices. School leaders now use and encourage modern, proactive, and agile leadership and teaching strategies, as the program is regularly revised and updated to consider schools' emerging educational needs.

The survey results demonstrate that 99.2% of principals believe that the AILPD program improved their knowledge as instructional leaders to a large and medium extent (87.7% to a large extent and 11.5% to a medium extent), with nearly identical results between interviewed male and female graduates.

When asked about specific examples demonstrating such an impact, nearly 21% of surveyed principals highlighted that they now adopt innovative, modern learning strategies and constantly work on improving such practices by analyzing student and teacher feedback on the aforementioned strategies, then conducting evaluations, hence ensuring the constant revision and updating of learning strategies based on the emerging educational needs of their respective schools. About 20% indicated that their knowledge as instructional leaders improved the school environment and culture, as well as the quality of the educational experience for students, teachers, and even parents. About 20% of respondents also mentioned activating targeted school instructional rounds to provide inclusive insights about teaching strategies and students' participation and status. Meanwhile, 13.1% indicated that they became more capable of analyzing and resolving challenges and improving the overall school quality.

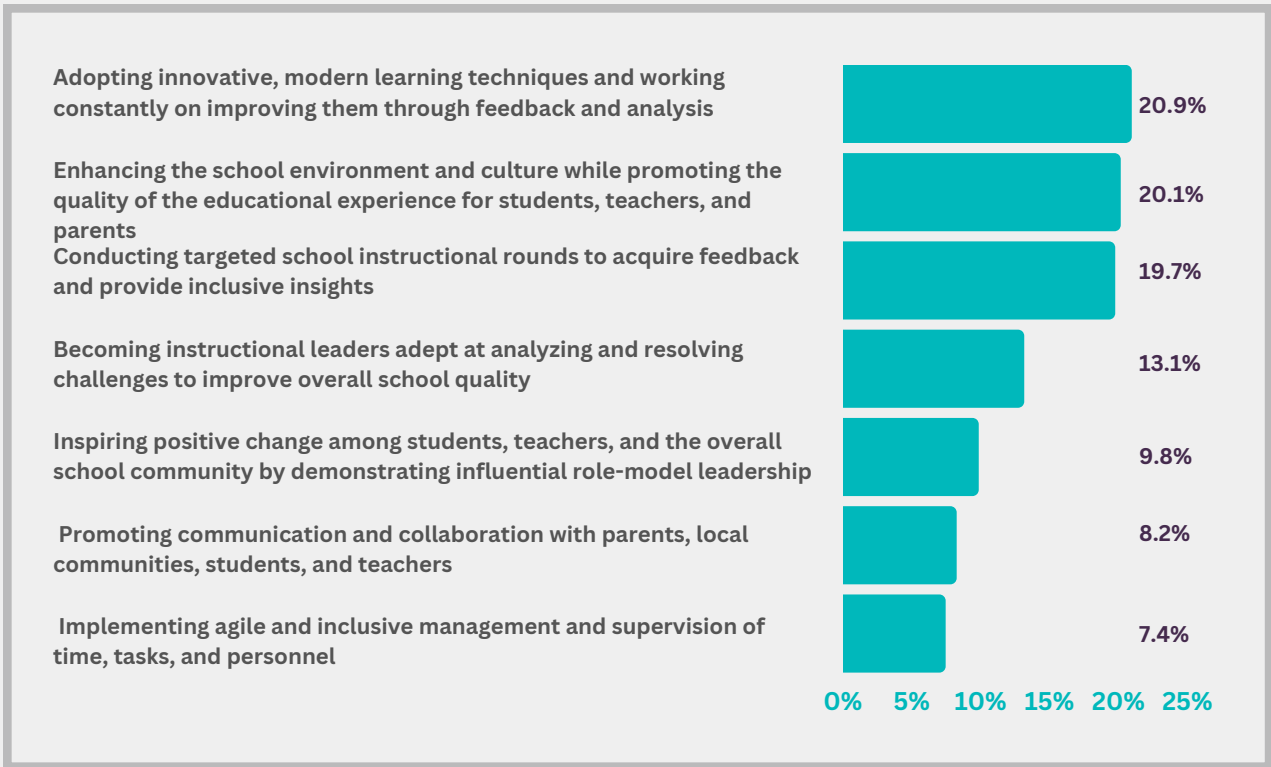
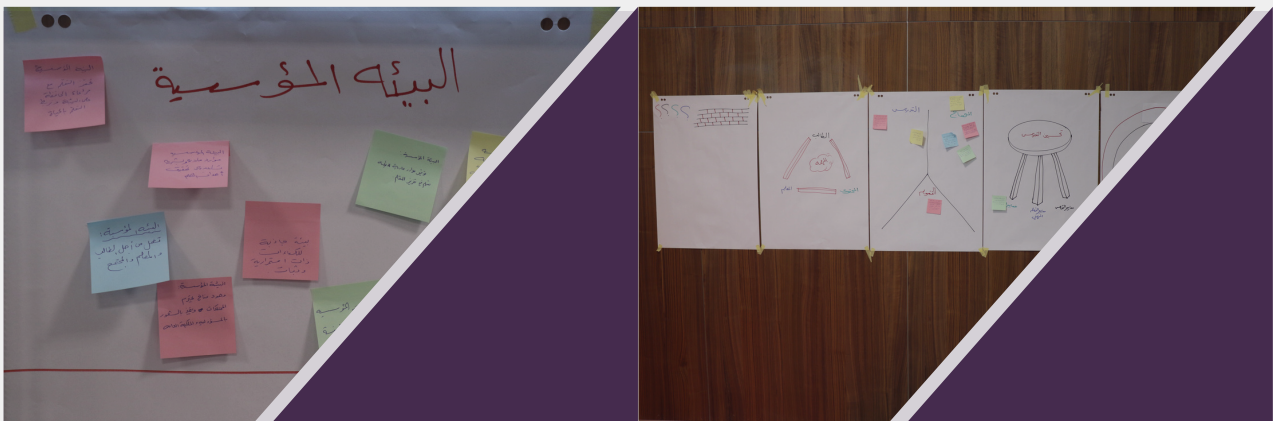


Figure 10: Examples of how the AILPD program improved principals' knowledge as instructional leaders

Many principals also referred to their gained instructional leadership knowledge and ability to support their teachers in using modern teaching strategies. In addition to the exchange of experiences between principals and teachers, principals were able to create an encouraging school environment - one that promotes professional development for teachers and improved academic achievement for students. It is characterized by a culture of positive and impactful communication that engages all stakeholders, including parents and local community members, in meaningful interactions with principals, teachers, and students.



The AILPD program introduced the ability to work as a team to develop a clear school vision and mission. The evaluation team found that the vision and mission of each school were showcased visibly on the walls. When the school vision and mission were discussed with the principals, teachers, and students, the evaluation revealed a joint alignment among these stakeholders. Furthermore, it was observed that the principals encouraged teamwork to pursue these shared visions and missions collectively. The teachers and principals also work as a team to ensure the implementation of the development plan and monitor its progress throughout the academic year. This approach positively impacted the teachers and students, who played an integral role in the design of the vision. Interviewed principals stated that the school vision was designed following a team meeting to improve student conditions across academic and non-academic streams.

One principal specified that after completing the AILPD program modules and acquiring their practices and skills, they enacted a new learning approach whereby the electronic musical keyboards (also known as electronic org) “were used in the classrooms to develop students’ intercultural openness by urging students to play music from different cultures”. In almost all school visits, students’ academic achievement improved noticeably, leading to remarkable success across different grade levels, including the General Secondary Education Certificate Examination (GSECE), commonly known as Tawjihi. This success extended to primary grade levels, whereby students from one of the visited schools achieved the highest nationwide scores in a national third-grade Arabic exam. Also, one school’s interviewed principal and teachers mentioned that their school once had a low Tawjihi pass rate. However, due to the initiatives and changes made by the principal that were learned through his enrollment in the AILPD program, the school experienced a significant increase in the Tawjihi pass rate.

Another example of improved instructional leadership and communication practices came from an interviewed MOE supervisor who mentioned a principal who initially had intense reactions, leading to misunderstandings with teachers and students. However, after graduating from the AILPD program, their approach drastically changed, and they began considering different perspectives before acting, fostering a more cooperative school environment.

Sub-finding 3.2: The evaluation found that the AILPD program has had a real positive impact on the instructional leadership practices among principals, contributing to improved professional practices as instructional leaders, which, in turn, enhanced the overall team spirit surrounding the school’s vision, resulting in a positive impact on achieving its targets.

When asked about the extent to which the AILPD program contributed to developing their professional practices as instructional leaders, 90.2% of surveyed principals believe the AILPD program has contributed to a large extent, followed by 9% who stated to a medium extent, and only 0.8% reported that the program did not develop their instructional leadership practices.

With over 99% of surveyed principals indicating that the program has contributed to developing their professional practices as instructional leaders, the evaluation finds high-level evidence of the program’s positive impact on their capacities as instructional leaders.

When asked about the program's impact on developing their professional practices as instructional leaders, the principals stated that they have implemented what they learned from the program’s modules, recognizing positive gains in their skills. For instance, 23% of the principals cited that they became “instructional leaders who plan better, offer advice to teachers and students, and advance learning objectives”.



Figure 11: Impact of the AILPD program on developing principals’ professional practices as instructional leaders

Many principals also referred to their gained instructional leadership knowledge and ability to support their teachers in using modern teaching strategies. In addition to the exchange of experiences between principals and teachers, principals were able to create an encouraging school environment - one that promotes professional development for teachers and improved academic achievement for students. It is characterized by a culture of positive and impactful communication that engages all stakeholders, including parents and local community members, in meaningful interactions with principals, teachers, and students.

The AILPD program introduced the ability to work as a team to develop a clear school vision and mission. The evaluation team found that the vision and mission of each school were showcased visibly on the walls. When the school vision and mission were discussed with the principals, teachers, and students, the evaluation revealed a joint alignment among these stakeholders. Furthermore, it was observed that the principals encouraged teamwork to pursue these shared visions and missions collectively. The teachers and principals also work as a team to ensure the implementation of the development plan and monitor its progress throughout the academic year. This approach positively impacted the teachers and students, who played an integral role in the design of the vision. Interviewed principals stated that the school vision was designed following a team meeting to improve student conditions across academic and non-academic streams.

One principal specified that after completing the AILPD program modules and acquiring their practices and skills, they enacted a new learning approach whereby the electronic musical keyboards (also known as electronic org) “were used in the classrooms to develop students’ intercultural openness by urging students to play music from different cultures”. In almost all school visits, students’ academic achievement improved noticeably, leading to remarkable success across different grade levels, including the General Secondary Education Certificate Examination (GSECE), commonly known as Tawjihi. This success extended to primary grade levels, whereby students from one of the visited schools achieved the highest nationwide scores in a national third-grade Arabic exam. Also, one school’s interviewed principal and teachers mentioned that their school once had a low Tawjihi pass rate. However, due to the initiatives and changes made by the principal that were learned through his enrollment in the AILPD program, the school experienced a significant increase in the Tawjihi pass rate.

Another example of improved instructional leadership and communication practices came from an interviewed MOE supervisor who mentioned a principal who initially had intense reactions, leading to misunderstandings with teachers and students. However, after graduating from the AILPD program, their approach drastically changed, and they began considering different perspectives before acting, fostering a more cooperative school environment.

Sub-finding 3.3: The evaluation found that the AILPD program has had a positive impact on building a growth mindset among principals, who contributed to a similar shift among teachers and students, leading them to aspire and achieve better professionally and academically.

The principals were also asked in the survey to indicate the extent to which they think the AILPD program contributed to developing their growth mindset, with 83.2% confirming to a large extent and 15.6% to a medium extent. When asked to explain further, 18.9% stated that they became more flexible and understanding of students, teachers, and parents, addressing their challenges in a more impactful way. In addition, 18.1% stated that they became more driven to improve their role as student leaders by pursuing training opportunities, and 17.7% added that they became inspiring leaders, encouraging teachers and students in a way that promotes creativity and success.

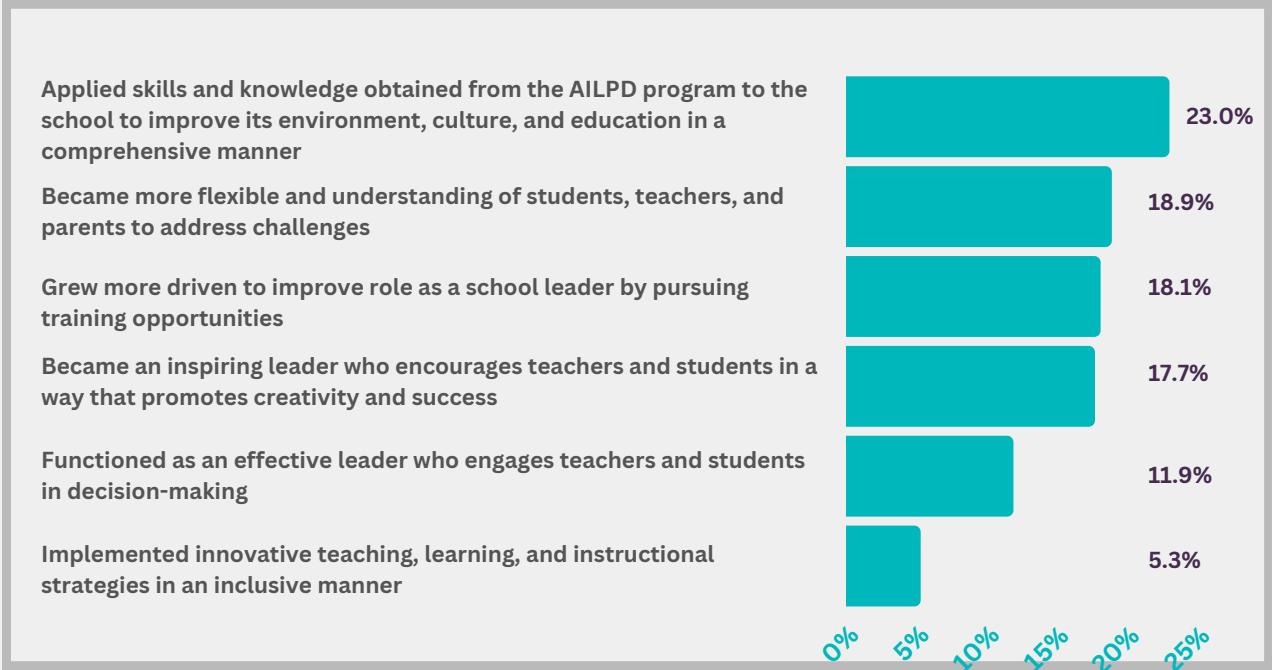


Figure 12: How did the AILPD program help build and develop principals' growth mindset?

Furthermore, the Four Frames Approach (multi-frame thinking approach) provided school leaders with a solution kit to handle emerging problems with a growth mindset approach. As such, school leaders are no longer content with minimal advancements. Instead, they transformed, striving toward greater success for themselves and their teachers (in the form of professional development) and their students (in the form of academic achievement and extracurricular engagements). Moreover, this approach contributed to enhancing school leaders' capacities to find proper solutions for any situation their schools, colleagues, or students may face. The first module of the AILPD program focuses on directing the teachers into sustainable thinking that allows them to consider what is important for students in the future. School leaders also mentioned that a section of the second module works on improving teacher evaluation criteria, such as switching from fixed academic evaluations focusing only on student grades to other factors as well, such as students' creativity, classroom participation, and extracurricular activities.



Figure 13: A mural in Alturra School, Irbid, demonstrating how principals encourage teachers and students to develop their growth mindset

As shown in Figure 12, 17.7% of surveyed principals indicated that the AILPD program helped them develop their growth mindset by enabling them to become more inspiring as leaders, encouraging their teachers and students in a way that promotes creativity and success

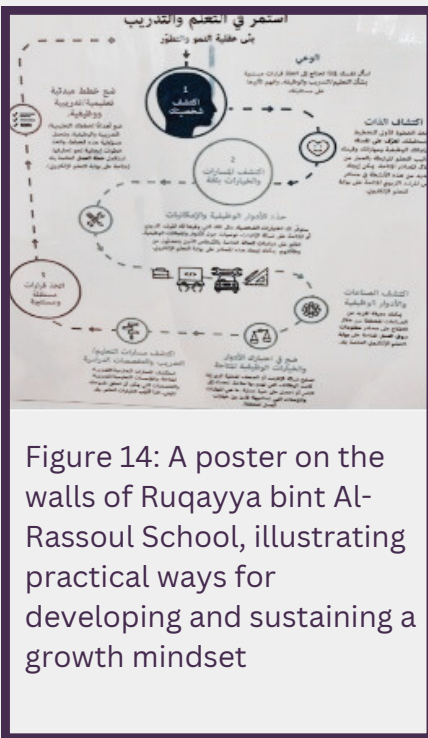


Figure 14: A poster on the walls of Ruqayya bint Al-Rassoul School, illustrating practical ways for developing and sustaining a growth mindset

One MOE supervisor seconded that conclusion, indicating that the principals who graduated from the AILPD program are very supportive of their teachers and students and would always champion internal initiatives that improve their performance. Such evidence of the program’s impact was also seen and acknowledged by an MOE supervisor who recalled the story of a teacher with 28 years of experience who was reluctant to apply for a promotion due to the complex application process. Seeing this, the school's principal, an AILPD program graduate, stepped in. Using growth mindset techniques, the principal encouraged the teacher to pursue the promotion, emphasizing his substantial experience. Influenced by the principal's encouragement, the teacher decided to apply and subsequently earned the promotion.

Sub-finding 3.4: The evaluation found that the AILPD program contributed significantly to establishing a positive school culture and an attractive, welcoming school environment that was tangibly felt by the principals, teachers, students, parents, and local community members. As a result, students feel safer in their schools and, along with their teachers, feel more encouraged by the principals to achieve academically, professionally, and voluntarily in their local communities.

The AILPD program introduced the ability to work as a team to develop a clear school vision and mission. The evaluation team found that the vision and mission of each school were showcased visibly on the walls. When the school vision and mission were discussed with the principals, teachers, and students, the evaluation revealed a joint alignment among these stakeholders. Furthermore, it was observed that the principals encouraged teamwork to pursue these shared visions and missions collectively. The teachers and principals also work as a team to ensure the implementation of the development plan and monitor its progress throughout the academic year. This approach positively impacted the teachers and students, who played an integral role in the design of the vision. Interviewed principals stated that the school vision was designed following a team meeting to improve student conditions across academic and non-academic streams.

When examining the extent to which the AILPD program contributed to a positive school culture and climate, 78.7% of surveyed principals believe it contributed to a large extent, and 19.7% believe it contributed to a medium extent. When the principals were asked to explain further and provide examples, nearly 28% stated that their school environment became more welcoming and safe, promoting an improved educational experience. Teachers from the FGDs, MOE supervisors, and heads of directorates agreed that schools became attractive to students, parents, and local community members, resulting in high transfer requests from teachers and students alike. Additionally, during many site visits, the schools were physically more welcoming to students, parents, and local community members, positioning the school as a central part of the towns and neighborhoods in which they were situated. In fact, many of the schools visited had their front gates wide open, yet retention rates were particularly high, suggesting that the schools were indeed appealing rather than off-putting.

We are treaded as
apart of big family

Students from one of the focus group
discussions in the center region

Effective communication

Communication among the school, parents and local community members was evident throughout the evaluation. Essentially, it was apparent that schools had become more impactful community members, implementing initiatives such as helping peers in need. The community itself also offered its support to the schools whenever required. Overall, there was a positive level of communication with parents, with some schools using social media to update them on their daily activities. The supervisors also stated that some schools are now involving parents in activities, such as morning school broadcasts, events, and celebrations. These practices have altered the longstanding view that parents only step into a school when their children are in trouble. Now, parents can celebrate their children's success and experience the environment where their children spend their formative years.

Figure 15: The AILPD program's impact on the learning environment, follow-up, and effective communication

Similarly, several teachers highlighted that following the program, the principal supported them in addressing the longstanding issue of low student attendance through positive reinforcement, further emphasizing the tangible impact of the program on principals' abilities to create an attractive environment for students, teachers, and the local community, including parents. This was reiterated by a number of interviewed principals and teachers who illustrated that the interactions between parents and their children's schools have transcended discussions of poor academic performance. Parents were now invited to schools to commend their children's academic and non-academic achievements.

13.1% of principals believe that the AILPD program had a positive impact on their professional practices as instructional leaders, specifically in terms of creating a welcoming environment for students, teachers, parents, and local community members and activating the school's role.

Figure 16: Impact of the AILPD program on developing principals' professional practices as instructional leaders

About 26.2% of surveyed principals explained that they managed to build effective and positive working relations among teachers, students, parents, and local community members. The interviewed teachers also agreed with this view, indicating that increased communication with parents was a clear sign of the positive climate the school managed to develop, thanks to the principals whose mission became to maintain open communication channels. One interviewed principal stated, "It takes 40 days to change a place. The approach was to build a respectful relationship with students, and following up with them was the secret to fostering a good environment."

Another interviewed principal had created a welcoming environment and beautiful scenery when entering the school. Since the school is located in an industrial area, the principal also fostered strong connections with the local community, including nearby factories that helped supply air conditioners, heaters, and construction materials to renovate the school. The school participated in the "Sonbola" and "My Most Beautiful Environment" initiatives organized by the MOE. The school also implemented a "Free Medical Day" with the help of doctors from the local community.

The principals and teachers worked towards building a sustained relationship with the students, encouraging their learning and drive to participate in academic and non-academic endeavors. One of the interviewed principals stated that "introducing the culture of voluntary work is important to connect students with their communities".



Figure 17:
Students from Alqassr School participating in a local community initiative

This particular school enacted the "Nashmiyat Gadha" initiative, which encourages students to participate in environment conservation and community volunteering efforts. The evaluation also found that many students volunteered at the Crown Prince Foundation (CPF), Jordan River Foundation (JRF), and the Public Security Directorate (PSD). One student dedicated a total of 458 hours of voluntary services to the CPF. Students worked together with the local community on workshops for handmade soaps, murals, drawings, and Ramadan decorations.

Many principals who graduated from the AILPD program are currently leading “central schools” in their districts. One of these principals spoke about her vision of initiating more activities in the school by dedicating a team to welcome guests and organize school competitions. She also emphasized that her phone is always available for parents via a WhatsApp group she had created to promote school activities. She also holds monthly meetings with parents to discuss their children's academic achievement and overall behavior. Teachers appreciated her efforts, citing how she “leads by example” and encourages teachers and students to strive for more. As a result, the school became more cooperative with the local community, and parents were more engaged in school activities.

Furthermore, nearly 19% of principals highlighted seeking input and feedback from teachers, school management, and students, empowering them to collaborate in making decisions. The FGDs with teachers and students also emphasized that principals ensure that everyone at the school receives an appreciation letter and acknowledgment for any contribution or positive impact they make.

“

The principals are notably giving attention to the teacher’s role in the classroom, while also encouraging team spirit between teachers and themselves.

- MOE Head of Directorate

”

Additionally, 18.9% of principals added that they employed innovative techniques, such as adopting learning strategies, instructional rounds, and hanging banners around the campus. For instance, a principal focused on refurbishing the school’s amenities and created a social media page to recognize student achievements so parents and the local community could remain updated on the activities their children enjoy at school.

About 7% of principals stated that they emphasized teachers’ professional development. Such findings point to the clear and **direct positive impact of an improved school environment on teachers, students, and local community members, as well as on strategic planning, management, innovation, professional development, and the overall learning experience.**

The principals were also asked in the survey to indicate the extent to which they think the AILPD program contributed to developing their growth mindset, with 83.2% confirming to a large extent and 15.6% to a medium extent. When asked to explain further, 18.9% stated that they became more flexible and understanding of students, teachers, and parents, addressing their challenges in a more impactful way. In addition, 18.1% stated that they became more driven to improve their role as student leaders by pursuing training opportunities, and 17.7% added that they became inspiring leaders, encouraging teachers and students in a way that promotes creativity and success.



Figure 18: Surveyed principals on how the AILPD program contributed to establishing a positive school culture and climate

Moreover, the surveyed principals were asked about the extent to which the program modules helped them to establish a positive school climate and culture to improve student performance. In this regard, 84.4% believe that it helped to a large extent and 15.2% to a medium extent. Most principals and teachers highlighted the benefits of having a positive environment and working together as a team. A principal praised the benefits of having an optimistic team, which helps conduct projects. The principal mentioned working as a team with teachers and students to organize initiatives that would raise community awareness regarding the array of improvements achieved at the school to establish a positive climate and culture.

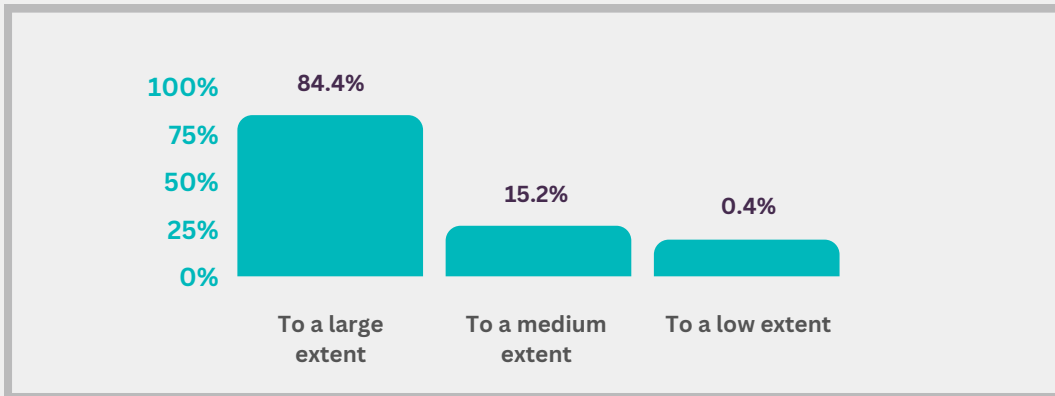


Figure 19: To what extent have the program modules enabled the principals to establish a positive school climate and culture to improve student performance?

Regarding the KII findings, one MOE supervisor believes that the principals who graduated from the AILPD program use a friendly manner when dealing with teachers and students, in addition to modern technologies when devising teaching strategies. Another supervisor stated that the principals' passion for development reflected positively on both teachers and students.

Moreover, the interviewed MOE heads of directorates stated that schools led by AILPD graduates were attractive to students, teachers, and the local communities. In fact, many parents requested to transfer their children to these schools, and the same applied to teachers from other schools. This was also supported by the interviewed AILPD team, which was optimistic about school leaders being welcoming to parents. They reiterated that the AILPD program has positively impacted school climate and culture, especially in a way that contributes to a positive change in principals' growth mindset, with many school leaders now further integrating their schools into the surrounding local communities.



Learning Environment:

The interviewed MOE supervisors observed a positive shift in the learning environment within the schools, as well as notable changes in the mindset of principals, teachers, and students. These changes significantly impacted the overall learning and extracurricular experiences of all those involved. The supervisors also commended the effectiveness of the development plans designed and implemented by the principals, praising their encouragement and proactive, inclusive leadership approach. The principals' collaborative work with teachers and students promoted impactful planning and decision-making.

Figure 20: The AILPD program's impact on the learning environment, follow-up, and effective communication

From a broader perspective, the MOE head of directorates indicated that the principals who had graduated from the AILPD program were more likely to focus on investing in student skills and curriculum studies. This positive reinforcement made the schools more attractive for students and teachers.

Sub-finding 3.5: The evaluation found that the AILPD program contributed significantly to enabling the graduates to provide teachers with professional development opportunities and improve their teaching practices.

When asked about the extent to which the program modules improved the knowledge and skills principals required to evaluate teachers to help improve their teaching practices, 83.6% of surveyed principals indicated that the program improved such knowledge and skills to a large extent and 15.6% to a medium extent.

The AILPD program has assisted principals in finding proper solutions to situations they might face with students, teachers, parents, or the local community. By introducing the principals to the Four Frames Approach (multi-frame thinking approach), they are able to look at every situation from different perspectives, such as (a) humane, (b) political, (c) symbolical, and (d) structural. When the principals were asked about the extent to which the AILPD program assisted them in effectively managing the school using the multi-frame thinking approach, 61.1% of surveyed principals confirmed to a large extent and 36.9% to a medium extent.

Overall, an average of 98.4% of surveyed principals indicated that the modules had a large to medium impact on each of the following four aspects (with an average of 72.3% stating to a large extent).

- Develop knowledge and skills to assess and supervise teachers to improve their teaching practices
- Understand the interrelationship between curriculum, instruction, and assessment
- Build a professional development plan for teachers to improve their teaching practices
- Manage the school, personnel, and programs effectively using the multi-frame thinking approach

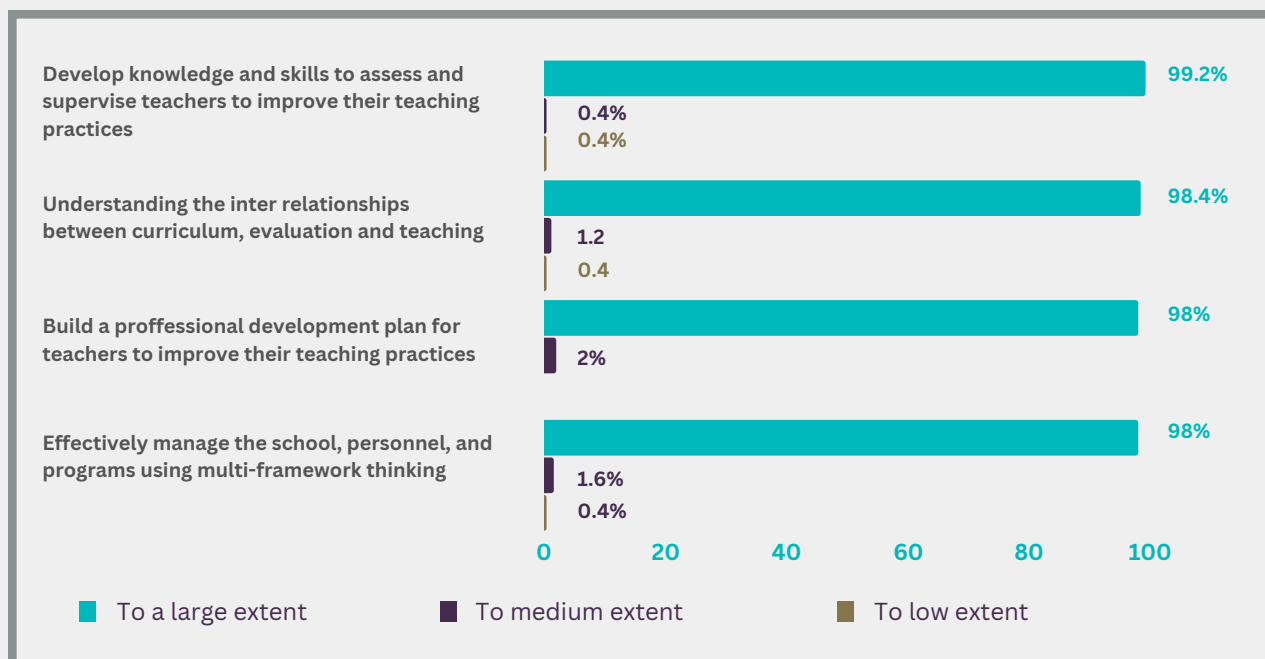


Figure 21: To what extent have the program modules enabled the principals in the following impact areas?

Many principals emphasized the importance of meeting teachers periodically to raise awareness about available promotions or professional development opportunities that would positively impact their careers, as there are many trainings provided by the MOE and QRTA that would tremendously benefit teachers. Furthermore, 19.3% of surveyed principals believe that one of their most important success stories is that many teachers were encouraged by them to participate in nationally recognized awards, such as the Queen Rania Award for Excellence in Education.

Since many of the schools visited as part of the evaluation are central in their districts, they implement training and workshops for teachers of other nearby schools. The evaluation showed that principals took this responsibility upon themselves, encouraging their teachers to engage in capacity development workshops and apply learning outcomes to their classrooms. For example, one teacher during the FGD stated that the principal changed their way of thinking to promote participation in awards and competitions. Another was attending project-based learning and design thinking workshops. Furthermore, the schools' community – developed by the principals – encouraged teachers to use new strategies in the classroom and exchange experiences among team members.

Sub-finding 3.6: The evaluation found that AILPD graduates practice and uphold values of team building, shared leadership, and strategic planning inclusively with teachers and students to work passionately toward improving the school, contributing to an overall increase in students' academic achievements across all grades.



The principals' survey acknowledged students' academic achievements by asking respondents to what extent has the AILPD program contributed to improving the academic achievements of students. 44.3% of respondents believe it contributed to a large extent, and 50.8% to a medium extent. Meanwhile, 25% believe it contributed to a low extent, and 1.6% believe it did not contribute to improving students' academic achievements at all.

Many of the schools visited confirmed this view. Interviewed principals stated that they had documented the increase in students' year-on-year grade averages and noted that their Tawjihi students were achieving better compared to their previous peers. These noticeable improvements in student learning and academic achievements were induced by several practices led and implemented by the principals.

In fact, when the surveyed principals were asked to describe how the AILPD program contributed to improving students' academic achievements, they highlighted several key practices. These included emphasizing innovative teaching and instruction approaches, implementing formative assessment, providing clear feedback, developing remedial plans to address areas for improvements, and actively seeking feedback from students and teachers regarding specific strategies to ensure their effective monitoring and implementation. Furthermore, the program ensured an overall support system for teachers and students, catering to their needs and advancing their professional and academic development.

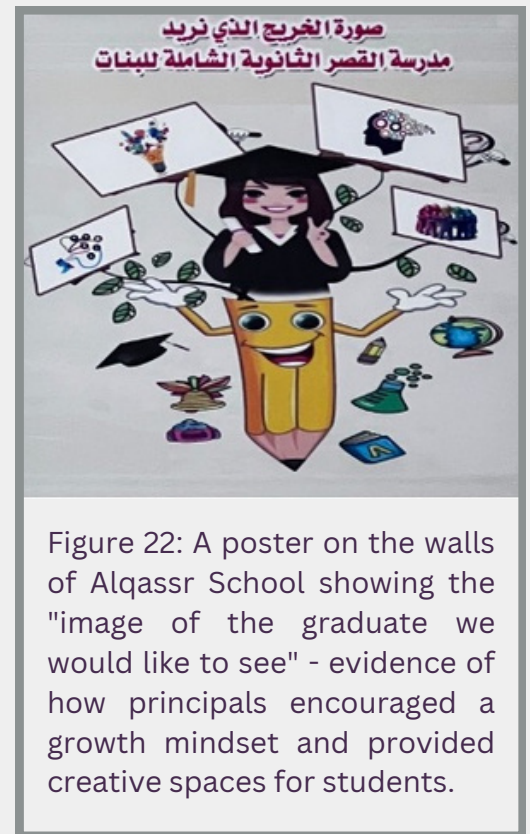


Figure 22: A poster on the walls of Alqassr School showing the "image of the graduate we would like to see" - evidence of how principals encouraged a growth mindset and provided creative spaces for students.

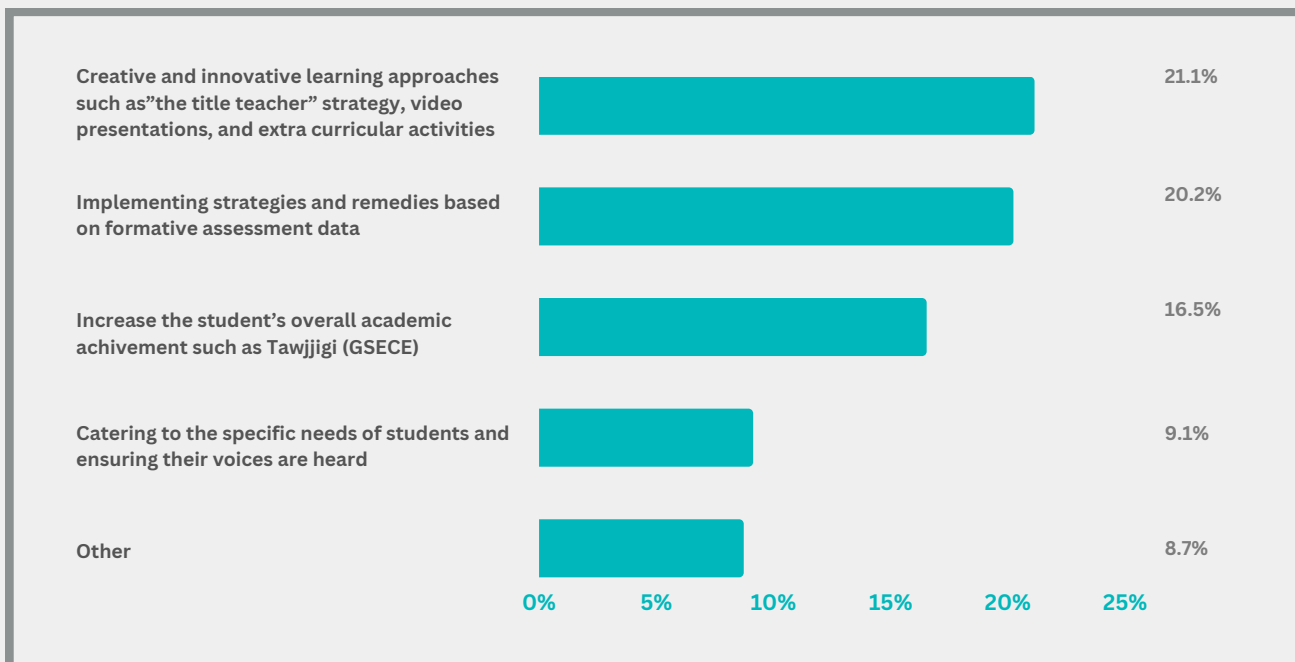


Figure 23: How has the AILPD program contributed to improving students' academic achievements?

According to the interviewed MOE supervisors, principals' efforts to foster a safe, peaceful, welcoming, and encouraging school environment have substantially improved students' academic achievement. As principals cultivated a positive climate, there was a marked decrease in negative behaviors like bullying and delinquency.

The Portrait of a Graduate outlines the skills students should acquire by year's end and has been a significant motivator for the interviewed students. This change in atmosphere influenced students to adopt positive decision-making approaches, which proved instrumental in tackling any issues they encountered. Moreover, they were encouraged to seek guidance from teachers or principals when needed, culminating in enhanced achievements for both the students and the school at large. As a result of these initiatives, students became more engaged in school activities and developed a deeper passion for learning. Their involvement and enthusiasm became a reflection of not only themselves, but also of the principal and teachers, further enriching the overall school environment

When surveyed principals were asked to recall their most notable success stories involving their students, teachers, and the school in an open-ended format, 36.9% stated that their students were performing better academically and behaviorally, even participating in competitions. Another 23.4% indicated that their schools became attractive and safe with a friendly and inclusive environment for students, teachers, parents, and the local communities. Both of these points demonstrate the extent to which the program's modules contribute to building and sustaining a positive school climate and culture, as well as to positively impacting student learning and academic achievements.



Figure 24: At Ruqayya bint Al-Rassoul School, a stairwell features inspirational phrases for students and teachers to read with every step

Sub-finding 3.7: The AILPD program equipped participating principals with 21st century skills, which resulted in improved student learning.

In our fast-changing world, students are overlooking practical learning and knowledge. Therefore, the AILPD program directs principals to implement strategies that cope with the 21st century, enabling students to integrate their learning into their daily lives and interests. Many strategies are now leveraged to promote problem-solving, critical thinking, and tech use to advance student learning. One school mentioned using 3D technology to teach anatomy, ensuring a sustainable form of thinking that aligns with changing learning trends.

The AILPD team mentioned that the first module focused on guiding teachers toward sustainable thinking, enabling them to consider what will be important for students in the future while utilizing 21st century tools for learning.

4. Success Stories

The evaluation team asked school leaders to recall success stories involving students, teachers, and the school as a whole that resulted as an impact of the AILPD program. As mentioned in the section above, there has been a significant impact on schools' development initiatives concerning teachers, students, and the local community while also creating a positive environment for all stakeholders.



Figure 26: Development stages of a school in Zarqa

A school in Zaqra suffered from many structural issues, including a lack of facilities. The school leader made efforts to secure funding to rectify the school's infrastructure and establish expansive facilities. At Al-Qasr School, the local community made significant contributions to the school's activities, with multiple initiatives, such as pickling and soap-making, implemented with the support of parents. The school also turned unused facilities into a mathematics and science laboratory and an exhibition on Jordanian history.



Figure 27: Mathematics and science laboratory and Jordanian history exhibition at Al-Qasr School

Another success story emerged from Al-Turra School in northern Jordan that established a tailoring workshop on campus to expand the school's capacity for various streams, resulting in impressive student work. The principal's proactive step in setting up the workshop encouraged students to discover their talents



Figure 28: Tailoring workshop at Al-Turra School

At Althuhaiba School in Al-Muwaqqar, a major structural change was made. As mentioned by the school's principal, the aim of creating a better and more welcoming environment prompted an overhaul in the school's appearance. It is worth mentioning that Al-Muwaqqar is an industrial area; therefore, the school was able to obtain funding and materials from nearby factories. The school's principal documented the transformation in the school's facilities, as illustrated below.



Figure 29: Althuhaiba School (before and after)

In Mohammed Bin Al-Qasem School, the interviewed principal stated that the school had a 0% Tawjihi pass rate for many years. However, through the adoption of new learning strategies, the creation of a positive school environment, and the assurance of teachers' ongoing development efforts, many students scored over 80% in their Tawjihi exams. The principal also stated that they were able to secure university scholarships for graduating students from the local community. Similarly, in Al-Qasr School, the school recently graduated students who scored 97% in the Tawjihi.

MOE heads of directorates noted that the AILPD program benefits all principals, influencing their leadership approaches toward teachers and students. They also mentioned that the program is open to principals' assistants, and participation would help them secure promotions through enhanced skills and knowledge.

36.9% of the principals stated that students were engaging and participating in competitions; students were achieving better academically and non-academically; their schools were receiving Royal Health Awareness Society accreditation; teachers were becoming more creative; and students with disabilities were being better engaged.

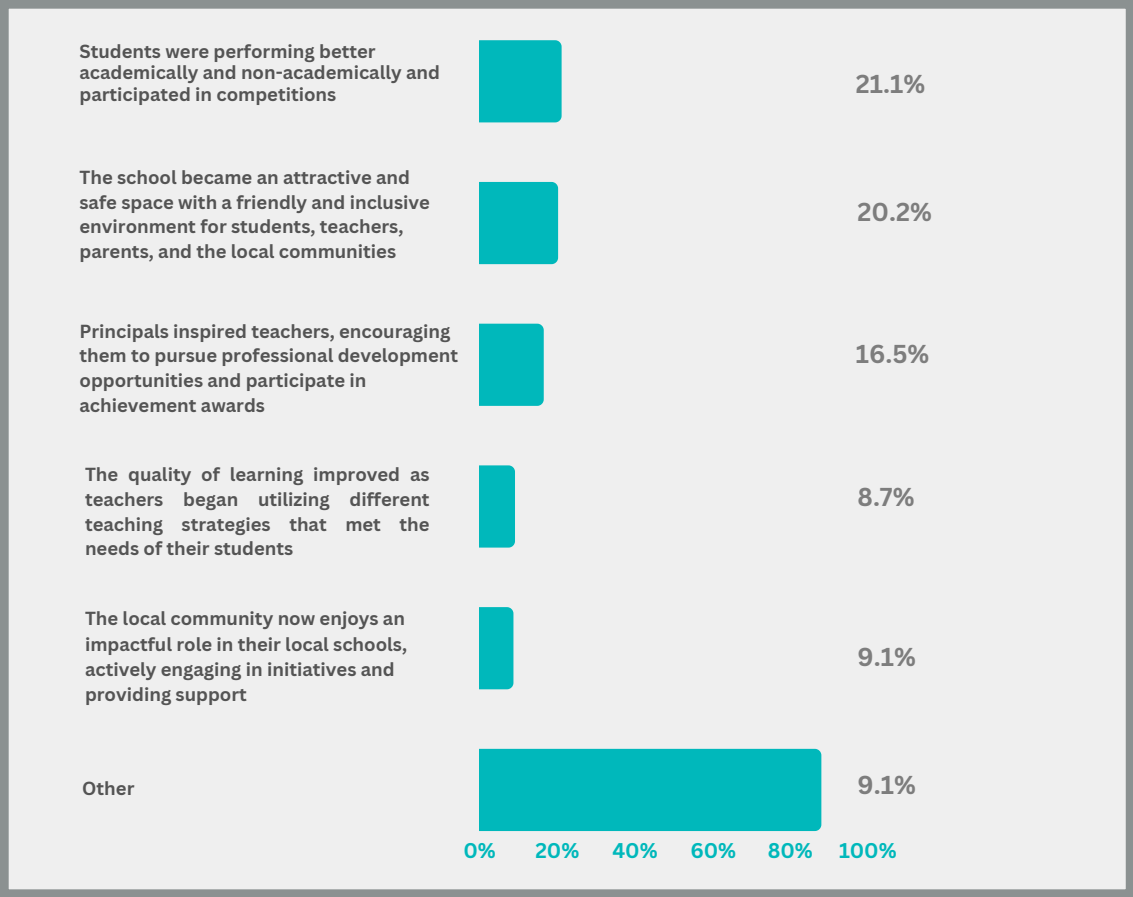


Figure 30: Notable success stories involving students, teachers, and the school as a whole, per surveyed principals

4. Recommendations

Regarding the recommended measures, the evaluation findings sought input from the principals, teachers, students, MOE staff, and the AILPD team.

- 1** Increase outreach efforts on the forum dedicated to AILPD graduates from all cohorts to keep them updated on the latest professional developments
- 2** Expand the AILPD program's scope to include teachers
- 3** Implement workshops and sessions led by the AILPD team to keep graduates informed about global trends and new learning strategies
- 4** Continue adopting a hybrid approach for the AILPD program to effectively reach broader geographical areas, including remote areas

Figure 31: Recommendations from the AILPD Evaluation Report based on the findings

From the principals' points of view, 23.4% indicated that QRTA should consider instructional visits to AILPD graduates from all cohorts to ensure a positive feedback loop. While the evaluation concluded that QRTA does, in fact, adopt these measures, perhaps such efforts should be enhanced or incorporate more digitized methods. It is worth mentioning that even though the AILPD program has been recognized by the MOE, 16.4% of surveyed principals recommended institutionalizing the AILPD program in their promotion and advancement scheme - representing a lack of knowledge regarding either the MOE-accredited hours or advancement procedures.

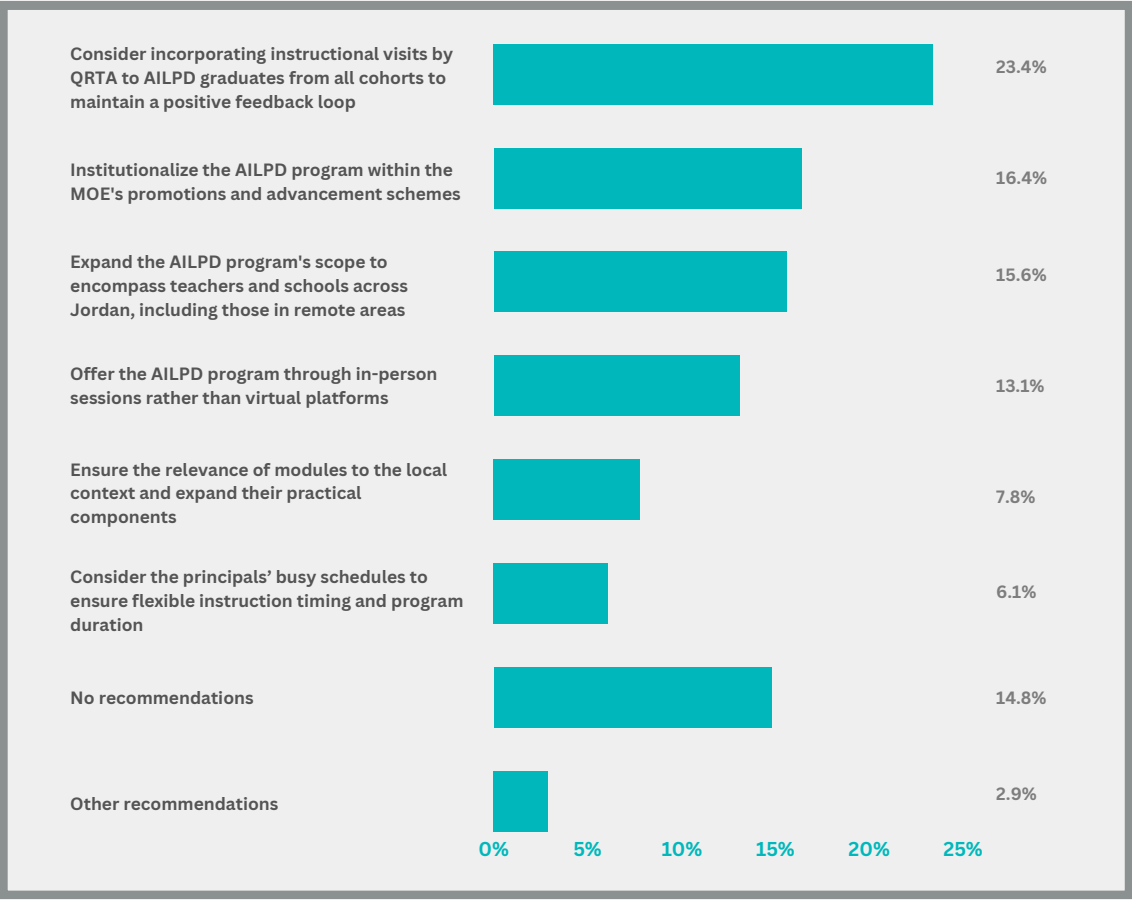


Figure 32: Do you have any recommendations/suggestions to improve the AILPD program?

Principals believe that this particular program and its modules should be scaled to reach more school leaders and even expanded to include teachers across Jordan, which was seconded by 15.6% of surveyed principals.

13.1% of surveyed principals emphasized that the program should be offered through in-person sessions rather than virtually via face-to-face meetings and observations along with virtual meetings, in order to reach more segments in remote areas. On this note, it is important to clarify that the AILPD program has been consistently delivered via a blended approach, as QRTA's trainers believe that school leaders' digital literacy should be enhanced. However, due to the COVID-19 pandemic, the last two cohorts were conducted virtually based on the directives of the Ministry of Health's National Committee for Epidemics and the National Center for Security and Crises Management.

It is also worth mentioning that although the AILPD team operates a forum encompassing the AILPD graduates of all cohorts, many principals are still unfamiliar with it and their ability to join. Boosting forum outreach and visibility would favor principals who are unaware that a forum for continuous professional development exists.



5. Theory of Change

As part of the objectives of the final evaluation, the evaluation team was tasked with reviewing the AILPD program’s Theory of Change vis-à-vis the evaluation findings to determine areas for improvement. While the program's implementation relied on the continuous acquisition of feedback from cohorts - which contributed to its high relevance, efficacy, and impact - the below results framework and Theory of Change narrative were curated based on the evaluation findings.

<h2>Goal</h2>	To equip school leaders with the instructional leadership knowledge, skills, and practices needed to become champions for spearheading the teaching and learning process, promoting good instructional practices, building teachers’ professional learning communities, supporting the well-being of all relevant stakeholders, and using data-driven methodologies to assess and improve school effectiveness to inform decision making within their schools.
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Inputs	Activities	Outputs	Outcomes/ Immediate Outcomes	Intermediate Outcomes/ Impact
<ul style="list-style-type: none"> ● Adapting the Public Education Leadership Project (PELP) Framework ● Aligning the program with the MOE’s framework for continuous professional development standards and a higher level of leadership standards ● Leveraging capable instructors ● Ensuring principals are engaged and committed 	<ul style="list-style-type: none"> ● Adapting the Public Education Leadership Project (PELP) Framework ● Aligning the program with the MOE’s framework for continuous professional development standards and a higher level of leadership standards ● Leveraging capable instructors ● Ensuring principals are engaged and committed 	<ul style="list-style-type: none"> ● The content is suitable and adaptable ● MOE supports the program ● Principals pass the AILPD requirements and obtain a certificate ● Principals gain skills and knowledge and are motivated and committed to implementing what they have learned to lead their schools better ● Principals understand their role in assessing and creating a positive school climate through the use of provided assessment tools, which are flexible and applicable in different school climates ● Relying on the availability of needed data, principals identify strategies and methodologies to conduct a school climate and culture assessment and use the results to develop improvement goals ● Principals implement what they have learned in each of the four modules in their schools ● Teachers and students are willing to embrace development methodologies and activities. 	<ul style="list-style-type: none"> ● Improvement in leadership practices in schools ● Students, teachers, parents, and local communities perceive the positive school climate ● Improvement in school culture and teaching practices ● Increase in professional knowledge of advanced leadership concepts and practices among program participants ● Principals use data-driven methodologies to assess and improve school effectiveness ● Teachers are engaged in professional development activities ● Improved school environment and culture ● Improved leader performance and practices ● Improved teacher performance ● Improved student performance 	<ul style="list-style-type: none"> ● Adapting the Public Education Leadership Project (PELP) Framework ● Aligning the program with the MOE’s framework for continuous professional development standards and a higher level of leadership standards ● Leveraging capable instructors ● Ensuring principals are engaged and committed

Assumptions

Cohort:

- The principals are interested in the AILPD program.
- Principals attending the AILPD program emphasize self-development.

Training and Modules:

- The modules of the AILPD program cover all the concepts of advanced instructional leadership.
- The length of the AILPD program is commensurate with its content and practicality.
- Instructors of the AILPD program are efficient, effective, and capable of presenting the materials.
- The blended approach allows principals from all areas to participate.
- Principals have access to a stable and reliable internet connection at school and at home to ensure they have the flexibility to attend program activities or training sessions.

Applicability of Learning Outcomes:

- Availability of needed data to develop school goals and assess school effectiveness.
- Having a positive school environment and culture affects teachers' and students' morale and attendance.



Narrative

The Advanced Instructional Leadership Professional Diploma (AILPD) program, implemented by Queen Rania Teacher Academy (QRTA) since 2016, aims to equip school leaders from all governorates across Jordan with the instructional leadership knowledge, skills, and practices needed to become champions for spearheading the teaching and learning process, promoting good instructional practices, building teachers' professional learning communities, supporting the well-being of all relevant stakeholders, and using data-driven methodologies to assess and improve school effectiveness to inform decision making within their schools, ultimately contributing to improved quality of education in Jordanian schools for all students. The program was based on the framework of the Public Education Leadership Project (PELP), a joint initiative of the Harvard Graduate School of Education and Harvard Business School, with a mission to improve the management and leadership competencies of public school leaders - in alignment with the MOE's framework for continuous professional development standards and a higher level of leadership standards. Overall, the 24-credit hour program seeks to:

- Enhance conceptual understanding of instructional leadership in order to articulate a vision for the organization and lead learning to achieve that vision.
- Develop strategies for school improvement through a close examination of curriculum, instruction, assessment practices, teacher development, culture, and school organization.
- Apply new learning to address real-life issues in instructional practices, in addition to establishing a Networked Improvement Community based on self-reflection and the exchange of actionable feedback among members.

To fulfill these objectives, school leaders receive blended training (in-person, online, in-classroom, and practical) on advanced leadership practices that benefit them via the four modules, motivating them to attend the training provided by instructors who are capable of presenting the materials. School leaders participate actively and engagingly in the online component/forum, which includes discussions and case studies. Principals also understand the effect of school climate on student achievement and school effectiveness, becoming aware of the main challenges in their schools and eager to create positive transformation in their school climate. These inputs and activities contribute to achieving several outputs. The content is suitable and adaptable through the constant and consistent seeking and integration of participant feedback. The MOE supports the program as it aligns with its framework for continuous professional development standards and a higher level of leadership standards. The principals pass the AILPD program requirements and obtain a certificate as they (a) gain skills and knowledge and are motivated and committed to implementing what they have learned to lead their schools better and (b) understand their role in assessing and creating a positive school climate through the use of provided assessment tools that are flexible and applicable in different school climates. Furthermore, relying on the availability of needed data, principals identify strategies and methodologies to conduct a school climate and culture assessment and use the results to develop improvement goals. The principals also implement what they have learned in each of the four modules in their schools. This includes managing their educational organizations and articulating a Problem of Instructional Practice; establishing and sustaining a positive school climate and culture; working with teachers to develop effective instruction and student-centered assessments; and evaluating and supervising instruction in school, with teachers and students willing to embrace this change.

These outputs will result in a number of outcomes and immediate outcomes. The training provided to the school leaders is expected to result in visible improvements in leadership practices in schools; an increase in professional knowledge of advanced leadership concepts and practices among program participants; and the use of data-driven methodologies to assess and elevate school effectiveness. Furthermore, these enhancements will be accompanied by and contribute to improvements among teachers, who are expected to engage in professional development activities; among students whose academic and extracurricular performance and achievements will improve; and in the school culture and teaching practices, as students, teachers, parents and local communities perceive the positive school climate. Overall, the program's positive impact will be noted on multilateral levels by improving the school environment and culture and the performance of school leaders, teachers, and students.

Assumptions

The AILPD program Theory of Change assumes that the following is constantly available:

● **For the cohort:**

- The principals are interested in the AILPD program.
- Principals attending the AILPD program emphasize self-development.

● **For the training and modules:**

- The modules of the AILPD program cover all the concepts of advanced instructional leadership.
- The length of the AILPD program is commensurate with its content and practicality.
- Instructors of the AILPD program are efficient, effective, and capable of presenting the materials.
- The blended approach will allow principals from all areas to participate.
- Principals have access to a stable and reliable internet connection at school and at home to ensure they have the flexibility to attend program activities or lectures.

● **In terms of the applicability of learning outcomes:**

- Availability of needed data to develop school goals and assess school effectiveness.
- Having a positive school environment and culture will affect teachers' and students' morale and attendance.

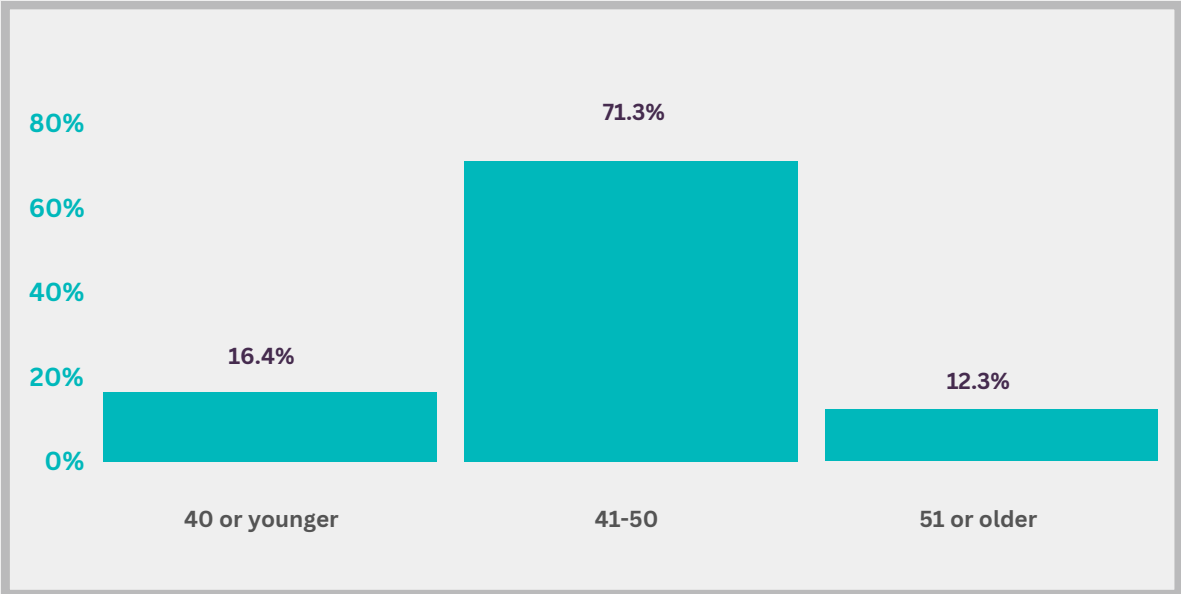
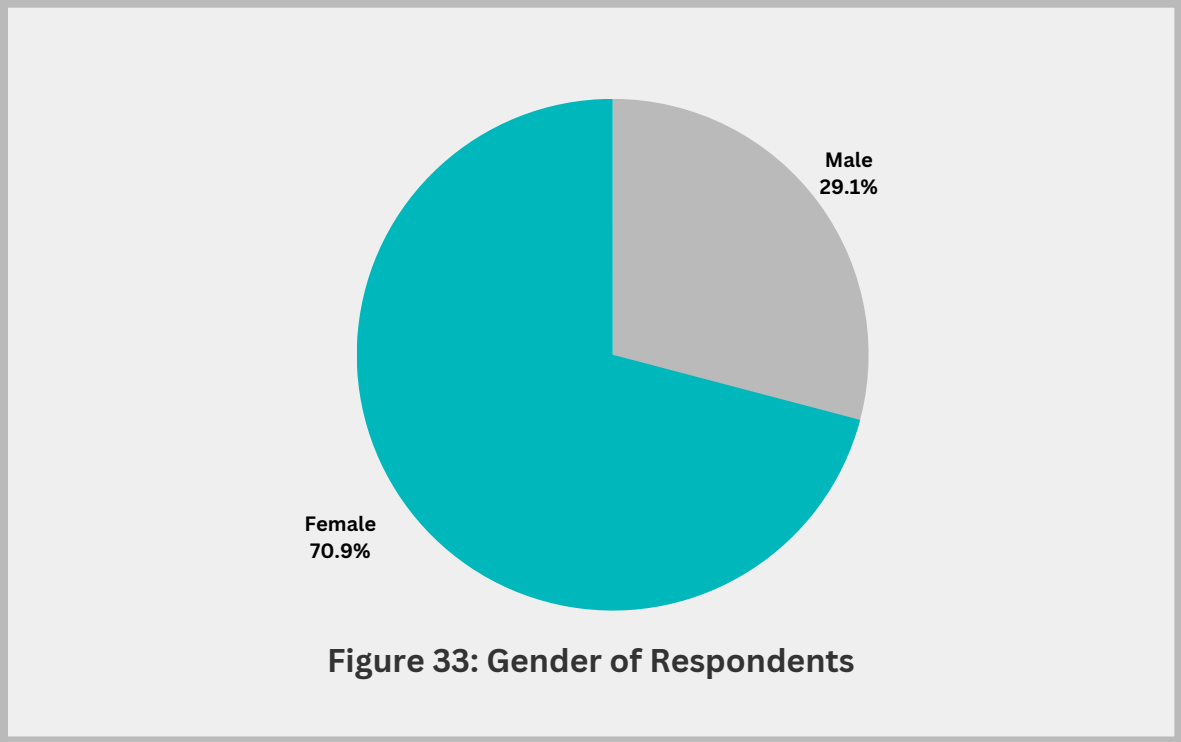
Critical Conditions

The AILPD Theory of Change also assumes that for success to persist, specific criteria must be maintained, such as the continued buy-in from the MOE and the application of learning outcomes by the school leaders in their schools, along with securing continued funding for the program.

7. Annexes

7.1 Survey Results

7.1.1 Demographics



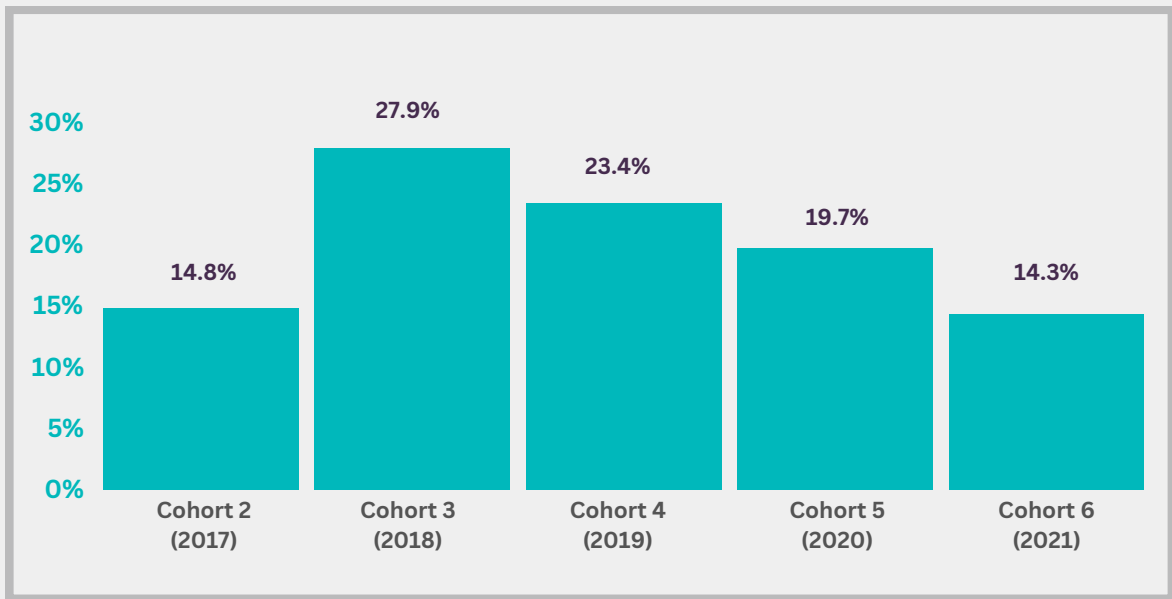


Figure 36: Cohort Year

7.1.2 Relevance

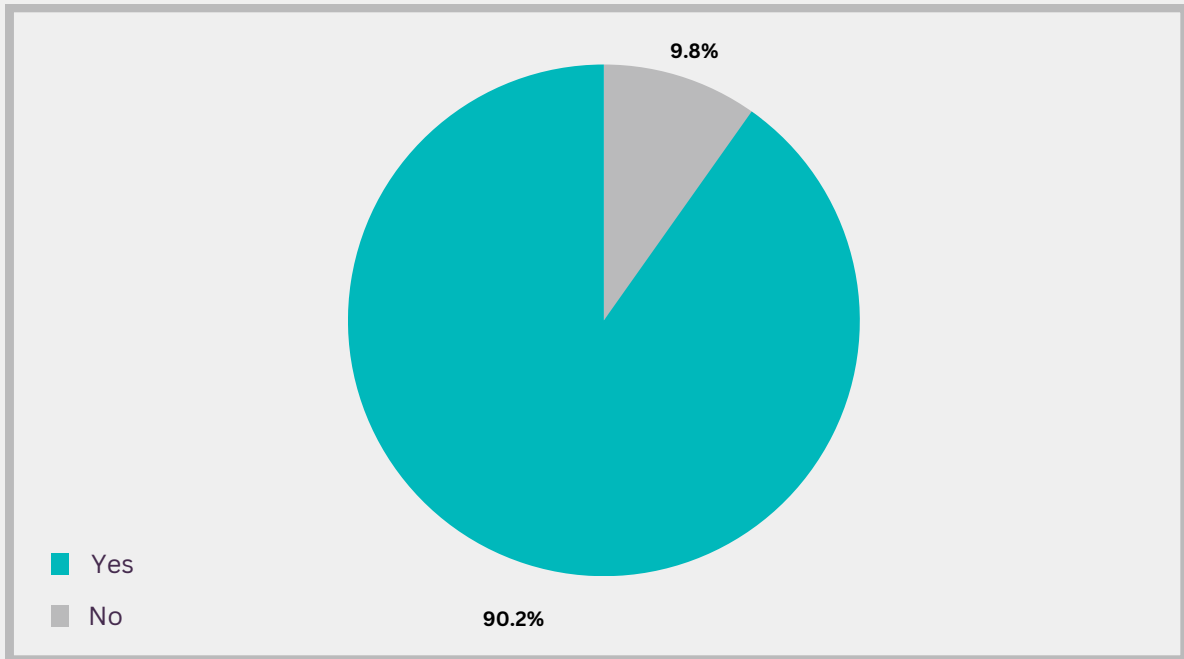


Figure 37: In your opinion, is the content of the AILPD relevant to the context of Jordanian schools?

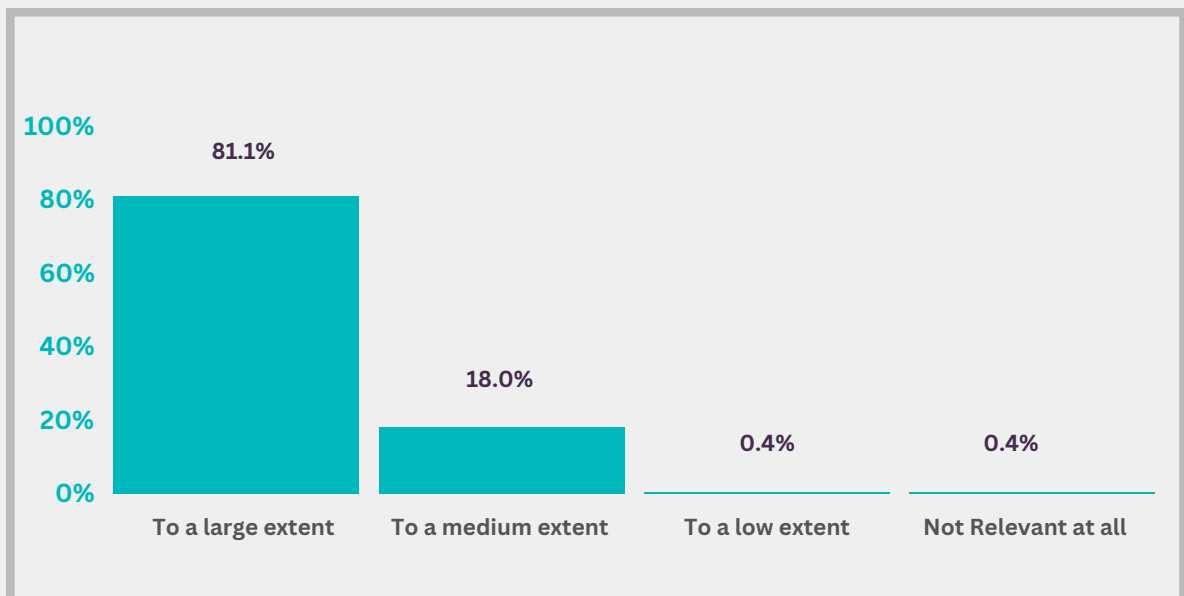


Figure 38: To what extent have the concepts and activities of the AILPD program been relevant to your needs and priorities as an educational leader?

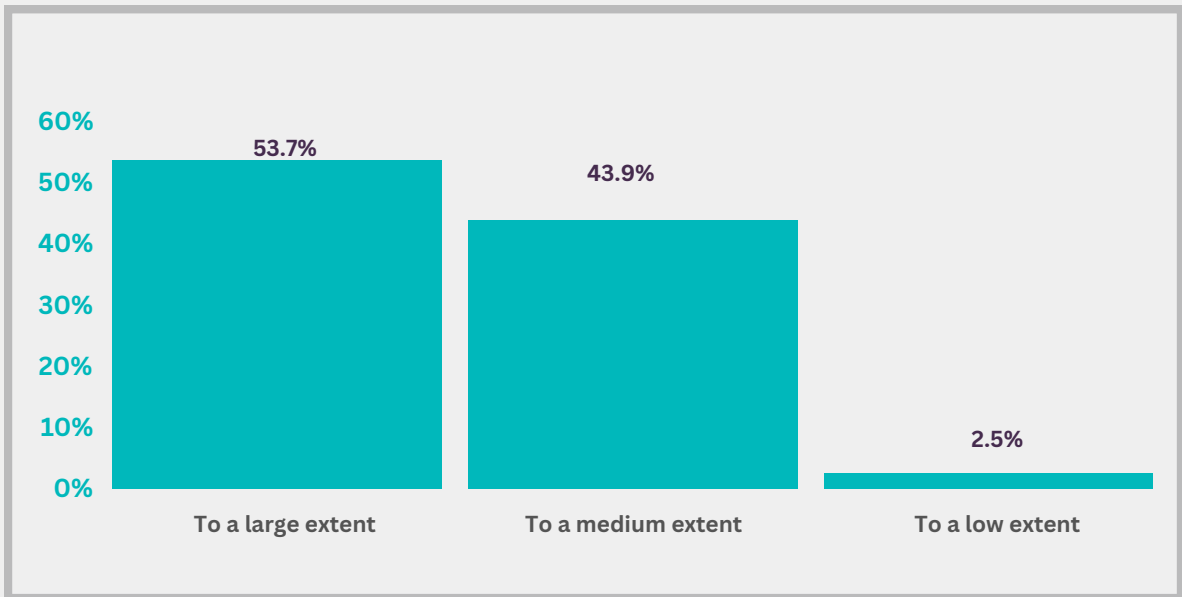


Figure 39: To what extent were you able to apply the instructional leadership skills you learned in your school?

7.1.3 Effectiveness

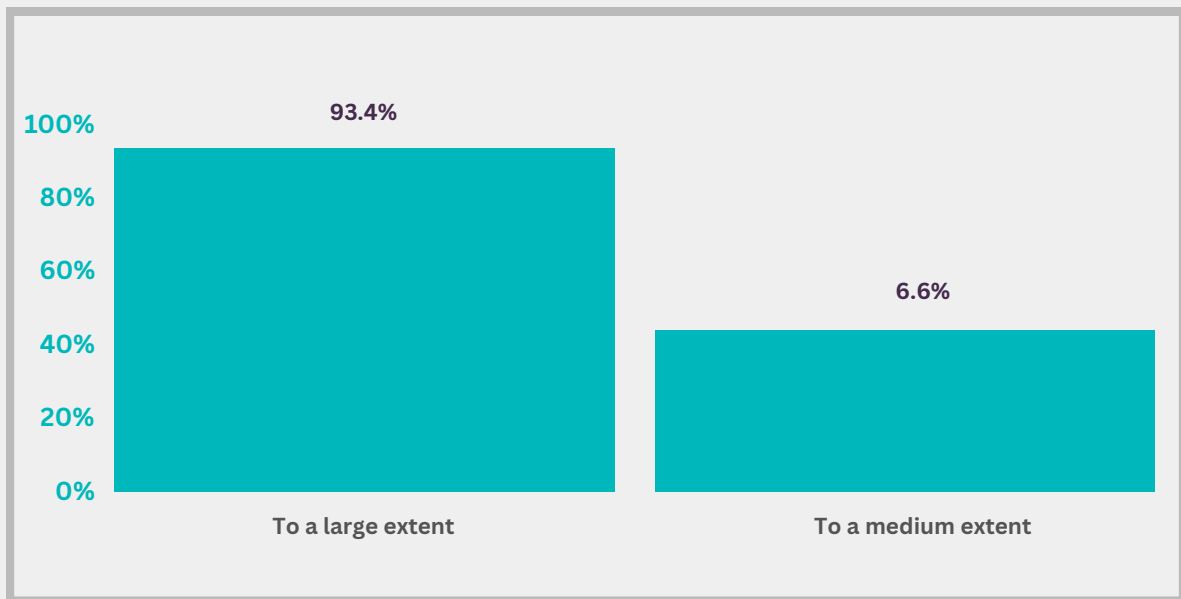


Figure 40: To what extent would you describe the quality of the AILPD program in terms of content and training?

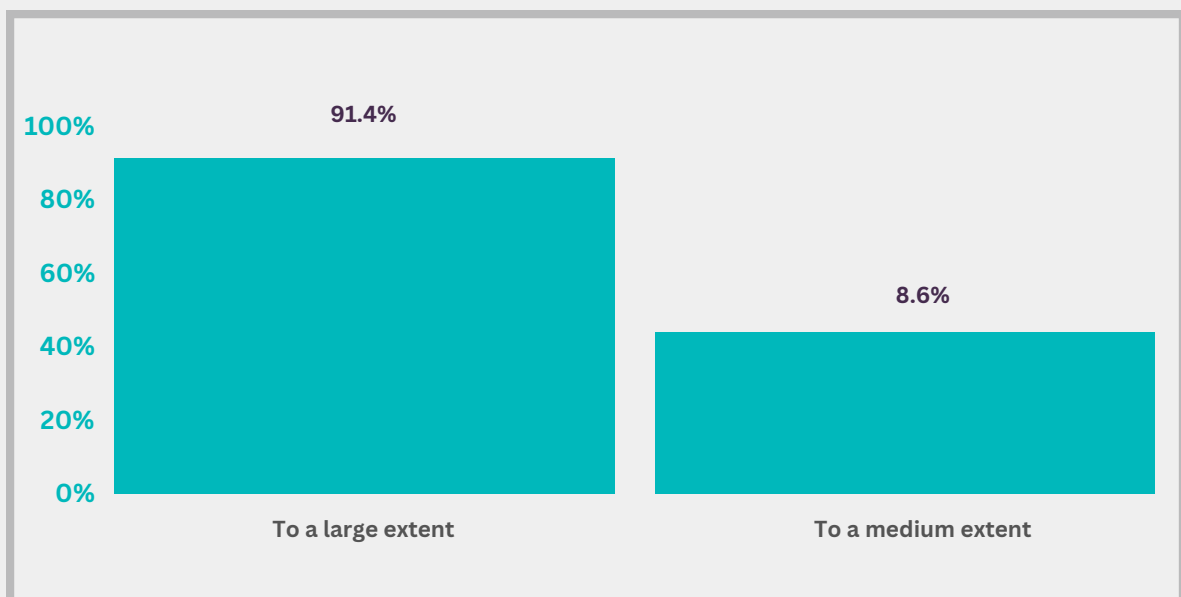


Figure 41: To what extent have the modules been effective in building your knowledge of instructional leadership?

7.1.4 Impact

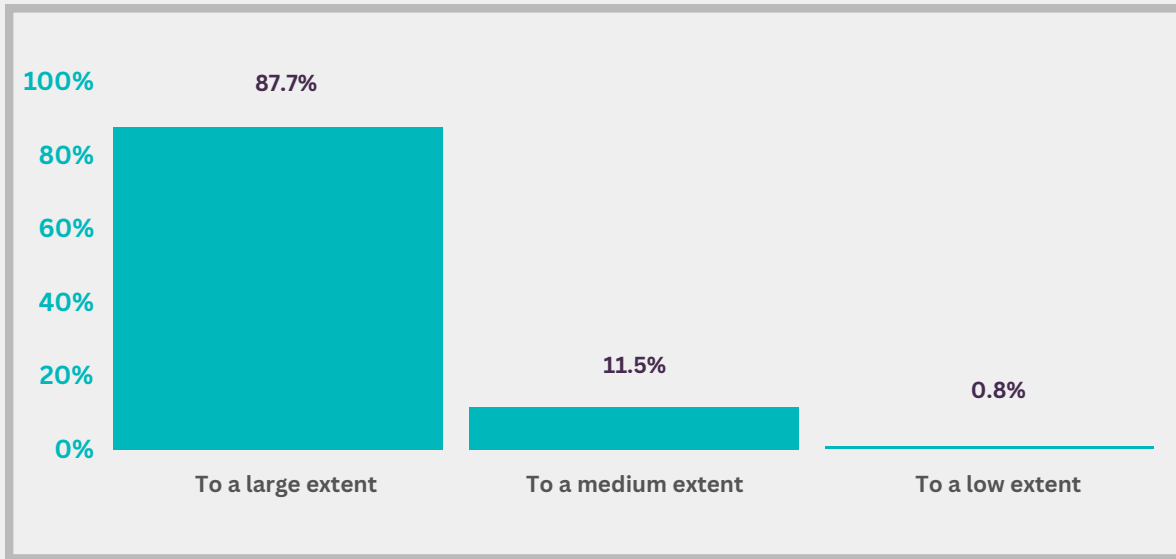


Figure 42: To what extent has the AILPD program developed your knowledge as an instructional leader?

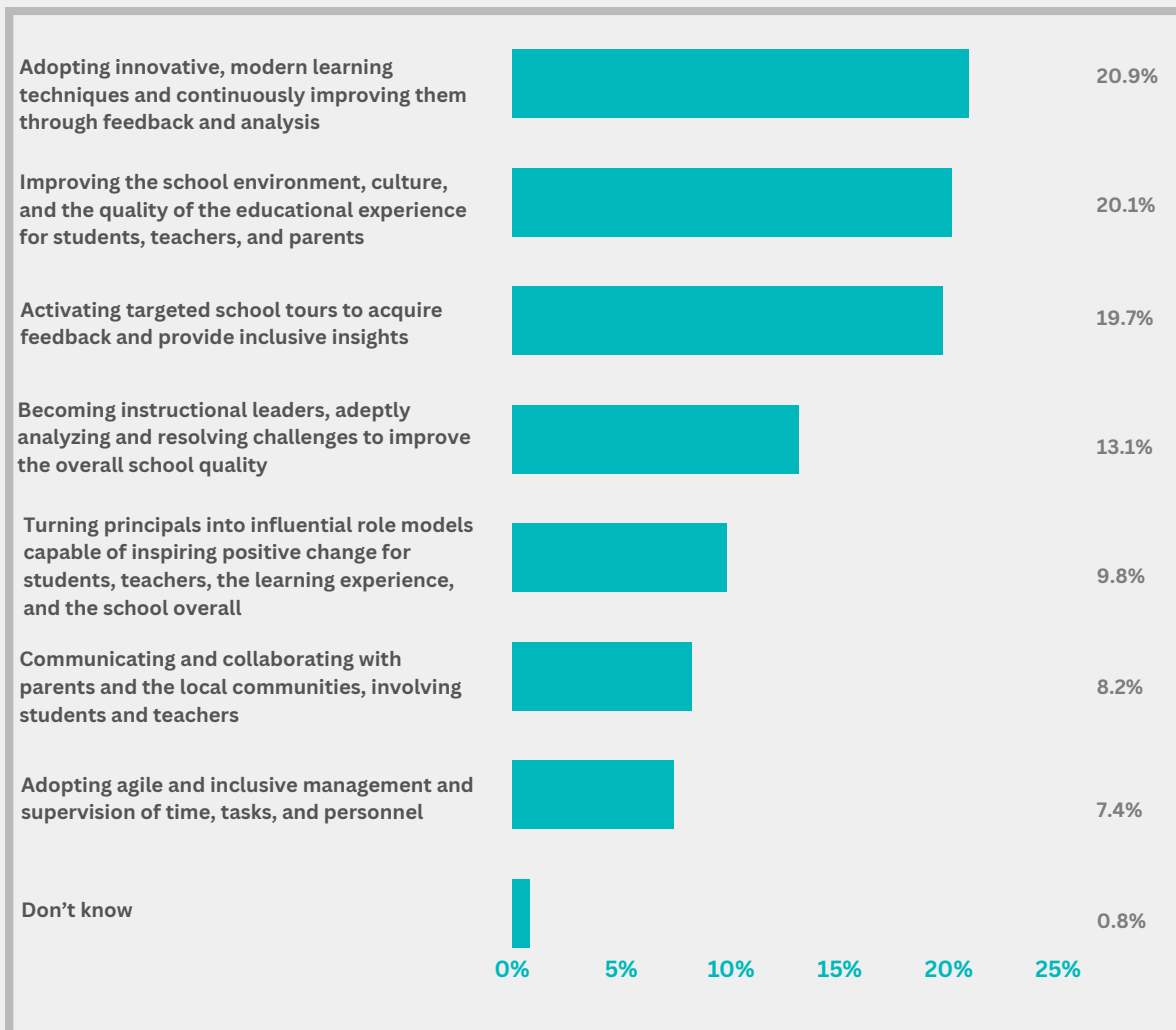


Figure 43: Can you give an example of the knowledge you gained and benefited from?

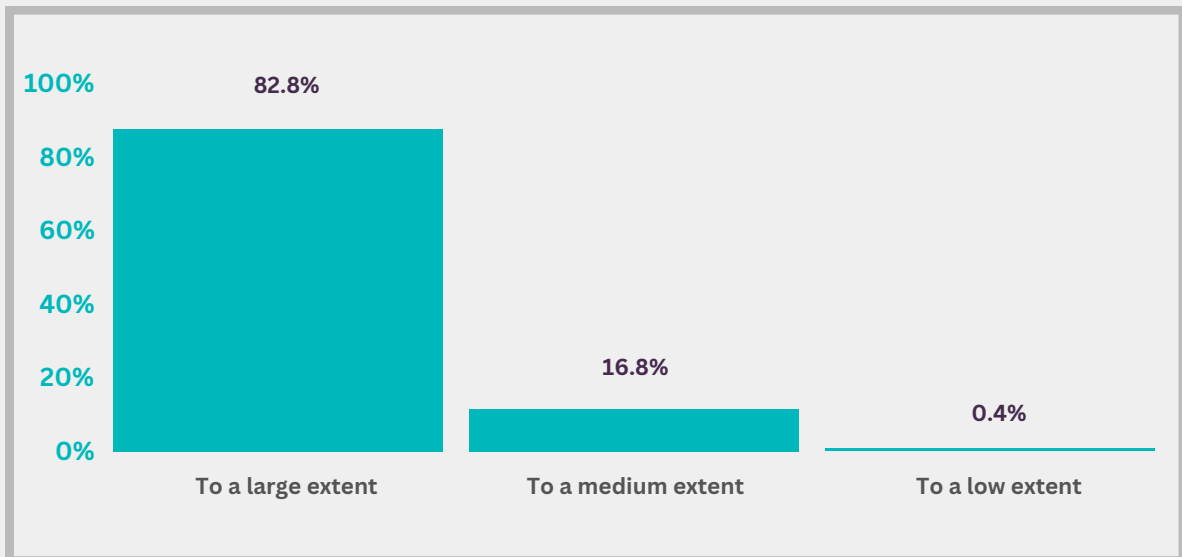


Figure 44: To what extent has the AILPD program developed your professional skills as an instructional leader?

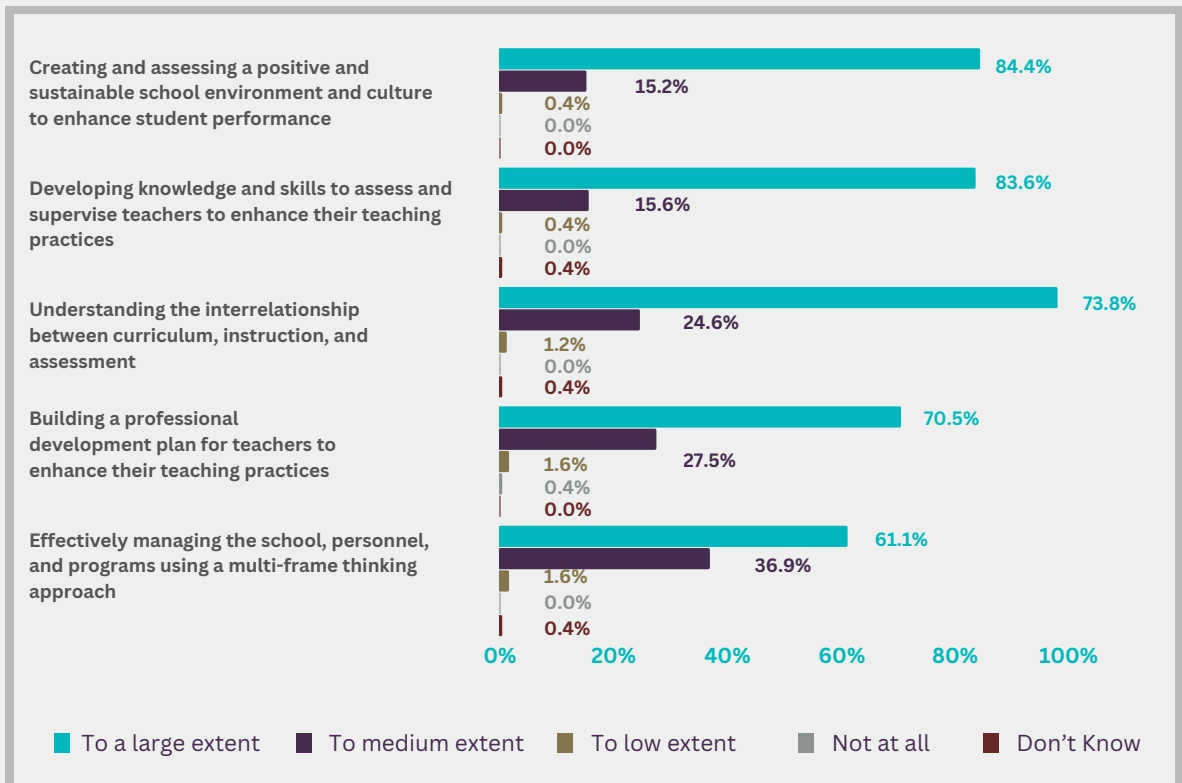


Figure 45: To what extent have the program modules enabled you in the following areas?

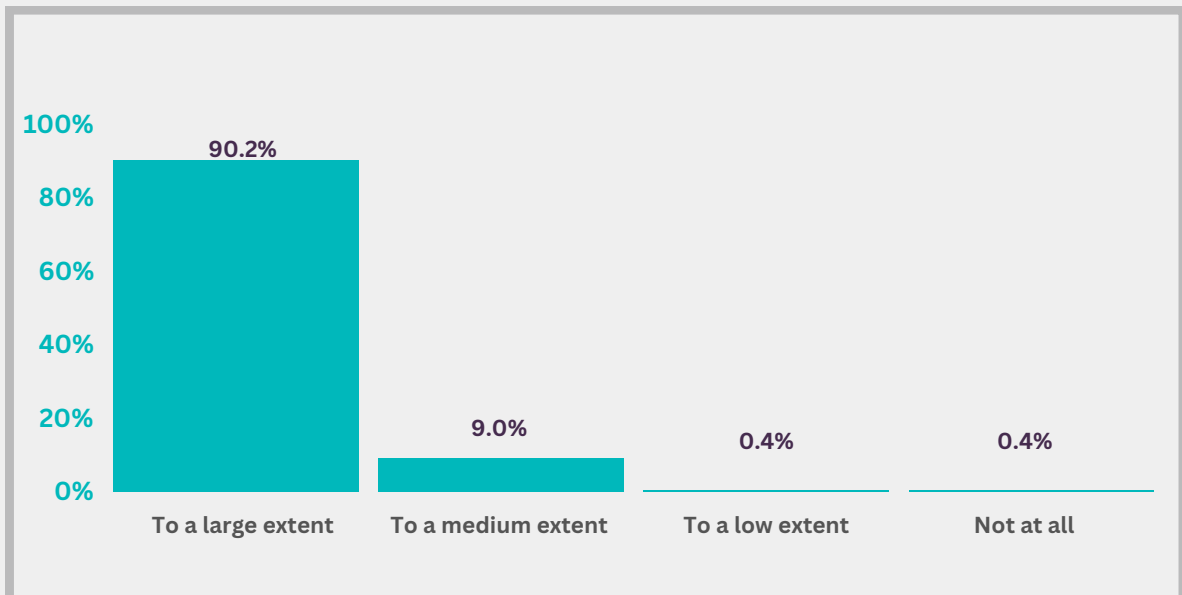


Figure 46: To what degree has the AILPD program contributed to developing your professional practices as an instructional leader?

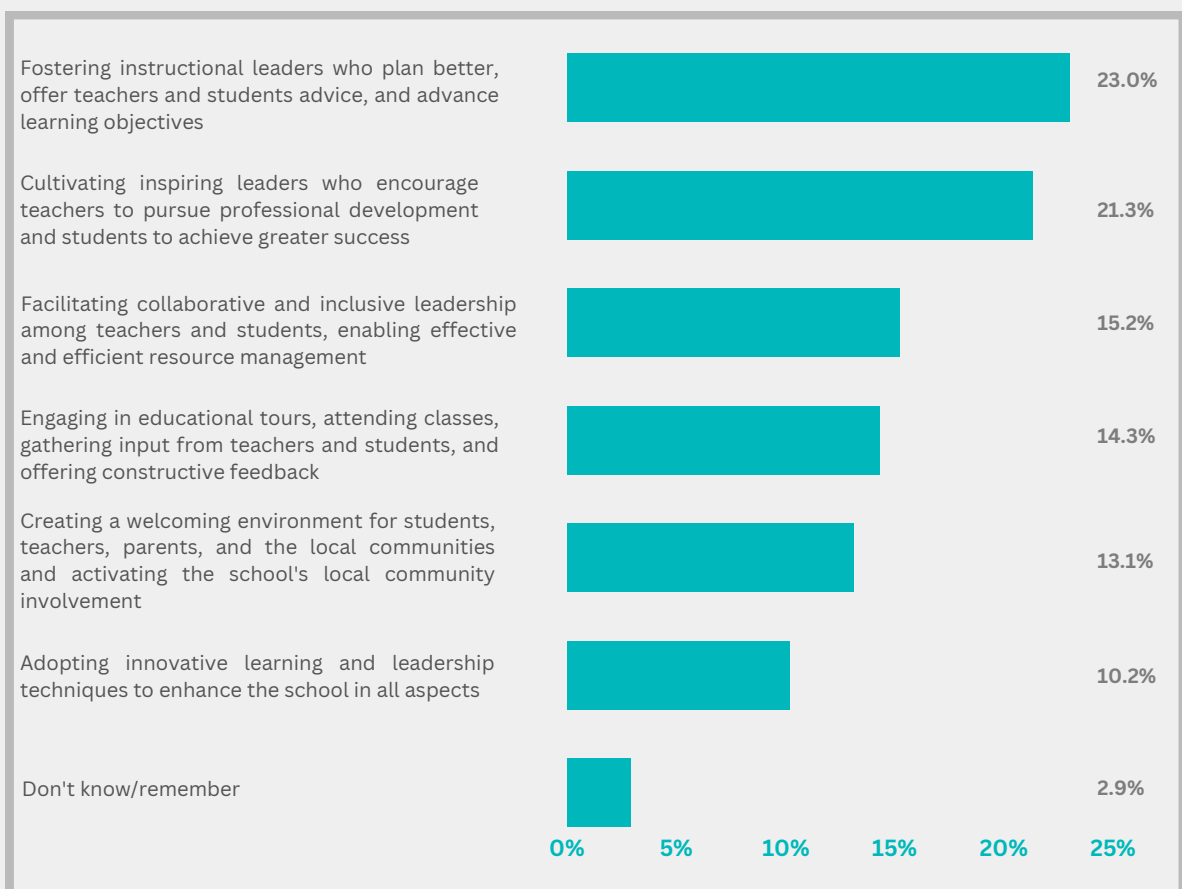


Figure 47: Can you give an example of a practice in instructional leadership that you applied in your school?

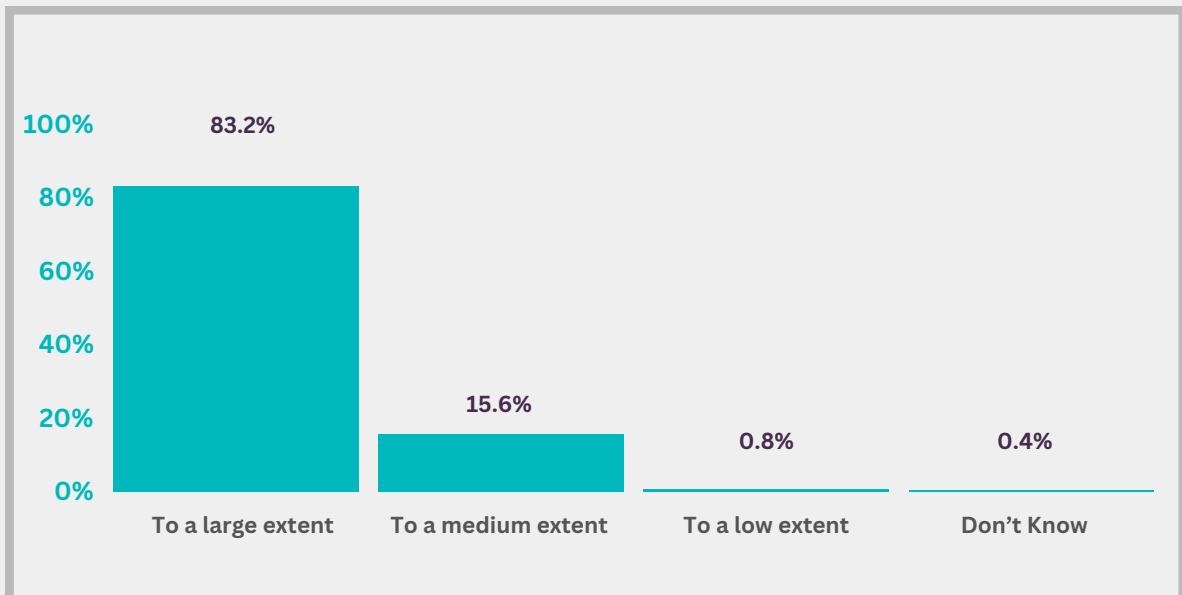


Figure 48: To what extent has the AILPD program contributed to building and developing your growth mindset?

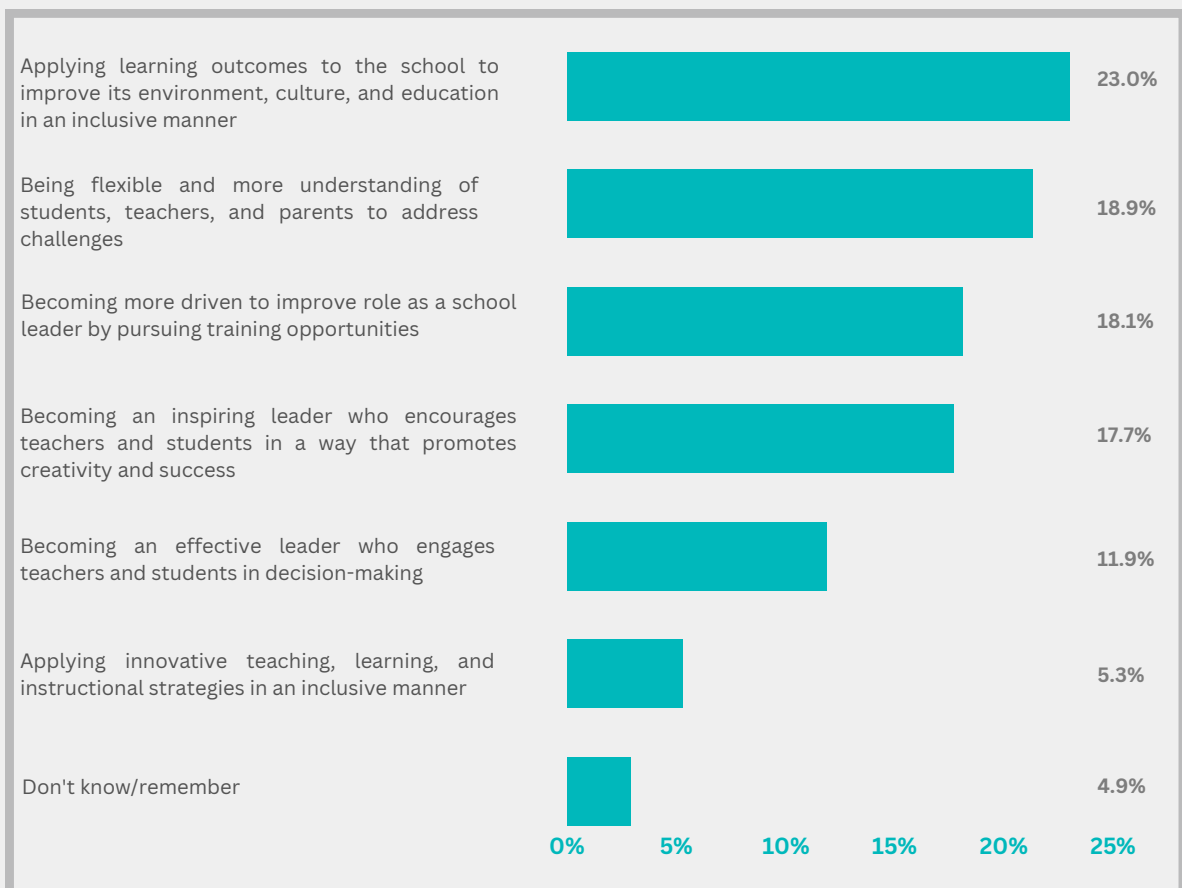


Figure 49: Can you give an example?

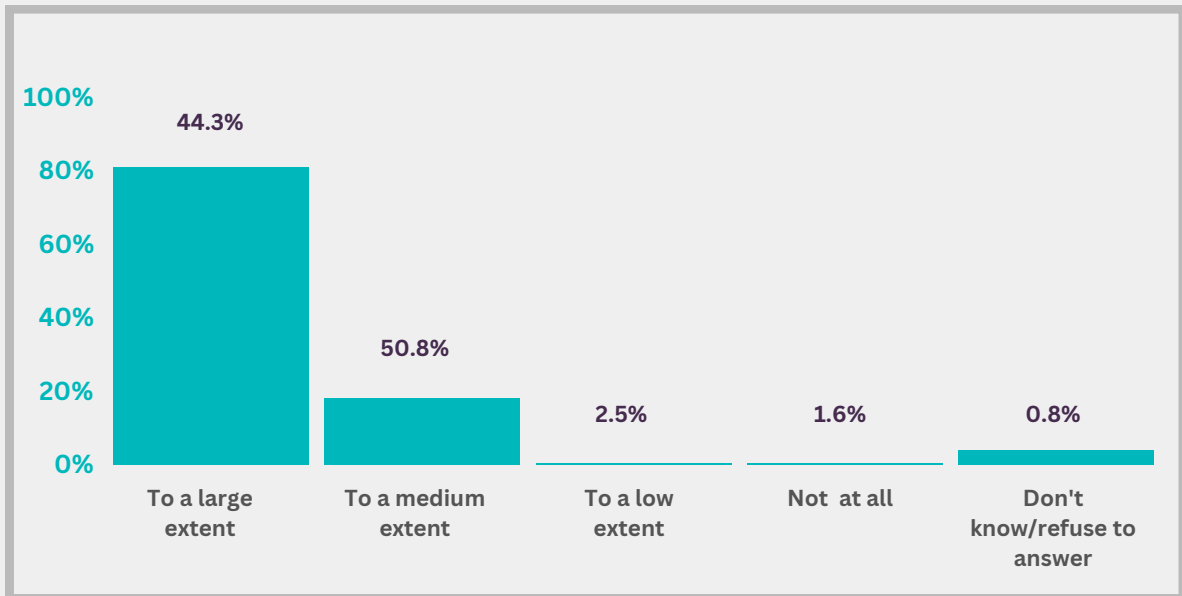


Figure 50: To what extent has the AILPD program contributed to improving student academic achievement?

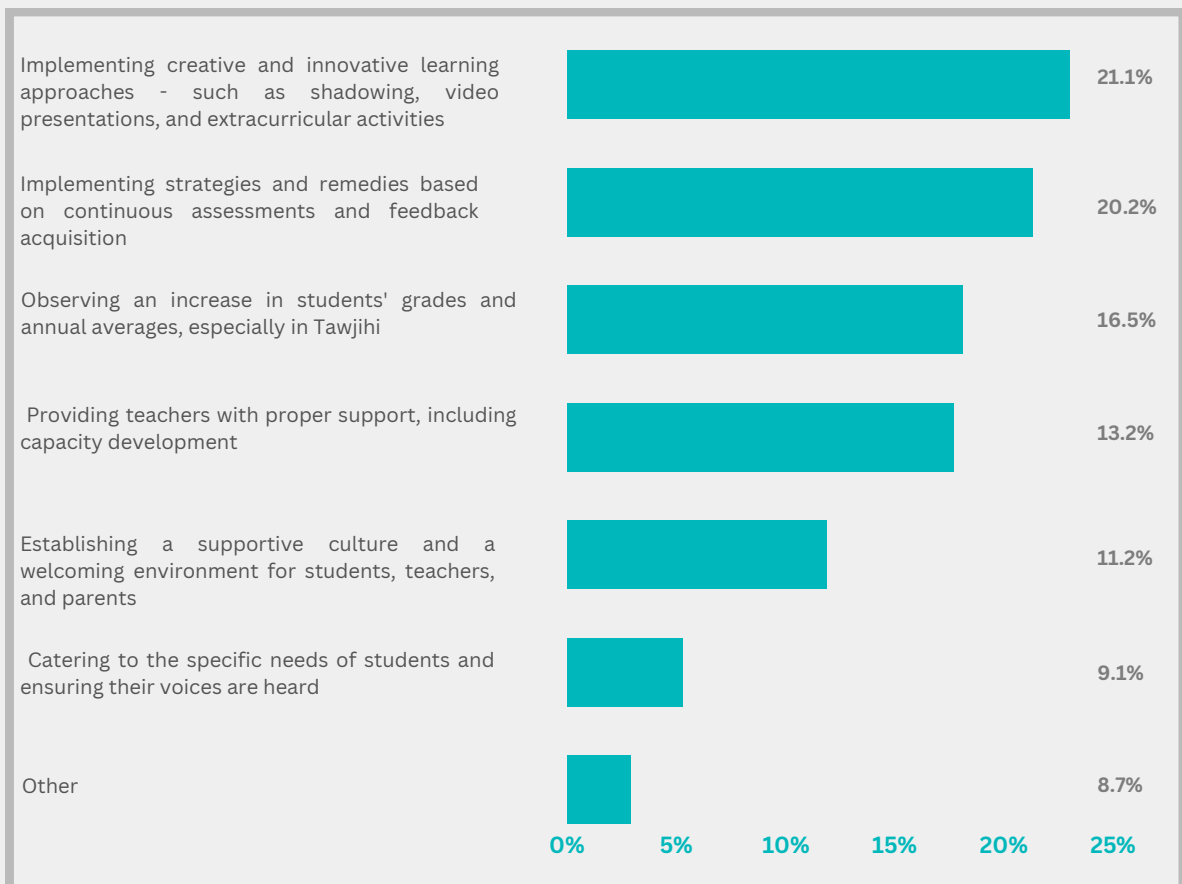


Figure 51: Can you give an example?

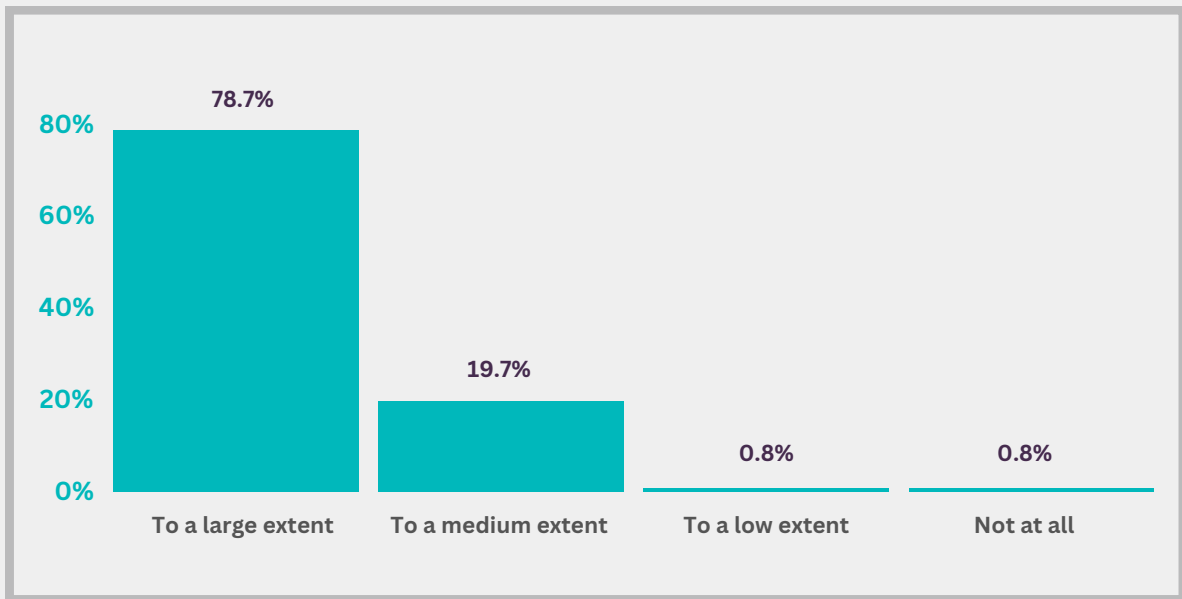


Figure 52: To what extent has the AILPD program contributed to improving the positive climate and culture in your school?

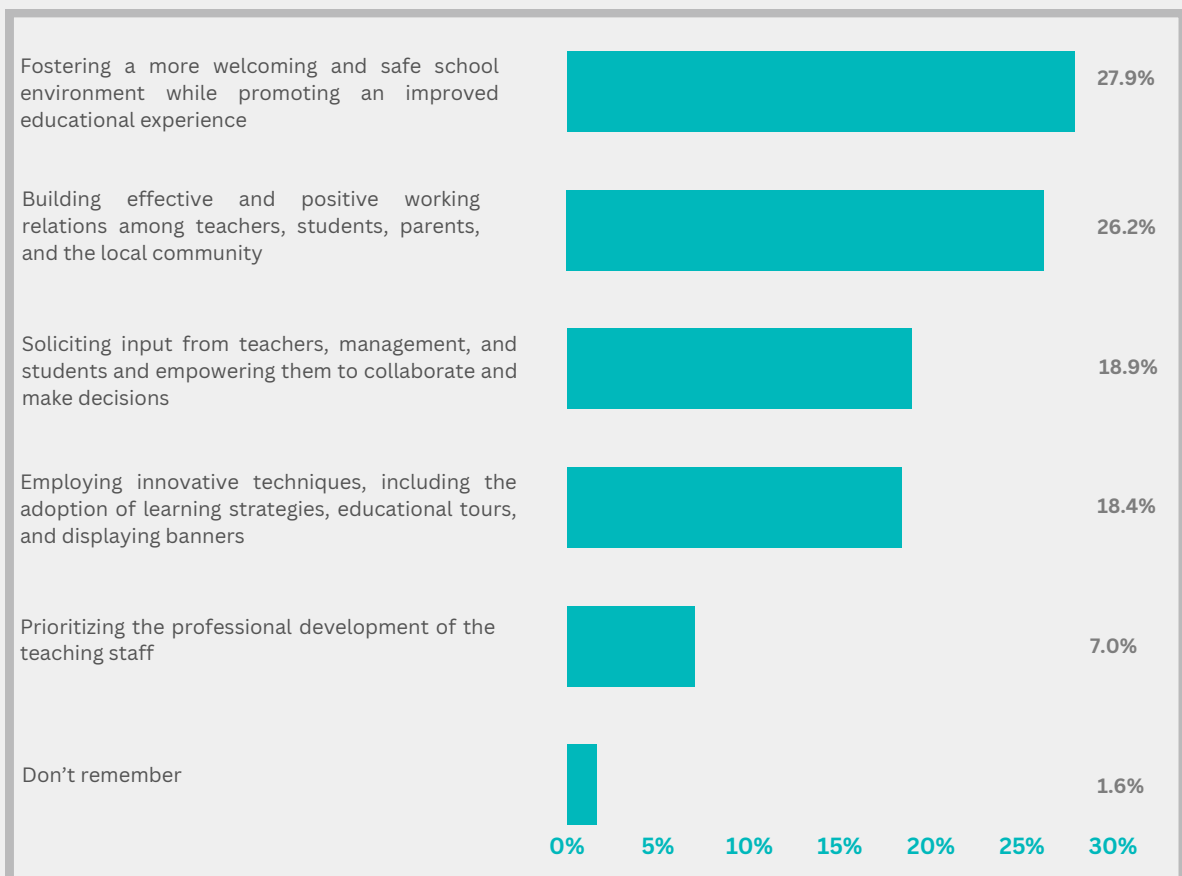


Figure 53: Can you give an example?

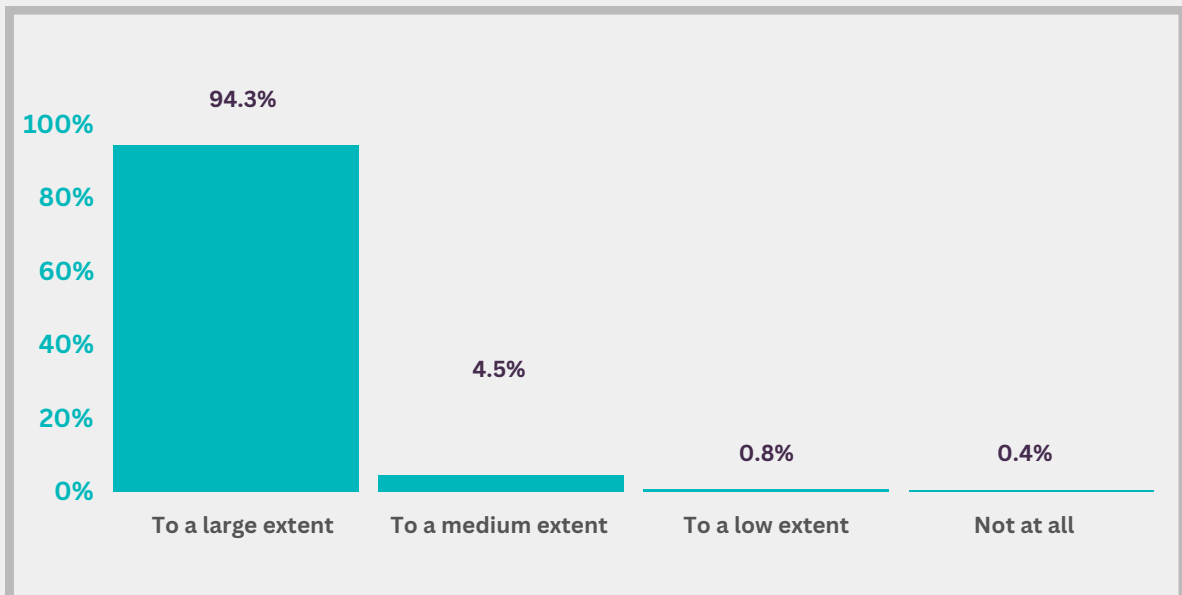


Figure 54: To what extent would you recommend the AILPD program to other school leaders?

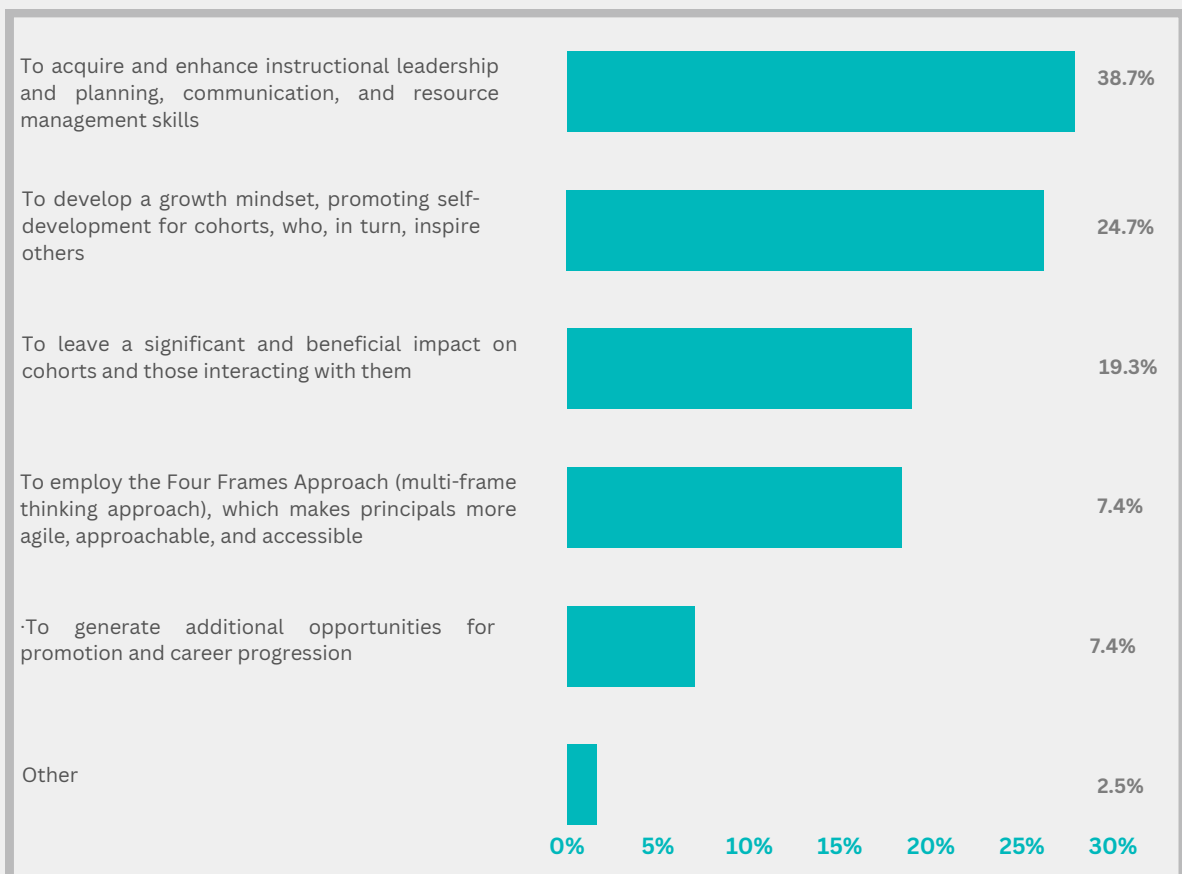


Figure 55: Why would you recommend the AILPD program to other school leaders?

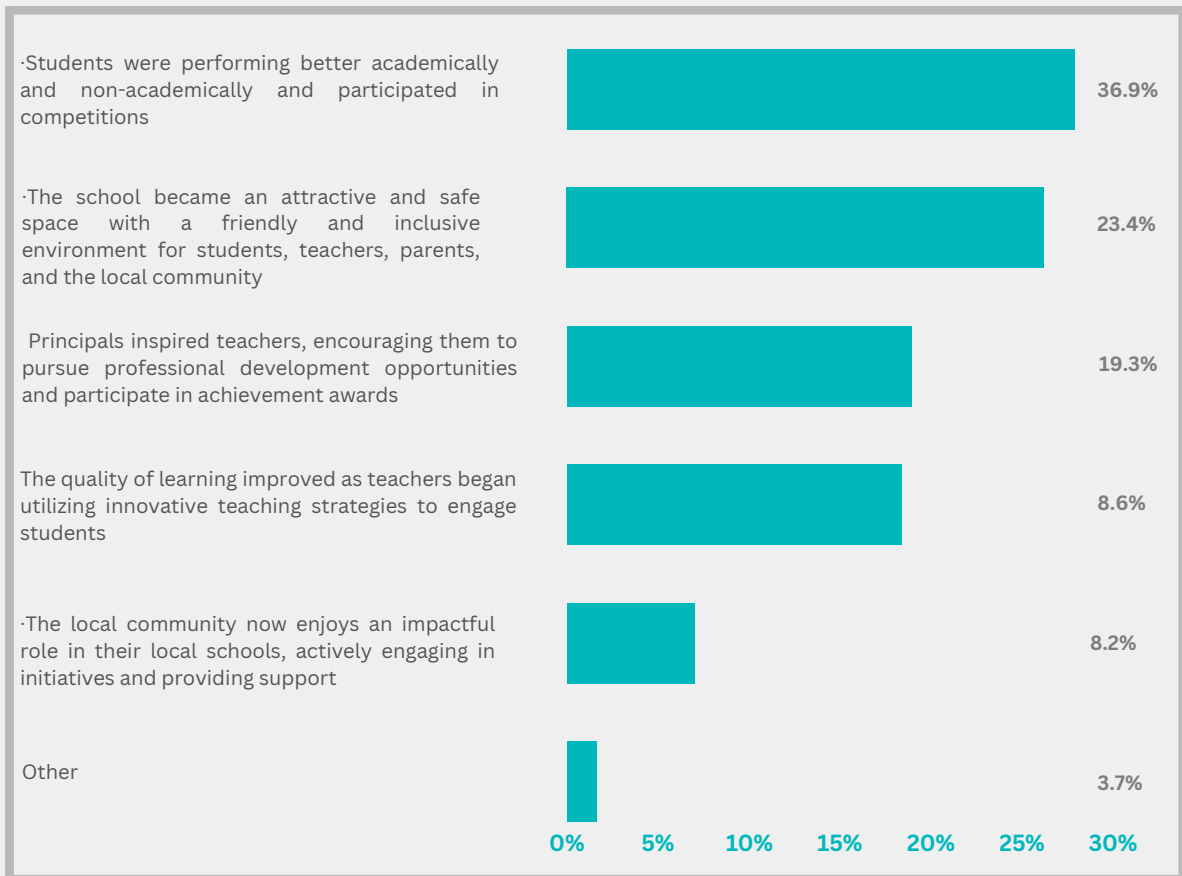


Figure 56: Can you mention the most important success stories at the student, teacher and school levels?

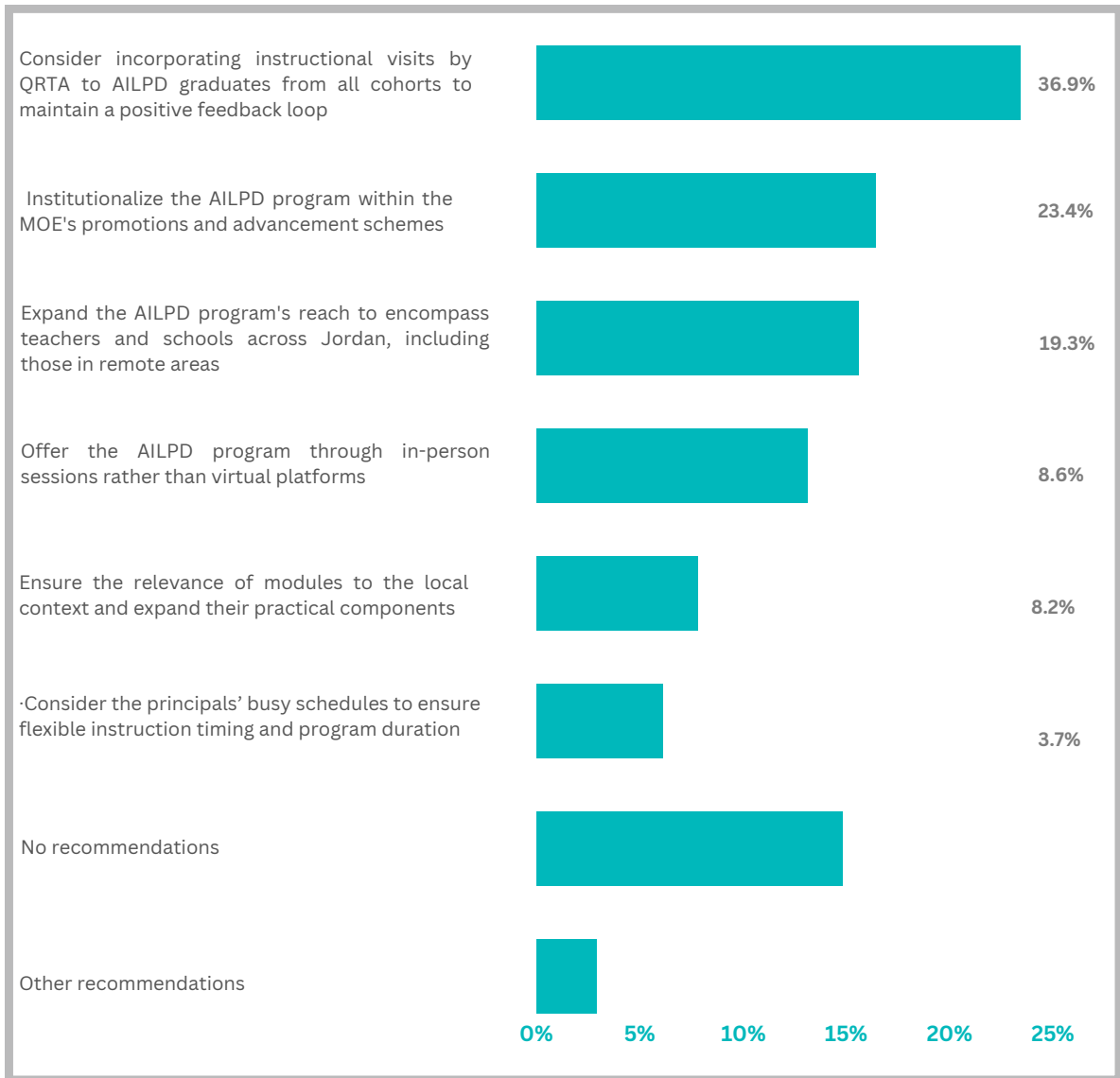


Figure 57: Do you have any recommendations/suggestions to improve the AILPD program?