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EARLY GRADE READING (EGR) PROJECT TRAINING REPORT



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Early Grade Reading (EGR) Project

EGR Training Report

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Prepared for

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List of Abbreviations

BDA	Before–During–After Lesson Framework
EGR	Early Grade Reading Project
G	Grade
IT	Information Technology
KG	Kindergarten
MOEHE	Ministry of Education and Higher Education
NIET	National Institute for Educational Training
RTI	Research Triangle Institute
TOT	Training of trainers
TWG	Technical Working Group
USAID	United States Agency for International Development

Overview

The overall goal of US Agency for International Development (USAID) efforts is to provide a new generation of Palestinians with quality education and competencies that will enable them to thrive in the global economy and empower them to participate actively in a well-governed society. In support of USAID's objectives, the Early Grade Reading (EGR) program goal is to facilitate change in classroom delivery of early grade reading and writing instruction through an integrated process of instruction and assessment designed to improve student reading and writing competencies in Kindergarten (KG)–Grade 2 in the West Bank. EGR strives to equip the coaches, teachers, and principals with the tools and strategies that would enable them to provide effective reading and writing instruction that results in changing classroom delivery of early grade reading and writing instruction.

Guiding Principles for the EGR Training Program

EGR shares key beliefs regarding teaching/learning with the Ministry of Education and Higher Education (MOEHE) in the Palestinian Territories. Primarily, the core belief that all students can succeed, which guided the development of all instructional materials. The following principles define that core belief:

- Each student has their own unique patterns in learning to read.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are the key educators and decision makers for a student's literacy development.
- Access to a wide selection of age- and grade-appropriate learning resources is key to success in reading and learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports all students.
- Fairness is not sameness.

Training Material Development

In cooperation with the MOEHE Training Technical Working Group (TWG), EGR developed training modules in the five basic reading skills: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension as well as a comprehensive module in writing skills. The project initially planned to introduce one module at each training session conducted throughout the academic year. However, when EGR learned that the project would close prematurely due to legislative restrictions and funding issues, project staff compressed the trainings on the five basic skills into four over a period of four months. The shortened timeframe did not allow EGR to offer training in the four basic writing skills, but the project developed one comprehensive writing module, which was provided to the coaches in January 2019.

EGR supplemented the training modules with additional instructional resources. Project specialists developed three instructional videos to reinforce the strategies introduced in the training modules. Additional activities to support the five basic reading skills were compiled in one resource book. EGR provided four interactive posters for teachers to use in their classrooms and a variety of complementary reading materials. The project's goal was to equip coaches and teachers with the tools needed to implement a quality early grade reading program.

Training Technical Working Group

EGR established the Training TWG, comprised of 10 MOEHE representatives and 2 university specialists, in January 2018. The establishment of the TWG cultivated MOEHE ownership and facilitated sustainability of the training materials. EGR conducted nine TWG meetings during which discussions, reviews, and modifications of the instructional routines took place based on the feedback of the members (**Exhibit 1**).

Exhibit 1. Members of the Training TWG

Department	Member
Supervision and Qualifications	Ahed Ayyash Siham Salameh
General Education	Najah Harb Wafa Ashour Itaf Azzah
National Institute for Educational Training	Lubna Abu Sarhan Thaer Khalil
Assessment and Evaluation	Dr. Mohammad Mattar Waheed Quttna
Field Follow-Up	Amal Jaghoub
Al-Quds Open University	Dr. Hassan Abu Al-Rob Dr. Randa Najdi

Use of Routines

EGR introduced an innovative approach to training. Instead of offering many activities in support of a basic reading skill, EGR focused on developing a few routines for each basic skill. Each routine included an introduction to the lesson, the lesson content, and a conclusion to the lesson. The use of routines has multiple benefits:

1. A routine is an instructional strategy that a teacher uses so many times that the routine's procedures become automatic. Like any multi-step skill, when first learning a routine, the teacher will be slow and may skip opportunities to extend the activity and respond to student needs because students are focused on implementing the routine's steps correctly. But by doing a limited number of routines, teachers will eventually be able to implement the routines automatically.
2. Each of the routines is used multiple times but the content can change daily or weekly.
3. Routines will increase the amount of available instruction time as the teachers and the students will move quickly into the activities because they will know the procedures.
4. The routines will be beneficial for the coaches, trained in the routines, who will have fewer activities to monitor during classroom observation visits.
5. After becoming highly skilled in the basic procedures, the teachers will be able to extend the routines. For each routine, EGR has included ideas for variations.
6. Most importantly, the children will benefit from the consistency of the routines. Instead of focusing on learning the procedures of many activities, the children will be focused on learning the content.

Module Development

The instructional routines in each module reflect student-centered and active learning principles with consideration provided to gender, inclusivity, and students living in conflict areas. This complemented the kindergarten teacher guidelines and *Our Beautiful Language* curricula for Grades 1–2. In addition, EGR utilized the Before–During–After (BDA) lesson framework, Directed Reading Thinking Activities, and the Modelled–Guided–Shared–Independent phases of reading acquisition and writing development in the routines’ development.

Each routine in the modules identified:

- Target grade
- Objective
- Importance
- Required materials
- Procedures

Before

- An activity to activate prior knowledge by connecting to personal lives and providing background information

During

- Activities to strengthen students’ knowledge and understanding

After

- An activity to assess learning
- Variations to extend and develop the routine

Each module contained the photos and directions for any manipulatives that the teacher needed to make before implementing the routine.

Piloting Instructional Routines

Once each module was completed, EGR, assisted by the TWG members, piloted the routines in schools in different regions of the West Bank to identify the effectiveness of routines and any steps or areas that needed to be addressed. Piloting activities started in March 2018 and ended in May 2018. EGR designed a checklist for the TWG members to use as they observed the implementation of instructional routines in the classroom (**Annex A**). EGR, along with TWG members, piloted the routines from the phonemic awareness, phonics, and vocabulary modules in primary schools that were not part of the EGR pool of schools or control schools. The compressed timeline did not allow for piloting the activities from the fluency, reading comprehension, and writing modules. EGR used the results of the piloting to revise the instructional routines. The schedule for piloting all activities is in **Annex B**.

Based on the results of the activity piloting (**Annex C**) and the feedback provided by Dr. Peggy Dubeck, RTI senior education specialist, EGR modified the modules for phonemic awareness, phonics, vocabulary, and fluency. EGR streamlined the modules so that fewer routines were in each module, rationalizing that fewer routines supported the practice of establishing fixed routines that the teacher could repeatedly use throughout the academic year. Having a limited number of routines also facilitated the classroom observations conducted by supervisors.



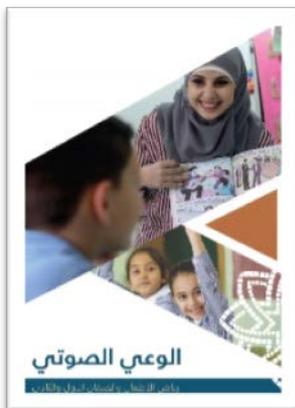
Piloting of an instructional routine in Nuri Bakdel (Turkish) Girls School—a control school (Photo: RTI)

Summary of the Modules

EGR produced six training modules in 2018: five reading modules and one writing module. EGR downloaded each module onto the electronic tablets provided to the coaches and teachers.

A summary of each module’s content is provided below along with the cover design of the module.

Phonemic Awareness Module



Phonemic awareness is the ability to hear and manipulate the different sounds of the language (phonemes). This component is auditory and does not involve print. Teaching phonemic awareness provides children with the foundation to learn reading and spelling.

Unlike the other reading modules, which contain five instructional routines each, this module was the longest, containing eight routines. Additionally, the module contains an annex of word lists, derived from the KG–Grade 2 texts, for each letter of the alphabet, syllables, rhyming words, and sight words for each lesson for grades KG–Grade 2.

Phonics Module



Phonics is one of the primary building blocks of reading and constitutes the relationship between letters and their sounds. Students demonstrate their knowledge in phonics when they can point to a letter and provide the sound it makes. Without this knowledge, reading cannot occur. This connection between print and pronunciation is an important component of any instructional program addressing early grade reading as it provides readers with the tools for discovering new written words.

This module contains five instructional routines that complement and scaffold the skills addressed in the Phonemic Awareness module.

Fluency Module



Fluency is the ability to read a text accurately, quickly, and with expression. To be able to understand what they read, students must be able to read fluently whether they read aloud or whispering (the stage before silent reading). Teaching fluency includes guided oral reading and independent reading. Students who read fluently have an increased ability to recognize new words; read with greater speed, accuracy, and expression; and better understand what they read.

This module provides the bridge between word recognition and comprehension. It contains five instructional routines.

Vocabulary Module



Vocabulary instruction enables students to recognize and understand words. Instruction, along with repeated contact with vocabulary, is important in increasing reading outcomes. This module provides teachers with the routines necessary to assist students in the acquisition of vocabulary. The module also includes annexes with all the words a KG student should acquire during the year as well as vocabulary words to use in establishing learning corners within the KG classroom.

Reading Comprehension Module



Reading comprehension is a product of word recognition and language comprehension. This module presented five routines that are based on the BDA lesson plan strategy. Each routine contained an introduction in which teachers accessed students' prior knowledge and experiences, the center or heart of the lesson, and the ending in which the teacher could use a variety of formative assessments to assess student learning.

Writing Skills Module



Due to the early closure of the project, EGR was unable to produce four writing skills modules: handwriting, spelling, sentence building, and text building. However, the coaches requested that EGR provide at least a few writing activities. In response, EGR, in cooperation with Dr. Dubeck, developed a concise writing skills module that includes 12 instructional routines for KG–Grade 2. The instructional routines in the writing module seek to motivate students to put their ideas into print. Activities move from controlled to guided writing, transitioning during the later stages to free writing.

Resource Book



In addition to the five modules, EGR developed a resource book to provide teachers with extra instructional routines for each of the five reading skills. The book presents sets of instructional strategies for beginning readers and students struggling with early reading acquisition.

Strategies suggested in the resource book employ multiple channels of input and require children to process information at a variety of levels: phonological, alphabetic, semantic, and syntactic.

Upon completion of the training program, EGR bound the five reading modules into one comprehensive training manual that the project distributed in hard copy to each EGR-supported school.

Additional Resources

School Kits

In addition to providing teachers with the training modules, EGR supplied participating schools with classroom kits for KG–Grade 2. These kits contained supplies to aid Arabic language teachers in implementing the routines in the five basic reading skills modules.

Fact Sheets

Recognizing the importance of providing principals and MOEHE personnel with concise information related to various aspects of early grade reading instruction, EGR developed 13 fact sheets on relevant early grade reading and writing methods, strategies, and classroom practices. The principals can use these fact sheets to provide information to the parents to keep them apprised of what is happening in their children’s classrooms. Fact sheet titles that EGR created include the following topics:

1. Before, During, After
2. Five Basic Reading Skills
3. Student-Centered Learning
4. Formative Assessments
5. Phonemic Awareness
6. Phonics
7. Fluency
8. Vocabulary
9. Reading Comprehension
10. Leveled Reading
11. Alphabetic Principle
12. Decodable Readers
13. Directed Reading Thinking Activity

Videos

To refresh the coaches and teachers’ application of the strategies introduced in training sessions, EGR prepared three training videos: Strategies for Reading Comprehension, Stages of Reading, and Letter Sounds/Letter Names. The videos, filmed in local classrooms, reflect the strategies in the EGR training modules. EGR downloaded all videos to the tablets for future viewings.

Electronic Tablets and Application

EGR provided training participants with electronic tablets to facilitate the implementation of project activities. Each coach was provided with an electronic tablet downloaded with all training materials and observation forms to facilitate their tasks as trainers and coaches.

Coaches

EGR introduced the coaches to the use of the electronic tablet applications during the first training sessions held in July and August 2018. EGR distributed a total of 83 Lenovo Tab 4 8-inch tablets to MOEHE personnel participating in the trainings. EGR trained the participants on connecting the tablet to the internet, enabling the GPS functionality, using the

Tangerine® application for classroom observation, and syncing the data collected on the tablets.

Trainees were able to practice using the tablet on the first day of the initial training by completing and submitting the trainers' capacity assessment, electronically.

Each tablet included the five basic reading skills modules and one writing module, classroom observation tool, Tangerine application, user manual, and training evaluation form. In addition, each tablet included a trainer self-evaluation form and a checklist that covers aspects of preparing for the teacher training: pre-training, one-week pre-training, training day, and follow-up. The coaches signed an Equipment User Agreement and Custody Form upon receipt of the tables (**Annex D**).

Teachers

EGR distributed a total of 351 Lenova Tab 4 10-inch tablets to teachers. Each tablet contained the five basic reading skills modules, writing module, and a user manual. Coaches trained the teachers on the use of the tablets.

As the training program progressed, the MOEHE requested tablets for the schools' resource rooms. Out of 104 schools, only 21 had resource rooms to receive the tablets

Principals

EGR distributed a total of 104 Lenova Tab 4 10-inch tablets to principals for school use. Each tablet contained the five basic reading skills modules, writing module, and a user manual. As representatives of their respective schools, each principal signed for receipt of the electronic tablets for teachers to use in the EGR training program. During the initial workshop EGR demonstrated the use of the tablets and provided a step-by-step pictorial guide as a reference for future use (**Annex D**).

EGR Training Program

EGR views training as a continuous cycle of training and support. Following a training session, EGR ensured, through ongoing classroom observations, peer-to-peer support groups, and online resources, that teachers could confidently implement the activities or approaches. With the abrupt closure of the project, EGR was unable to implement the peer-to-peer support groups; however, EGR provided the principals with the Teacher Learning Circle model, which would enable teachers to discuss challenges and successes in implementing the EGR activities at the school level.

EGR adopted a two-tier approach to training in which the 74 MOEHE coaches or master trainers, trained by EGR staff, introduced one to two aspects of reading instruction during each training session with teachers to ensure teachers understood the concepts and had adequate time and support to incorporate them confidently into classroom instruction.



Rami Assali, EGR IT Specialist, assisting the coaches in the use of the tablets (Photo: RTI)



EGR staff distributing EGR schools' tablets to principals (Photo: RTI)

Following each training session, the coaches conducted classroom observations of teacher practice to ensure teachers also had the required support to implement the strategies and activities introduced in EGR training sessions.

The EGR training program, which was implemented continuously from July 2018–January 2019 included:

- Eight training days for the 74 MOEHE coaches and 5 MOEHE observers
- Four training sessions (four days) offered for 351¹ teachers from 104 primary schools
- Two one-day workshops for 104 principals
- Classroom observations of teacher practice conducted by the MOEHE coaches during the interval between each training session

MOEHE Trainers' Capacity Assessment

EGR conducted a survey to assess the MOEHE personnel's capacity to deliver early grade reading and writing training for teachers. The survey completed by both the National Institute for Educational Training (NIET) and KG and grade-level supervisors provided an overall picture of the capacity of the MOEHE to deliver quality training. EGR sought to determine what training the MOEHE personnel had that specifically addressed early grade reading and writing.

NIET Survey Results

EGR conducted a survey of the NIET trainers' capacity to deliver early grade reading and writing training for teachers. After receiving approval from NIET on the survey content, EGR posted the survey online using the Survey Monkey software program. Seventeen NIET coaches had completed the online survey. **Exhibit 2** shows the survey results.

Exhibit 2. NIET Trainers' Survey Results

Ref	Indicator	Always	Occasionally	Rarely	Not at all
1	Training for teachers includes sessions on early childhood development	12%	18%	35%	35%
2	Training for teachers includes sessions on language development in children	6%	18%	41%	35%
3	Teacher training includes reading methods and strategies for young readers, particularly in kindergarten – second grade	6%	29%	29%	35%
4	Teacher training includes writing methods and strategies for young students, particularly in kindergarten – second grade	6%	24%	24%	47%
5	Teacher training includes sessions on differentiating instruction to accommodate for different learning styles of young students	18%	53%	18%	12%
6	Teacher training includes sessions on using informal assessments to check for student understanding	29%	47%	12%	12%

¹ Although 351 teachers attended at least one training session, 273 teachers attended at least 80% of the training sessions, as noted in EGR's Monitoring, Evaluation, and Learning Plan.

Ref	Indicator	Always	Occasionally	Rarely	Not at all
7	Teachers are trained in the importance of engaging the families of students and the school communities	35%	47%	12%	6%

Coaches' Survey Results

EGR downloaded the survey on the tablets that the supervisors received during EGR's Preparatory Workshop for Coaches. As noted in **Exhibit 3**, 77 supervisors completed the survey.

Exhibit 3. Supervisors Survey Results

Ref	Indicators	Always	Occasionally	Rarely	Not at all
1	Training for teachers includes sessions on early childhood development	30%	49%	12%	9%
2	Training for teachers includes sessions on language development in children	21%	55%	14%	10%
3	Teacher training includes reading methods and strategies for young readers, particularly in KG–Grade 2	21%	61%	8%	10%
4	Teacher training includes writing methods and strategies for young students, particularly in KG–Grade 2	19%	56%	16%	9%
5	Teacher training includes sessions on differentiating instruction to accommodate for different learning styles of young students	13%	55%	26%	6%
6	Teacher training includes sessions on using informal assessments to check for student understanding	21%	48%	23%	8%
7	Teachers are trained in the importance of engaging the families of students and the school communities	29%	39%	22%	10%

EGR provided the results of the survey to the MOEHE Supervision and Qualifications Department. The MOEHE was keenly aware of the need to build their capacity in early grade reading and writing.

Training for MOEHE Coaches

The MOEHE departments of Supervision and Qualifications, General Education, and NIET recommended personnel to serve as coaches. The coaches participated in seven days of training of trainers (TOT), funded by the Joint Financing Agreement (JFA). The training included a four-day introductory workshop followed by three one-day trainings on a specific reading skill throughout Fall 2018. After each session with EGR, the coaches conducted training with the teachers,



Coach participating in an interactive training session in Nablus (Photo: RTI)

followed by classroom observations during the interval between training sessions. Training continued until December 2018 and was followed by a one-day workshop introducing writing skills in January 2019 held centrally in Ramallah.

The training sessions consisted of demonstrating student-centered approaches to teaching the five basic reading skills, including strategies to conduct simple formative assessments that inform instruction for all students, student-centered approaches to instruction, and the BDA lesson plan structure. EGR divided the coaches into three regional cohorts to facilitate interactive training sessions.

Due to the limitations imposed by legislative and funding actions, EGR made a concerted effort to complete the training in the five basic reading skills before programmatic activities in the Palestinian Territories ended January 31, 2019. The project modified the training schedule to complete the training in the five basic reading skills by the end of December 2018, and a one-day workshop was provided on writing skills in January 2019.

The TOT training schedule is included in **Exhibit 4** below. The schedule for the teacher training and principals' workshop is included in **Annex E**.

Exhibit 4. EGR TOT Training Schedule

2018															2019								
	Jul			Jan					Oct			Nov			Dec			Jan					
	29	8	31	1	5	6	7	8	12	13	14	15	15	17	22	14	19	21	3	5	10	8	
Coaches	South			All					Central					South	North	Center	South	North	Center	South	North	Center	All

EGR Training Team

The EGR training team consisted of Nancy Parks, Chief of Party; Ibrahim Khair, Translator; Majida Dajani, Senior Teacher Training Officer; Dima Haj Ali, Teacher Coaching/Teacher Learning Materials Coordinator; and Rami Assali, IT Officer.

During the EGR Preparatory Workshop for Coaches, Dina Husary, Senior Monitoring and Evaluation Specialist, administered the pre- and post-tests, a trainer capacity assessment, and the training evaluation. Ahd Ayyash, MOEHE Supervision Department, worked with the coaches on their school assignment. Huda Tahboub, EGR Teacher Training Coordinator, arranged all logistics for the training sessions.

As Chief of Party, Ms. Parks launched the training workshops with a project overview and presented EGR's model for training. Ms. Parks also trained participants on the BDA lesson format, formative assessments, delivering descriptive feedback, and using routines.

As the principle module developer, Dr. Dajani presented the training overview and introduced the phonemic awareness routines. As the EGR staff person overseeing school visits, Ms. Haj Ali introduced the classroom observation tool and the coaches' roles and responsibilities in conducting observations of teacher practice. Ms. Haj Ali, who worked closely with the Materials Development TWG on the development of supplementary

materials and book leveling, also provided an overview of the EGR supplementary materials that will be distributed to EGR schools. Rami Assali, as the EGR IT Officer, trained participants on the use of tablets and the Tangerine application. Ms. Husary reviewed the importance of collecting accurate data for EGR to monitor progress. The agendas for all trainings and workshops are in **Annex F**.

Initial Four-Day Training for Coaches

EGR began the training of coaches with a four-day preparatory workshop conducted in July and August 2018. The objective of the training was to introduce the EGR program and the project’s model of training. In addition to focusing on the first basic reading skill, topics included use of the routines in the training manual, the BDA lesson structure, formative assessments, use of EGR complementary materials, conducting classroom observations, and delivering descriptive feedback. EGR also provided time for administrative tasks such as assigning coaches to the schools in which they would work and using the electronic tablets to access training modules and record classroom observations.

EGR chose to introduce phonemic awareness as the first reading skill. Phonemic awareness is the ability to hear and manipulate different sounds of language (phonemes). Teaching phonemic awareness provides children with the foundation that helps them learn to read and spell. Studies have shown that children who learn to read through specific instruction in phonemic awareness are more proficient in reading. As the most basic reading skill, EGR selected it for the first training.

The MOEHE identified 85 supervisors, two NIET trainers, and three MOEHE observers to participate in the training. Of the 90 invited participants, 83 MOEHE personnel attended. Reasons for absences from the training included maternity leave, retirement, and pre-planned annual leave. Ahed Ayyash participated as the MOEHE project liaison and facilitated the school assignment sessions. EGR organized the participants into regional cohorts as shown in **Exhibit 5**.

Exhibit 5. Training Participants – General Introduction and Phonemic Awareness

Region	Participant Position	Women	Men	Total
South (July 29–August 1)	Grade Level Supervisor	18	8	28
	KG Supervisor	5	-	5
	MOEHE Observer	1	-	1
	NIET Trainer	-	-	-
South Total		24	8	32
North (August 5–8)	Grade Level Supervisor	11	10	21
	KG Supervisor	6	1	7
	MOEHE Observer	1	-	1
	NIET Trainer	-	-	-
North Total		18	11	29
Central (August 12–15)	Grade Level Supervisor	9	5	14
	KG Supervisor	5	-	5
	MOEHE Observer	1	-	1
	NIET Trainers	1	1	2
Central Total		16	6	22
Grand Total		58	25	83

In total, the first training prepared 78² master trainers, 31 in the South, 28 in the North, and 19 in the Center. On the last of day of each cohort training, the master trainers selected the schools they would be responsible for in terms of training teachers and conducting classroom observations. An additional five people from the MOEHE participated in the training to broaden their understanding of the EGR program. The comprehensive chart that outlines MOEHE staff attendance throughout the training program is included in **Annex G**.

Participant's Evaluation of Training

Trainees provided the EGR training team with daily feedback. The overall response was positive; participants, many of whom had no previous knowledge of basic reading skills, rated the training sessions highly.

Participants' feedback focused on the following points:

- Participants enjoyed the process of presenting the routines themselves.
- Participants appreciated the strategies that were used in the routines, i.e., rhyming, blending, segmenting, manipulating words, using puppets, and group work.
- The training module was well structured and organized.
- Participants valued the descriptive feedback and formative assessment sessions, as the information presented in these sessions was mostly new and provided a positive methodology of interacting with teachers and, in turn, how the coaches could guide teachers to interact with their students.
- The descriptive feedback session was also seen as a valuable tool that the teachers suggested transferring to principals to inform their interactions with teachers.
- Participants were happy with the sample supplementary materials presented at the training that will be distributed to EGR schools.

Participants made the following suggestions to ensure effective implementation of their roles as coaches to:

- Shorten the classroom observation tool
- Conduct a practice observation session before implementation in EGR school
- Reduce the number of school visits from two to one each month
- Provide transportation to schools for the observation visit

In addition to receiving the above feedback, EGR administered a general training evaluation to assess the effectiveness of the training. Sixty-nine participants completed the general training evaluation on the tablets during the last session of the workshop. **Exhibit 6** provides a summary of the number of responses per category of each question.

Based on the coaches' feedback, EGR shortened the classroom observation tool, reduced the number of visits to once monthly, and provided coaches with transportation to and from schools from their place of employment. EGR engaged a local travel company to provide transportation service.

² Only 74 of the 78 coaches participated in the remaining EGR training sessions. The four who dropped out cited work overload from involvement in other donor projects.

Exhibit 6. General Training Evaluation – General Introduction and Phonemic Awareness

Evaluation Item	Strongly Agree	Agree	Don't Agree	Strongly Disagree	Total No. of Responses
1. Training objectives were clearly stated	35	34	-	-	69
2. Topics covered were useful for my field of work	34	32	1	1	69
3. Trainers managed time effectively	35	34	-	-	69
4. Trainers were well prepared	43	26	-	-	69
5. Trainers demonstrated subject expertise	31	38	-	-	69
6. Sufficient time was allocated for interaction and questions	16	45	8	-	69
7. I gained new information through this training	30	39	-	-	69
8. I gained new skills through this training	29	39	1	-	69
9. I am now confident about conducting such a training to teachers	26	42	1	-	69
10. I am confident with using the electronic tablets as my training manual	35	32	2	-	69

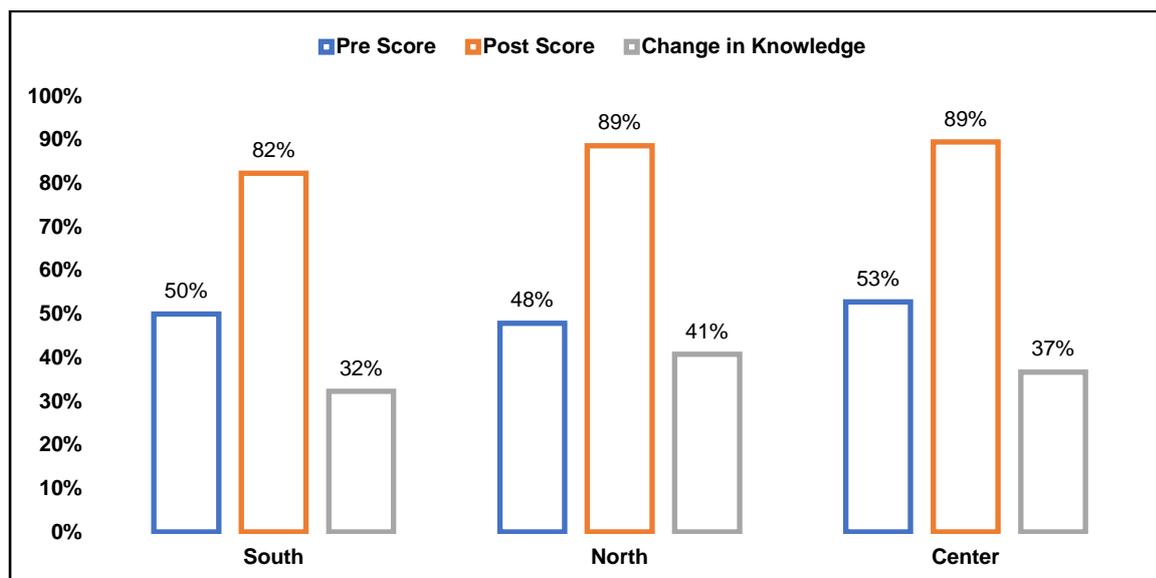
The results in the table above indicated that 100% of participants reported that the training objectives were clearly stated and 96% reported that the topics covered were useful for their field of work, while 12% of trainees felt that time was not sufficient for interaction and questions.

Pre- and Post-Tests Results

EGR staff administered a pre- and post-test to measure the change in knowledge of the coaches, who, in turn, trained early grade Arabic language teachers, beginning in September. Of the 83 participants, 78 recorded their responses. The results reflect an average 37% increase in knowledge in phonemic awareness. Participants not completing both the pre- and post-test were removed from the analysis.

Exhibit 7 highlights the summary results at the regional level.

Exhibit 7. Phonemic Awareness Pre- and Post-Test Results



Phonics

EGR conducted the second training on the Phonics module for coaches October 15–18 in Hebron, Nablus, and Ramallah. The supervisors' training dates were:

- Southern region: October 15
- Northern region: October 17
- Central region: October 18

Training topics included the Phonics module and the revised classroom observation form (**Annex F**). Specifically, trainees learned about letter-sound relationships and how phonics is used in conjunction with phonemic awareness. Trainees were able to practice implementing the instructional routines in the Phonics module. In total, 73 MOEHE participants attended the training, and four coaches withdrew from the program (**Exhibit 8**).



Coaches from the central region preparing to implement instructional routines (Photo: RTI)

Exhibit 8. Training Participants – Phonics

Region	Participant Position	Women	Men	Total
South (October 15)	Grade Level Supervisor	17	7	24
	KG Supervisor	4	-	4
	MOEHE Observer	1	-	1
	NIET Trainer	1	-	1
South Total		23	7	30
North (October 17)	Grade Level Supervisor	11	10	21
	KG Supervisor	4	1	5
	MOEHE Observer	1	-	1
North Total		16	11	27
Central (October 18)	Grade Level Supervisor	7	5	12

Region	Participant Position	Women	Men	Total
	KG Supervisor	3	-	3
	MOEHE Observer	1	-	1
	NIET Trainer	-	-	-
Central Total		11	5	16
Grand Total		50	23	73

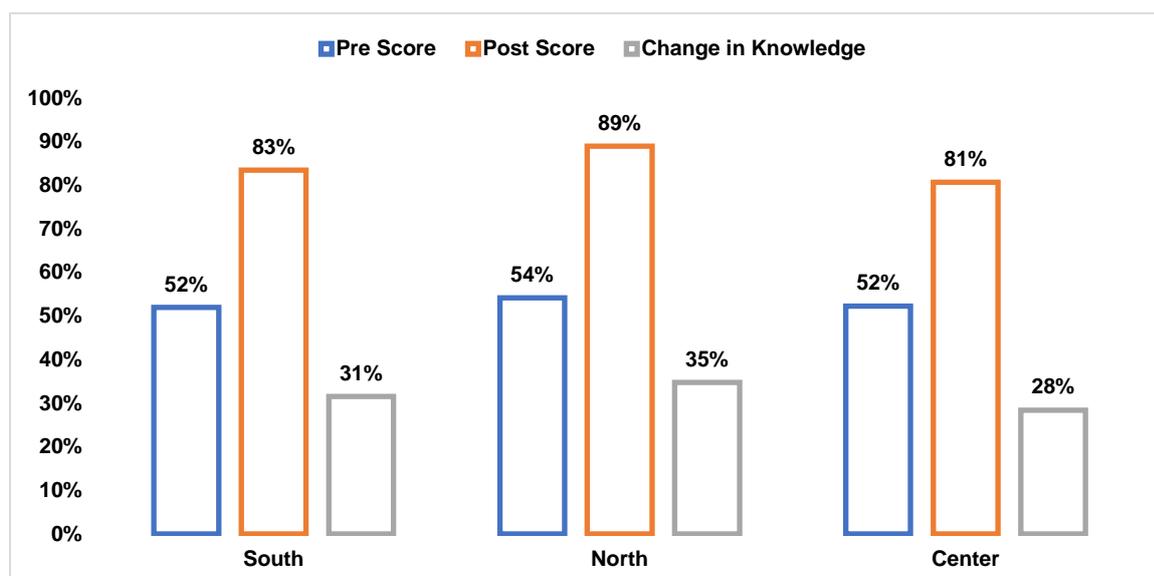
EGR administered a general training evaluation to assess the effectiveness of the training. Thirty-six participants completed the general training evaluation on the tablets during the last session of the workshop. Due to connectivity issues during the session, many participants were not able to upload the satisfaction survey. **Exhibit 9** provides a summary of the number of responses per category of each question.

Exhibit 9. General Training Evaluation – Phonics

Evaluation Item	Strongly Agree	Agree	Don't Agree	Strongly Disagree	Total No. of Responses
1. Training objectives were clearly stated	18	18	0	0	36
2. Topics covered were useful for my field of work	23	13	0	0	36
3. Trainers managed time effectively	16	19	1	0	36
4. Trainers were well prepared	24	12	0	0	36
5. Trainers demonstrated subject expertise	17	19	0	0	36
6. Sufficient time was allocated for interaction and questions	13	20	3	0	36
7. I gained new information through this training	12	24	0	0	36
8. I gained new skills through this training	12	23	1	0	36
9. I am now confident about conducting such a training to teachers	21	15	0	0	36
10. I am confident with using the electronic tablets as my training manual	18	18	0	0	36

Of the 73 participants attending the training, 67 completed the pre- and the post-test. The results reflected an average 35% increase in knowledge of phonics (**Exhibit 10**).

Exhibit 10. Phonics Pre- and Post-Test Results



Fluency and Vocabulary

In November, EGR conducted the third training for coaches in Hebron, Nablus, and Ramallah in fluency and vocabulary, the third and fourth basic reading skills. The supervisors' training dates were:

- Hebron (southern region): November 14
- Nablus (northern region): November 19
- Ramallah (central region): November 21

The training focused on the Fluency and Vocabulary modules. The training enforced the significance of fluency as a critical building block of reading as its development is directly related to comprehension. One of the findings of the Time on Task Study conducted by EGR in 2017 was that teachers were not investing enough time in teaching vocabulary. Therefore, the Vocabulary module provided teachers with the tools to enhance students' vocabulary acquisition.



A coach in the northern region practicing the first routine of the Vocabulary module (Photo: RTI)

In total, 63 of 83 MOEHE training participants attended the training. Ten fewer coaches attended this training session due to their involvement in other donor activities (**Exhibit 11**).

Exhibit 11. Coaches' Training Participants – Fluency and Vocabulary

Region	Participant Position	Women	Men	Total
South (November 14)	Grade Level Supervisor	17	6	23
	KG Supervisor	2	-	2
	MOEHE Observer	-	-	-
	NIET Trainer	-	-	-
South Total		19	6	25

Region	Participant Position	Women	Men	Total
North (November 19)	Grade Level Supervisor	9	9	18
	KG Supervisor	3	1	4
	MOEHE Observer	-	-	-
North Total		12	10	22
Central (November 21)	Grade Level Supervisor	8	4	12
	KG Supervisor	4	-	4
	MOEHE Observer	-	-	-
	NIET Trainer	-	-	-
Central Total		12	4	16
Grand Total		43	20	63

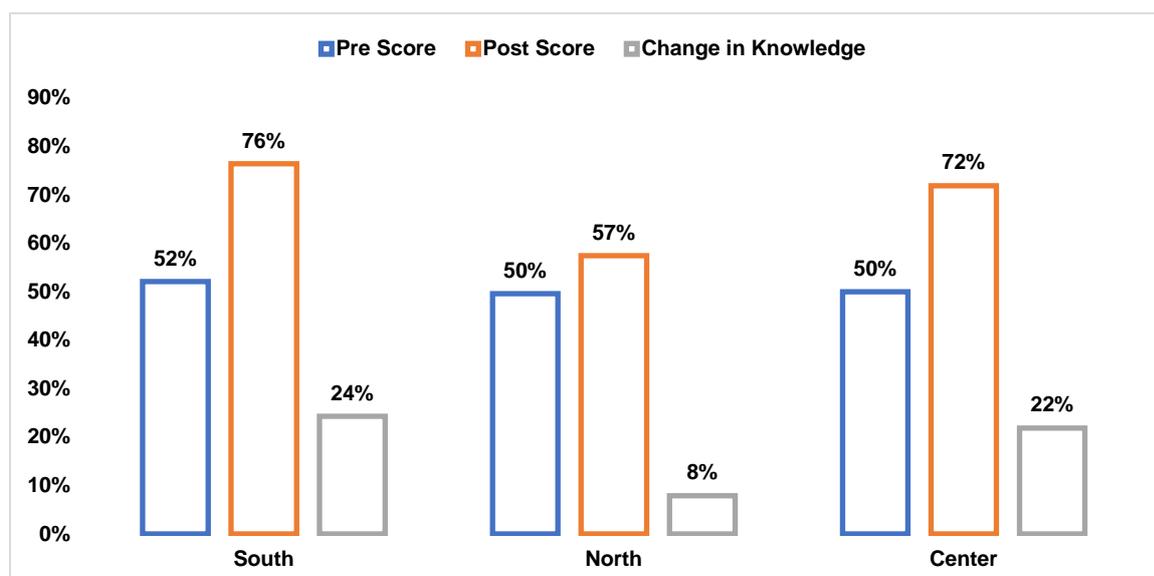
EGR administered a general training evaluation to assess the effectiveness of the training. Sixty participants completed the general training evaluation during the last session of the workshop. **Exhibit 12** provides a summary of the number of responses per category of each question.

Exhibit 12. General Training Evaluation – Fluency and Vocabulary

Evaluation Item	Strongly Agree	Agree	Don't Agree	Strongly Disagree	Total No. of Responses
1. Training objectives were clearly stated	27	33	0	0	60
2. Topics covered were useful for my field of work	29	30	1	0	60
3. Trainers managed time effectively	27	31	1	1	60
4. Trainers were well prepared	31	28	1	0	60
5. Trainers demonstrated subject expertise	32	27	1	0	60
6. Sufficient time was allocated for interaction and questions	22	31	6	1	60
7. I gained new information through this training	27	33	0	0	60
8. I gained new skills through this training	24	34	2	0	60
9. I am now confident about conducting such a training for teachers	27	30	3	0	60
10. I am confident with using the electronic tablets as my training manual	32	28	0	0	60

Of the 63 coaches who attended the training, 59 completed both the pre- and post-test. The results reflected an average 18% increase in knowledge of vocabulary and fluency (**Exhibit 13**).

Exhibit 13. Fluency and Vocabulary Pre- and Post-test Results



While 98% of participants felt that the topics covered were useful for their field of work, 10% reported that time allocated for interaction and questions was insufficient. As the training covered two modules to meet the compressed training scheduled, the training day focused on the instructional routines, limiting the time available for general discussion.

Reading Comprehension

In December 2018 EGR conducted the training on reading comprehension, the final reading skill for coaches in Hebron, Nablus, and Ramallah. The supervisors' training dates were:

- Hebron (southern region): December 3
- Nablus (northern region): December 5
- Ramallah (central region): December 10

In total, 69 of 74 MOEHE coaches and two MOEHE observers attended the training. Six fewer coaches attended this training session due to their engagement in other MOEHE assignments (**Exhibit 14**).

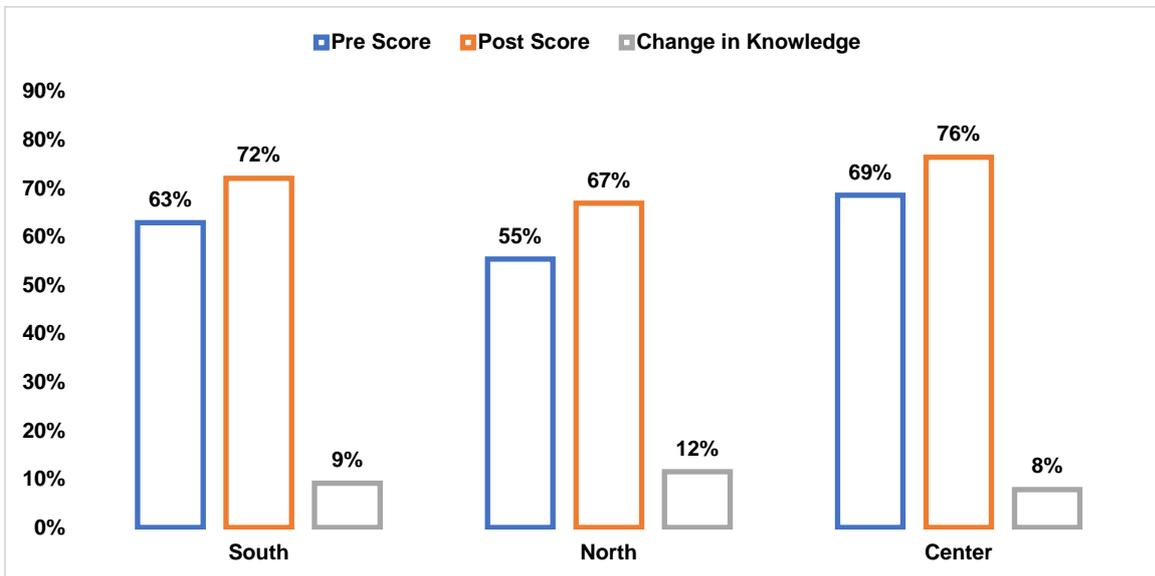
Exhibit 14. Training Participants – Reading Comprehension

Region	Participant Position	Women	Men	Total
South (December 3)	Grade Level Supervisor	17	7	24
	KG Supervisor	4	-	4
	MOEHE Observer	1	-	1
	NIET Trainer	-	-	-
South Total		22	7	29
North (December 5)	Grade Level Supervisor	11	10	21
	KG Supervisor	5	1	6
	MOEHE Observer	1	-	1
North Total		17	11	28
Central (December 10)	Grade Level Supervisor	6	5	11
	KG Supervisor	3	-	3

Region	Participant Position	Women	Men	Total
	MOEHE Observer	-	-	-
	NIET Trainer	-	-	-
Central Total		9	5	14
Grand Total		48	23	71

Of the 71 trainees who attended the training, 67 completed the pre- and post-tests. The results reflected an average 10% increase in knowledge of reading comprehension. The highest knowledge increase was in the North region (12%). EGR believes that the coaches' exposure to basic reading skill concepts, terms, and strategies in previous trainings resulted in higher pre-scores, which translated into lower increase in knowledge on the post-tests (Exhibit 15).

Exhibit 15. Reading Comprehension Pre- and Post-test Results



Sixty-five trainees completed a training satisfaction survey following the completion of the training on the Reading Comprehension module. The results of this survey are shown in Exhibit 16.

Exhibit 16. Training Satisfaction Survey – Reading Comprehension

Evaluation Item	Strongly Agree	Agree	Don't Agree	Strongly Disagree	Total No. of Responses
1. Training objectives were clearly stated	46	19	0	0	65
2. Topics covered were useful for my field of work	47	17	1	0	65
3. Trainers managed time effectively	40	23	2	0	65
4. Trainers were well prepared	43	21	1	0	65
5. Trainers demonstrated subject expertise	43	21	1	0	65

Evaluation Item	Strongly Agree	Agree	Don't Agree	Strongly Disagree	Total No. of Responses
6. Sufficient time was allocated for interaction and questions	32	31	2	0	65
7. I gained new information through this training	42	23	0	0	65
8. I gained new skills through this training	42	22	1	0	65
9. I am now confident about conducting such a training to teachers	37	27	1	0	65
10. I am confident with using the electronic tablets as my training manual	40	25	0	0	65

All of the trainees reported that the training objectives were clearly stated and that they gained new information through these trainings. Moreover, they were confident using the electronic tablets as their training manual; 98% stated that the topics covered in the training were useful to their field of work, that they gained new skills, and that they were confident about conducting training for teachers. Ninety-seven percent of the trainees reported that training time was managed effectively and that the EGR trainers were well prepared and demonstrated expertise in the subject; 97% of the coaches felt that enough time was allocated for interaction and questions.

In addition to completing the satisfaction survey for the Reading Comprehension module, coaches were asked to reflect on all the trainings. Coaches were extremely pleased with the project and appreciated that its activities were based on research. They felt that the training had exposed them to new concepts, experiences, and strategies; developed their skills as supervisors; and empowered them. The following points summarize the general feedback received:

- The routines were based on the Palestinian curriculum, were focused, specifically address the basic reading skills, and were engaging to the students.
- All teachers were implementing the EGR routines in their classrooms; these routines have become part of the teachers' techniques and strategies.
- There was an observable development in teacher's classroom practices after taking part in the training, with a noted improvement in the methods used by older, experienced teachers. In addition, EGR provided teachers with effective strategies that were student-centered, and the routines encouraged teachers to use formative assessment.
- Teachers were more aware of reading comprehension skills.
- Kindergarten teachers were benefiting greatly from the Phonemic Awareness and Phonics modules.

Coaches also provided points for consideration, as many felt that the program was overly intensive, and more time should have been allocated for the training and discussion. They also advised that more routines should be provided for KG and requested writing skills modules. Also, many coaches felt burdened by the number of school visits. Despite the points for improvement, the coaches recommended that the project expand to all Palestinian schools.

Writing Skills

Due to premature project closure, EGR was not able to produce training modules identified in the initial training plan (handwriting, spelling, sentence building, text building). However,

This is the best project that I have been a part of, and I feel lucky to have participated in its activities. It has contributed to developing my skills as a supervisor and expanded my training expertise. I have benefited from this training more than my PhD program. I hope that the project continues and expands to other schools.

Coach from the South Region

based on the coaches' request, EGR developed 12 instructional routines for KG–Grade 2. In January 2019, EGR held an Introduction to Writing Module Workshop. The workshop was co-facilitated by Dr. Dajani, who covered the instructional routines, and Dr. Dubeck (**Annex F**), who covered the importance of developing writing skills from early

grades. Unlike other training sessions with coaches, this workshop was held centrally in Ramallah at the Millennium Hotel as imminent project closure did not allow for regional sessions (**Exhibit 17**).

Exhibit 17. Training Participants – Writing

Region	Participant Position	Women	Men	Total
South	Grade Level Supervisor	18	6	24
	KG Supervisor	3	-	3
	MOEHE Observer	-	-	-
	NIET Trainer	-	-	-
South Total		21	6	27
North	Grade Level Supervisor	6	9	15
	KG Supervisor	2	1	3
	MOEHE Observer	-	-	-
North Total		8	10	18
Central	Grade Level Supervisor	6	4	10
	KG Supervisor	5	-	5
	MOEHE Observer	-	-	-
	NIET Trainer	-	-	-
Central Total		11	4	15
Grand Total		40	20	60

Fifty trainees completed a satisfaction survey following at the end of the workshop. The results of this survey are presented in **Exhibit 18**.

Exhibit 18. General Training Evaluation – Writing

Evaluation Item	Strongly Agree	Agree	Don't Agree	Strongly Disagree	Total No. of Responses
1. Training objectives were clearly stated	26	22	2	0	50
2. Topics covered were useful for my field of work	22	27	1	0	50
3. Trainers managed time effectively	12	32	6	0	50
4. Trainers were well prepared	26	23	1	0	50
5. Trainers demonstrated subject expertise	24	25	1	0	50
6. Sufficient time was allocated for interaction and questions	14	23	11	2	50
7. I gained new information through this training	18	29	3	0	50
8. I gained new skills through this training	16	26	7	0	50
9. I am now confident about conducting such a training to teachers	21	25	4	0	50
10. I am confident with using the electronic tablets as my training manual	23	23	1	2	50

As the objective of this workshop was to provide only a snapshot of the writing routines, the trainees' showed greater dissatisfaction with it than with previous trainings. Among the participants, 14% stated that the time allocated to interactions and questions was not sufficient. This was not surprising to EGR staff, as it was the first time the project had trained all regions together and had introduced 12, instead of 4 or 5 routines. EGR increased the number of routines, since this was the only training in writing that the project would offer.

Teacher Training

In September of 2018 the first training for teachers, funded by the MOEHE JFA funds,³ began in 17 directorates throughout the West Bank. The MOEHE coaches, trained by EGR in July and August, delivered the training for KG–Grade 2 teachers. EGR grouped the teachers by districts (each district had 1–4 schools) to enable the coaches to train all teachers on the same day throughout the West Bank. The first training focused on phonemic awareness, the most basic early grade reading skill.

Phonemic Awareness

During the September 29 session, EGR facilitated the training of 307 teachers on the Phonemic Awareness module to enable implementation of evidence-based reading activities. The MOEHE collected the training attendance records and the pre- and post-test scores of the teachers (**Exhibit 19**). By the end of October, EGR received reports from all 17 training venues from the first training on September 29.

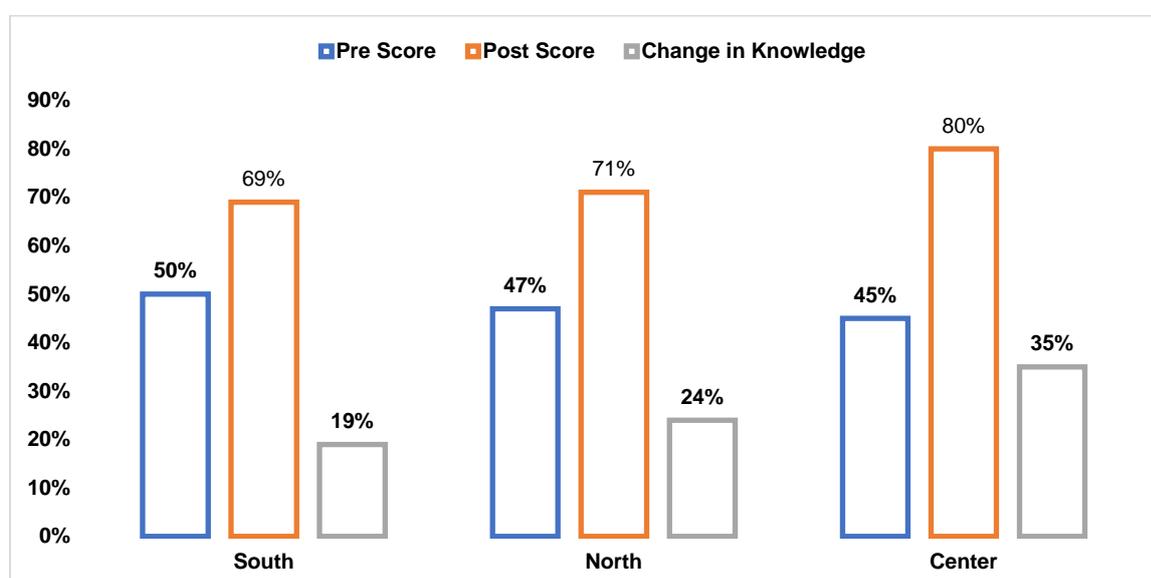
³ MOEHE trainings are funded by the Joint Financing Partners; therefore, the training attendance statistics are not recorded in the USAID TraiNet.

Exhibit 19. Teacher Training Attendance – Phonemic Awareness

Region	Directorate	Total # of EGR Teachers	Teachers Attending Training	% Teacher Attendance a Training
North	Nablus	27	22	81%
	Tubas	14	13	93%
	Tulkarm	21	20	95%
	South Nablus	15	14	93%
	Jenin	35	31	89%
	Qabatya	22	19	86%
	Qalqilya	16	15	94%
Sub-Total		150	134	89%
Central	Jerusalem	11	7	64%
	Jerusalem Subs	25	21	84%
	Salfit	12	12	100%
	Jericho	8	7	88%
	Ramallah	24	21	88%
Sub-Total		80	68	85%
South	Bethlehem	14	12	86%
	Hebron	35	32	91%
	North Hebron	20	20	100%
	South Hebron	28	26	93%
	Yatta	12	11	92%
Sub-Total		109	101	93%
Total		339	303	89%

EGR’s analysis of the results of the pre- and post-tests conducted during the training reflect a 26% increase in teachers’ knowledge in phonemic awareness (**Exhibit 20**).

Exhibit 20. Phonemic Awareness Pre- and Post-test Results for Teachers



Phonics

EGR had scheduled the second teacher training delivered by MOEHE coaches and funded by the MOEHE JFA funds for Saturday, October 27. The training was to focus on phonics, one of the basic early grade reading skills. However, the MOEHE requested the training be postponed until Saturday, November 3, to which EGR agreed. Only South Hebron asked to train on October 27.

Following the EGR training for coaches on the Phonics module, coaches continued to train the teachers from the 104 EGR schools.⁴ The MOEHE collected the training attendance records and the pre- and post-test scores of the teachers. EGR received reports from 16 out of 17 training venues from the second training that was conducted on November 3. During the November 3 session, EGR facilitated the training of 272 teachers on the Phonics module to aid implementation of evidence-based reading activities (**Exhibit 21**).

Exhibit 21. Teacher Training Attendance – Phonics

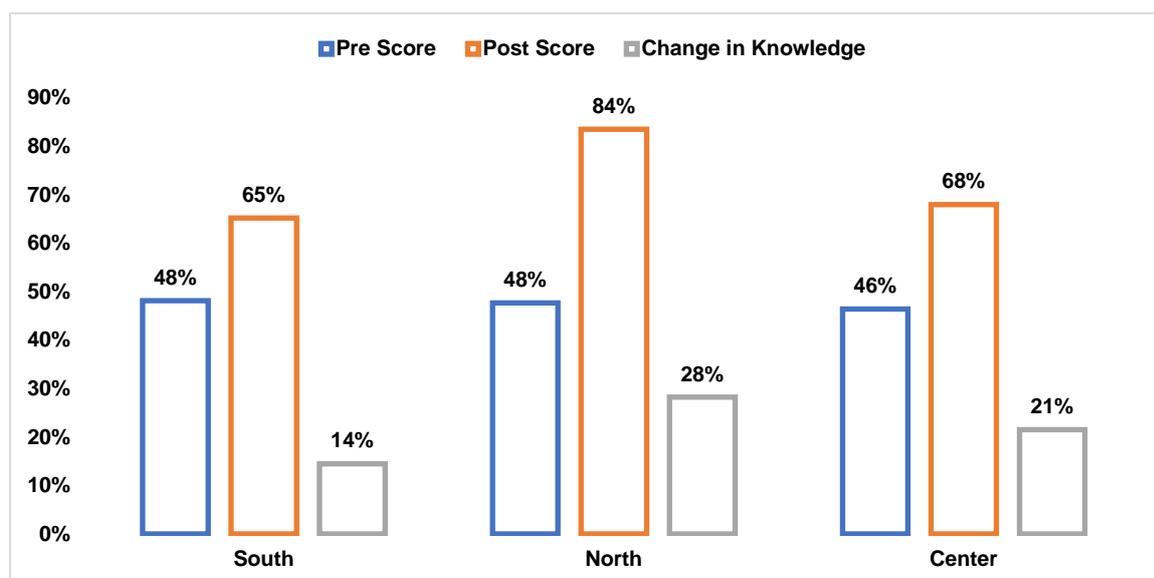
Region	Directorate	Total # of EGR Teachers	Teachers Attending Training	% Teacher Attendance at Training
North	Nablus	27	19	70%
	Tubas	14	11	79%
	Tulkarm	21	18	86%
	South Nablus	15	15	100%
	Jenin	35	20	57%
	Qabatya	22	19	86%
	Qalqilya	16	13	81%
Sub-Total		150	115	77%
Central	Jerusalem	11	8	73%
	Jerusalem Subs	25	22	88%
	Salfit	12	10	83%
	Jericho	8	-. ⁵	-
	Ramallah	24	21	88%
Sub-Total		80	61	76%
South	Bethlehem	14	13	93%
	Hebron	35	30	86%
	North Hebron	20	19	95%
	South Hebron	28	25	89%
	Yatta	12	9	75%
Sub-Total		109	96	88%
Total		339	272	80%

EGR's analysis of the results of the pre- and post-tests conducted during the training reflect a 21% increase in teachers' knowledge in phonics (**Exhibit 22**).

⁴ Training results presented in this report reflect data received by EGR from 16 directorates. Coaches in Jericho misplaced the data.

⁵ Ibid.

Exhibit 22. Phonics Pre- and Post-test Results for Teachers



Fluency and Vocabulary

Following the November EGR training for coaches, the coaches continued to train the teachers from the 104 EGR schools. The MOEHE collected the training attendance records and the pre- and post-test scores of the teachers. During the November 24 session, EGR facilitated the training of 244 teachers on the Fluency and Vocabulary modules to aid implementation of evidence-based reading activities (**Exhibit 23**).

Exhibit 23. Teacher Training Attendance

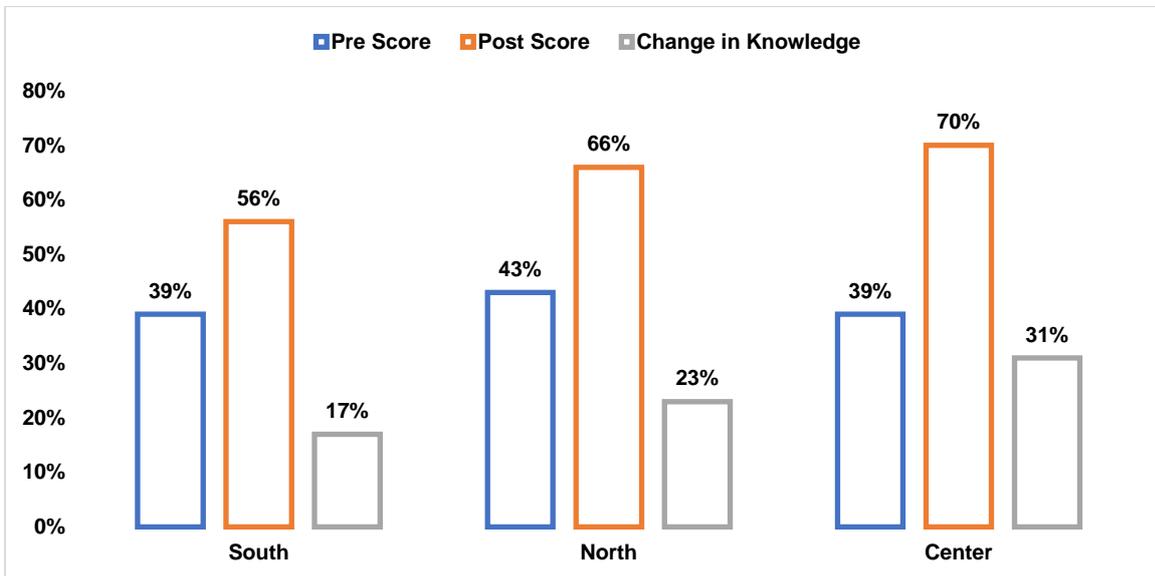
Region	Directorate	Total # of EGR Teachers	Teachers Attending Training	% Teacher Attendance at Training
North	Nablus	27	24	89%
	Tubas	14	10	71%
	Tulkarm	21	20	95%
	South Nablus	15	15	100%
	Jenin	35	15	43%
	Qabatya	22	15	68%
	Qalqilya	16	15	94%
Sub-Total		150	114	76%
Central	Jerusalem	11	10	91%
	Jerusalem Subs	25	- ⁶	0%
	Salfit	12	9	75%
	Jericho	8	8	100%
	Ramallah	24	16	67%
Sub-Total		80	43	54%
South	Bethlehem	14	11	79%

⁶ Data not received from the MOEHE.

Region	Directorate	Total # of EGR Teachers	Teachers Attending Training	% Teacher Attendance at Training
	Hebron	34	30	88%
	North Hebron	20	14	70%
	South Hebron	28	22	79%
	Yatta	12	11	92%
Sub-Total		109	88	81%
Total		339	245	72%

EGR’s analysis of the results of the pre- and post-tests on vocabulary and fluency conducted during the training reflect a 23% increase in teachers’ knowledge in the subject (**Exhibit 24**).

Exhibit 24. Vocabulary and Fluency Pre- and Post-test Results for Teachers



Reading Comprehension

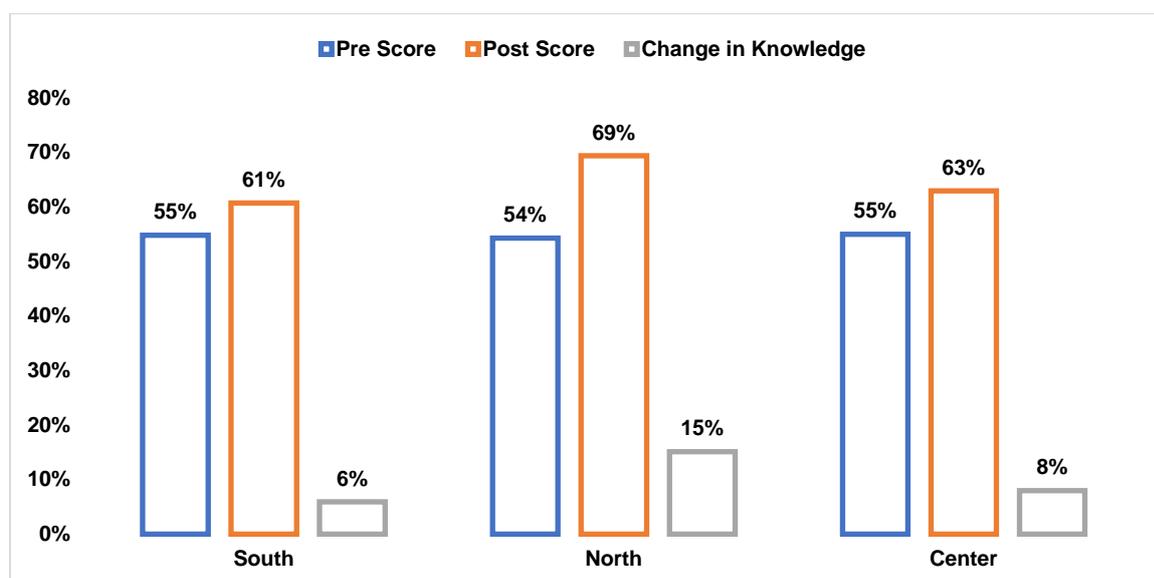
Following the EGR training for coaches, the coaches continued to train the teachers from the 104 EGR schools. The MOEHE collected the training attendance records and the pre- and post-test scores of the teachers. During the December session, EGR facilitated the training of 285 teachers on the Reading Comprehension module to aid implementation of evidence-based reading activities. Districts held the trainings on various dates in December to accommodate for conflicting schedules with other trainings (**Exhibit 25**).

Exhibit 25. Teacher Training Attendance

Region	Directorate	Total # of EGR Teachers	Teachers Attending Training	% Teacher Attendance at Training
North	Nablus	27	23	85%
	Tubas	14	12	86%
	Tulkarm	21	17	81%
	South Nablus	15	13	87%
	Jenin	35	29	83%
	Qabatya	22	18	82%
	Qalqilya	16	12	75%
Sub-Total		150	124	83%
Middle	Jerusalem	11	9	82%
	Jerusalem Subs	25	20	80%
	Salfit	12	11	92%
	Jericho	8	6	75%
	Ramallah	24	18	75%
Sub-Total		80	64	80%
South	Bethlehem	14	13	93%
	Hebron	35	30	88%
	North Hebron	20	20	100%
	South Hebron	28	21	75%
	Yatta	13	11	92%
Sub-Total		109	95	87%
Total		339	283	83%

EGR’s analysis of the results of the pre- and post-tests on reading comprehension conducted during the training reflect a 10% increase in teachers’ knowledge in the subject (**Exhibit 26**).

Exhibit 26. Reading Comprehension Pre- and Post-test Results for Teachers



Principals' Workshops

From September 24–26, EGR conducted the first informational workshops for the principals from the 104 EGR-supported schools to apprise them of the activities to be conducted in their schools. To enable all the principals to attend the one-day workshop, EGR grouped them into three cohorts: northern, central, and southern regions. Each cohort attended a one-day workshop at City Inn in Ramallah. The workshop schedule was:

- Monday, September 24: 44 principals from the northern region
- Tuesday, September 25: 35 principals from the southern region
- Wednesday, September 26: 25 principals from the central region



Principals sitting and completing the feedback forms during the second workshop (Photo: RTI)

EGR staff introduced the EGR program providing a project overview, introducing the EGR training model for the five basic reading skills, detailing supplementary materials to be provided to classrooms, and introducing the remediation program. The staff also presented the classroom observation tool and provided principals with the methodology of delivering descriptive feedback to teachers (**Annex F**).

As representatives of their respective schools, each principal signed for receipt of the electronic tablets for teachers to use in the EGR training program. During the workshop, Rami Assali, EGR IT Specialist, demonstrated the use of the tablets and provided a step-by-step pictorial guide as a reference for future use.

The second workshop was conducted on December 17–19 for the principals from the 104 EGR-supported schools. EGR again grouped principals into three cohorts: northern, central, and southern regions. Each cohort attended a one-day workshop at City Inn in Ramallah. The schedule was:

- Monday, December 17: 18 principals from the southern region
- Tuesday, December 18: 36 principals from the northern region
- Wednesday, December 19: 36 principals from the central and southern regions

Due to security concerns resulting from an ongoing situation, 14 principals were not able to attend. In addition, principals from the Hebron and Yatta directorates did not receive the invitation from MOEHE; therefore, they were invited to join the principals from the central region on December 19.

At the workshop an additional 22 tablets were provided to schools with resource rooms and two tablets for new KG classrooms. EGR introduced the Teacher Learning Circles model to principals and obtained their feedback on the impact of project activities within their schools.

Feedback from principals included the following major points:

- The routines in the five modules were aligned with the curriculum.
- Implementing the project routines improved teachers' performance and classroom practices.

- Reading routines provided teachers with new strategies and techniques to facilitate student learning.
- Routines aided in engaging students in classroom activities,
- Routines were helpful in improving struggling students' performance.
- Implementing the enrichment program in select schools engaged parents in school activities.
- Back-to-back trainings created an additional load on teachers.
- The developed materials should be shared with universities as part of pre-service teacher training.

Principals also advised that resource room teachers should be included in the training program to enable them to effectively utilize EGR-provided resources. EGR advised principals to implement the Teacher Learning Circle technique to include resource room teachers so that they can benefit from the experience of fellow teachers that have received training.

Implementation Constraints and Impediments

Time constraints. EGR compressed the 2018–2019 training schedule to enable the project to provide training sessions or workshops in the five basic reading skills to MOEHE supervisors, principals, and teachers by the end of December 2018 and the writing module in January 2019. Due to legislative restrictions, all programmatic activities ended January 31, 2019.

Collecting teacher training data. One of the stipulations of JFA-funded teacher training is that training records are sent directly to the MOEHE and not to the project conducting the training. The Ministry relies on its internal mail service to collect teacher training attendance records and pre- and post-test results. The mail service, notoriously slow, impedes EGR's reporting of training statistics. Although EGR does not need to report the training statistics to USAID TrainNet, the project does require the data for monitoring and evaluation indicators. Attempts to expedite the receipt of the training statistics did not result in faster delivery.

Workload capacity of MOEHE coaches. As EGR training and school visits progressed, project staff received complaints from the MOEHE coaches of being overworked. Many coaches reported that they had been assigned to work with multiple projects, which demanded considerable time and effort. To mitigate the burden on the coaches, who were predominantly from the MOEHE Supervision and Qualifications Department, EGR suggested training additional NIET trainers to replace the Supervision coaches who felt overwhelmed. On October 21, EGR staff discussed the situation with Dr. Shahnaz Al-Far and Mare'e Sous at the MOEHE. The MOEHE did not feel that NIET trainers were qualified to both train teachers and observe classrooms. Dr. Shahnaz said that the MOEHE would review the projects that the coaches were currently assisting to determine overlaps and possible re-assignments to enable the coaches trained by EGR to continue. However, the coaches' participation did not increase significantly after discussions with the MOEHE.

Lessons Learned

A successful training is always a work in progress that requires dedicating sufficient time to improve quality and effectiveness. Due to premature project closer, EGR compressed the training schedule into a few months. Additionally, to ensure greater interaction with participants, EGR conducted the training regionally, which tripled the training schedule. Thus, time posed a significant constraint on the training program.

The objective of the training program was for coaches to train teachers and observe their implementation of EGR instructional strategies and routines within the classroom. Following the observations, the coaches would deliver descriptive feedback to the teachers, focusing on one area for improvement. This continuous contact between coach and teacher had the best chance of effecting change in instructional practices. While originally the coaches were to observe teachers' twice a month, the coaches' work load rendered that task impossible. Therefore, EGR modified the classroom observation schedule to once a month. EGR believes that having dedicated MOEHE personnel assigned to one donor project only would help address this issue in future implementation.

Equally important for coaches was to assess the impact of their training of teachers over several years. The premature closing did not allow for the extended assessment of any change in the teachers' instructional practices.

EGR is acutely aware of the weaknesses of a five-month training program. It is not a model that any project should emulate. However, when premature project closure became a reality, the project focused on leaving as many tools and resources as possible to the MOEHE. The MOEHE's establishment of an EGR unit within the Ministry during the last week of the project to enable MOEHE personnel and teachers to access EGR and other donor projects' resources greatly increased the likelihood of sustainability of EGR resources.

Annex A: Piloting Checklist

Module One Activity Piloting – Phonemic Awareness

Date of Visit		
Name of the School		
Location		
Name of the Teacher		
Grade Level		
Number of Students	Male:	Female:
Name and Activity Number		
Time required to implement the activity	From:	To:

Activity Implementation:

Materials: Please list materials that were used.				
Introduction: Was the activity properly introduced?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Implementation Steps: Were the steps of the activity implemented properly?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Student Engagement: What was the level of student engagement?	Not engaged <input type="checkbox"/>	Somewhat engaged <input type="checkbox"/>	Engaged <input type="checkbox"/>	Highly engaged <input type="checkbox"/>
Student Enjoyment: Did the students appear to enjoy the activity?	Not at all <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Enjoyed <input type="checkbox"/>	Highly enjoyed <input type="checkbox"/>
Activity Objective: Was the objective of the activity achieved?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Activity Evaluation	<input type="checkbox"/> Appropriate for the student's age level			
	<input type="checkbox"/> Not appropriate for the student's age level			
	<input type="checkbox"/> Appropriate, but difficult to implement			
	<input type="checkbox"/> Needs modification to be appropriate for classroom use			
Does the activity support the curriculum?				
Student Feedback (comments)				
Teacher Feedback (Comments)				

Annex B: Schedule of Piloting Activities

Module One: Phonemic Awareness

Module One Activity Piloting Schedule				
School	Location	Activity to be piloted	Team member	Date of visit
Al-Sora Elementary Co- Ed School	South Hebron	5, 6, 12	Najah, Majida	25/ 3/2018
Bethlehem Kindergarten	Bethlehem	3, 2	Itaf, Lubna	27/3/2018
Kindergarten Development Centre	Nablus	3,4	Huda, Wafa	27/3/2018
Al- Sora Mixed Primary School Abu-Arqa Mixed Primary School	Hebron	6,8	Majida, Narmeen, Najah	26/3/2018
Beit Duqa Primary School	Ramallah	7, 9, 11, 13, 14, 15, 17, 18, 19	Majida, Thaer, Ahed, Lubna	27/3/2018

Module Two: Phonics

Module Two Activity Piloting Schedule				
School	Location	Activity piloted	Team member	Date of visit
Child Development Center	Nablus	6,4	Majida, Huda, Wafa	17/4/2018
Naim Abd Al-Hadi Boys School	Nablus	7,19	Majida, Huda, Wafa	17/4/2018
Nuri Bakdil Girls School	Nablus	23, 20	Majida, Huda, Wafa	17/4/2018
Beit Duqa Primary School	Ramallah	7,12,14,32,33,34	Majida, Thaer	19/4/2018

Module Three: Vocabulary

Module Three Routines Piloting Schedule				
School	Location	Routine piloted	Team member	Date of visit
Ibn al Haitham Boys' School	Nablus	9, 10	Wafa	7/5/2018
Al-Isbanyeh Girls' School	Ramallah	9	Lubna and Amal	8/5/2018
Al-Raihiyeh Kindergarten	South Hebron	1,2,3,4,12,15,16	Najah	9/5/2018
Ibn Hazem (A) Boys' School	Nablus	9	Wafa	15/5/2018
Child Development Centre	Nablus	1,2,5 3,4	Wafa	16/5/2018 17/5/2018

Annex C: Results of Piloting

Results of Piloting Activities from the Phonemic Awareness

Day and Date:		Sunday, March 25, 2018		
Name of School:		Al-Sora Elementary Co-Ed School		
Region:		South – South Hebron		
Teachers:		Ms. Shifa Amro		
Supervisor:		Ms. Najah Harb		
Grade:		Kindergarten		
Number of Students:		Thirteen		
Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 5: Identifying Similar Sound	Appropriate and interesting	Enjoyable	Enjoyed the activity	MOEHE policy level consensus required for the way a letter is pronounced. (اش، ش).
Activity 6: Identifying the Different Sound	Appropriate	Enjoyable	Middle sound was difficult; need more activities and practice	In teacher's directions, the following should be added: Start with the first and last sound, then work on the middle sound.
Day and Date:		Sunday, March 25, 2018		
Name of School:		Al-Sora Elementary Co-Ed School		
Region:		South – South Hebron		
Teachers:		Ms. Suad Al-Zagharneh		
Supervisor:		Ms. Najah Harb		
Grade:		Kindergarten		
Number of Students:		Eleven		
Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 12: Segment and Blend the Sound	Appropriate	Enjoyable, some found the activity to be difficult	Appropriate	Include direction regarding the sounds of the letters to teachers (اش، ان، و، ي). Bottle covers could be used as materials to segment and blend sounds.

Day and Date:		Tuesday, March 27, 2018		
Name of School:		Beit Duqo		
Region:		Middle – Jerusalem Suburb		
Teachers:		Ms. Abeer Musleh and Maha Zahran		
Supervisor:		Mr. Hatem Rayan		
Grade:		First Grade		
Number of Students:		Eight		
Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 9: Let's Eat the Sound	This is a KG activity that the teacher decided to implement for first grade.	Very Easy	Enjoyable, could be suited for first grade as a remedial activity.	No modification required The teacher used a blue plastic plate for the fish crackers (asking about the fish, the sea, etc.). Some students found difficulty in identifying the middle sound.
Activity 13: Graphs of sounds	Enjoyable.	Enjoyed the activity and coloring the number of sounds	Appropriate for grade level	No modification required.
Activity 14: Let's jump the sounds	It is a very enjoyable activity. Does not need materials	Enjoyable and interesting	Very enjoyable; students loved it	No modification required.
Activity 15: Jump and Clap	It is a very enjoyable activity. Does not need materials	Enjoyable and interesting	Very enjoyable; students loved it	No modification required.
Activity 17: I am happy, and I know the Word	Appropriate for students' level	It is like a competition	Enjoyable. It should be done as a competition among students.	The teacher added (I am happy, and I know how to read: allow me)
Activity 18+19: Sound Manipulation (the story)	Appropriate	Enjoyable	Enjoyable	Suggest using masks in the material section.
Day and Date:		Tuesday, March 27, 2018		
Name of School:		Beit Duqo		
Region:		Middle – Jerusalem Suburb		
Teachers:		Ms. Maha Zahran		
Supervisor:		Mr. Hatem Rayan		
Grade:		Second Grade		
Number of Students:		Eleven		

Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 7: Sentence building	Appropriate for the phonics module	Enjoyable; enhanced students' memory	Enhanced students' visual memory	Shift to phonics
Activity 9: Memory Game	More appropriate for the phonics module.	Good	Need more practice	Shift to phonics and simplify
Activity 11: How Many Words can you Create	More appropriate for vocabulary module.	Enjoyable	Increase students' vocabulary	Shift to vocabulary module
Day and Date:	Tuesday, March 27, 2018			
Name of School:	Bethlehem Kindergarten			
Region:	South – Bethlehem			
Teachers:	Ms. Najah			
Supervisor:	Ms. Itaf Azzah			
Grade:	Kindergarten			
Number of Students:	Eighteen			
Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 3: Long and Short sound	The objective of the activity needs to be modified. Procedures should be clearer.	Need more practice.	Students need more practice.	Modify objective, procedures, implementation method.
Activity 2: Long and Short sound	Need to be modified regarding the objective. More detailed procedures for teachers.	Need more practice.	Students need more practice.	Objective Procedure Images should be larger; some words are unfamiliar to students such as صنبور شرابين.
Day and Date:	Tuesday, March 27, 2018			
Name of School:	Kindergarten Development Center			
Region:	Nablus			
Teachers:	Manal Attiya			
Supervisor:	Wafa, Majida			
Grade:	KG			
Number of Students:	12			

Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 3: Long and Short sound	The objective of the activity needs to be modified. Procedures should be clearer.	Need more practice.	Students need more practice.	Modify objective, procedures, implementation method.
Activity 4: Rhyming words	Need to be modified regarding the objective. More detailed procedures for teachers.	Need more practice.	Students need more practice.	Objective Procedure Images should be larger Some words are not familiar to students Use familiar words (from Our Beautiful Language and from KG Teachers' Guide).

Results of Piloting Activities from the Phonics Awareness

Day and Date:		Tuesday, April 17 th , 2017		
Name of School:		Child Development Center		
Region:		North-Nablus		
Teachers:		Ms. Manal Attiya		
Supervisor:		Ms. Wafa Ashour		
Grade:		Kindergarten		
Number of Students:		Five		
Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 6: Categorizing Words According to the Sound of the First Letter	<p>The teacher was using everyday language like (شمسية ، مظلة!!)</p> <p>(كاسة ، كباي، بدل كأس)</p> <p>Some pictures were not clear.</p> <p>Notes from the teacher should include that this activity enhances hand manipulation skills (cutting and gluing).</p> <p>Another note should be related to how to help students categorize the pictures according to their first sound and then glue them on the paper.) (building skill strategy).</p> <p>The teacher should work on first and last sound and then the middle sound.</p> <p>Students found it difficult to work on the similar middle sounds in different pictures.</p> <p>Another note to be included for the teachers: pictures in this activity are just a sample, teachers can choose other pictures related to the letters she/he is emphasizing.</p>	<p>Enjoyable</p> <p>Mid sound is more difficult than first and last sound.</p>	<p>Will be appropriate when modified.</p>	<p>Note should be given to teachers to use Modern Standard Arabic.</p> <p>Make sure graphics are clear.</p> <p>Include notes mentioned in the observer evaluation column.</p> <p>A teacher should work on first and last sound and then the middle sound).</p> <p>Activities on the middle sound should be included.</p>

Day and Date:	Tuesday, April 17 th , 2017
Name of School:	Child Development Center
Region:	North-Nablus
Teachers:	Ms. Nida Sweis
Supervisor:	Ms. Wafa Ashour
Grade:	Kindergarten
Number of Students:	Seven

Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 4: Sound manipulation	Some vegetables are not known for students like (بروكلي) Some graphics were unclear. The teacher did not switch letters in the word; she changed some letters in the word (this was not the activity purpose).	Good - need more practice to implement correctly	Must be simplified. Some words are not known.	Ensure that vocabulary included is familiar to the students. Ensure graphics are clear. Provide teacher with a list of words with the letters switched to facilitate the activity.

Day and Date:	Tuesday, April 17 th , 2017
Name of School:	Naim Abdel Hadi Boys School
Region:	North-Nablus
Teachers:	Mr. Riyad Ghazal
Supervisor:	Ms. Wafa Ashour
Grade:	First Grade
Number of Students:	Twenty-eight

Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 19: Rhyming Words	Diacritics should be added. Some words were difficult. Two of the words did not rhyme due to diacritics.	Good	Appropriate for the grade level.	Add diacritics.

Day and Date:	Tuesday, April 17 th , 2017
Name of School:	Naim Abdel Hadi Boys School
Region:	North-Nablus
Teachers:	Mr. Riyad Ghazal
Supervisor:	Ms. Wafa Ashour
Grade:	Second Grade
Number of Students:	Twenty- eight

Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 7: Onset and Rime	The teacher was not prepared and did not provide students with instruction. Sentences should be typed in a larger font with greater spacing between sentences. More details should be included in the procedures for teachers.	Difficult because of teachers' absence of instruction and preparation	Difficult because of teachers' absence of instruction and preparation	Sentences should be typed in a larger font with greater spacing between sentences. More details should be included in the procedures for teachers
Day and Date:		Tuesday, April 17 th , 2017		
Name of School:		Nuri Bakdil Girls School		
Region:		North-Nablus		
Teachers:		Ms. Randa Abu Dheir		
Supervisor:		Ms. Wafa Ashour		
Grade:		First Grade		
Number of Students:		Twenty-three		
Number of Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 20: Rhyming Words	Add to the suggested materials – small boards which the teacher used to have students write the newly created words on their small boards	Enjoyable	Appropriate	Some additional clarification is needed in the instructions. Add small whiteboards to suggested materials.
Day and Date:		Tuesday, April 17 th , 2017		
Name of School:		Nuri Bakdil Girls School		
Region:		North-Nablus		
Teachers:		Ms. Samar Sweilem		
Supervisor:		Ms. Wafa Ashour		
Grade:		Second grade		
Number of Students:		Twenty-three		
Number of Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 23: How many: Close Sort/ Segmenting and Blending Syllable Clap	Syllable clap should be added to teachers' notes. Words like (اعلان) were wrongly segmented in the module. Students created words like يعرف ويعرف The word كلمت was wrongly written with open ة and not in closed ة	Enjoyable but requires practice.	It is a new activity for us and needs more practice, but it is enjoyable Syllable clap is an excellent idea to help students identify the syllables in a word.	More directions should be given to the teacher Notes in observer evaluation column should be taken into consideration.

	The teacher made a blouse and a skirt as cards to help students blend each syllable to the correct one.			
Day and Date:		Thursday, April 19, 2018		
Name of School:		Beit Duqo		
Region:		Middle – Jerusalem Suburb		
Teachers:		Ms. Abeer Musleh		
Supervisor:		Mr. Hatem Rayan		
Grade:		First Grade		
Number of Students:		Eight		
Number of Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 12: Sound Segmentation	Teacher confused the single letter sound and the syllable. Pictures and words should be reviewed.	Enjoyable Some images are not clear	Appropriate Images should be modified	Images modification required.
Activity 7: Onset and Rime	Check words again.	Enjoyable	Enjoyable and grade appropriate.	Check words used in the activity.
Activity 14: Spin a Word	Good idea to use .شاركني، احترمني، فكر معي. Students identify words that they are familiar with and that are not familiar. Recommend having a dictionary on hand for this activity.	Enjoyable	Appropriate to student level Increases word knowledge Very enjoyable	Students identify words that they are familiar with and words they are not familiar Recommend having a dictionary on hand for this activity.
Activity 33: Noon and Tanween	The teacher used a story to present (Noon and tanween) (could be adopted) Teacher used body language (could be adopted)	Enjoyable	The story is enjoyable	Add the story used by the teacher. Add some comprehension questions for the story.
Day and Date:		Thursday, April 19, 2018		
Name of School:		Beit Duqo		
Region:		Middle – Jerusalem Suburb		
Teachers:		Ms. Maha Zahran		
Supervisor:		Mr. Hatem Rayan		
Grade:		Second Grade		
Number of Students:		Eleven		

Number of Activity	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Activity 32: Al-Shamsiya and Al- Qamariya	<p>Asked students about the number of letters in the alphabet.</p> <p>Asked students sing the alphabet song.</p> <p>Asked students to identify if their name starts with the Shamsi or Qamary letter.</p> <p>Used two boxes of sand.</p> <p>Used flashcards with letters hidden in the sand.</p> <p>Used a poster</p> <p>Used two ropes (yellow and red) students hanged the words whether on (Shamsiyah or Qamariya rope)</p> <p>We need to add about the importance of diacritics in differentiating between Al-Shamsiya and Al-Qamariya.</p>	<p>Enjoyable</p> <p>Moving</p> <p>Hidden cards in sand</p> <p>Ropes: hanging cards</p>	Enjoyable	Use the short story teacher added
Activity 34: Opened T and closed T	<p>Modification is required.</p> <p>Tha'er from NIET will modify based on his observation.</p>	Enjoyable	Using the story is a good method to help students distinguish between open T and closed T.	<p>The activity can be modified to include dice in the materials list. The teacher places cards on the floor, students throw the die and then move based on the number shown on the die.</p> <p>Use colored dough to distinguish between closed "T" and open "T."</p>

Results of Piloting Activities from the Vocabulary Module

Day and Date:		Monday, May 7, 2018		
Name of School:		Ibn al Haitham Boys' School		
Region:		Nablus		
Teachers:		Mr. Attiyah Shbeiri, Mr. Awad Hashash		
Supervisor:		Ms. Wafa Ashour		
Grade:		Second Grade		
Number of Students:		Twenty-one (21) in one class; Twenty (20) in the other class		
Routine	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Routine 9: The Crow and the Pitcher	Appropriate and interesting	New word web routine; Feel bored	Some enjoyed the routine; Some felt bored	As the routine presents new strategies in teaching vocabulary, further procedural details should be provided with a clear explanation of the purpose of implementing these routines.
Routine 10: The Bird and the Snake	This routine was very enjoyable and challenging, but interesting	Enjoyable, engaging; allows for the use of many words	Enjoyable; suitable for first graders in the second semester.	No modification required
Day and Date:		Tuesday, May 8, 2018		
Name of School:		Al-Isbanyeh Girls' School		
Region:		Ramallah		
Teachers:		Ms. Halimeh		
Supervisor:		Ms. Lobna Abu Sarhan, Ms. Amal Jaghoub		
Grade:		Second Grade		
Number of Students:		Forty-two (42)		
Routine	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Routine 9: The Crow and the Pitcher	Enjoyable; teachers require training as the routine is new to teachers	Enjoyable; Some students felt bored	Some students enjoyed it, but some felt bored	Routines should match what is in the curriculum. It is a new strategy; the teachers need training and practice. Supplementary materials should be added to help the teacher.
Day and Date:		Wednesday, May 9, 2018		
Name of School:		Al-Raihiyeh Kindergarten		
Region:		South Hebron		
Teachers:		Ms. Ansar Tmeizi		
Supervisor:		Ms. Najah Harb		
Grade:		Kindergarten		
Number of Students:		Thirty-one (31)		

Routine	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Routine 1: Flash	More images should be included; More time should be given to show the cards	Enjoyable	Enjoyable and engaging LCD can be used	No modification is required
Routine 2: What is Missing?	Engaging and enjoyable. In the procedures, it should be clarified whether the teacher should use an image or a word	Enjoyable and motivating	If using images, the student should be given an opportunity to talk about the image	Enjoyable and engaging. No modification is needed.
Routine 3: The Magic Eye	Preferred to be implemented in a very small group	Very enjoyable	The routine develops children's listening skills	No modification is required.
Routine 4: Lip Reading	Very enjoyable	Very enjoyable and engaging	Students were able to implement individually	Pair work as part of the routine should be added.
Routine 12: Feeling Vocabulary	More cards are needed	The students felt like they needed more practice with the routine	More cards create more engagement	Procedures should include a total physical response.
Routine 15: Riddle (Vegetables)	Enjoyable, more cards should be included, enjoyable, could be applied in math classes	Enjoyable and engaging	Enjoyable and engaging, could be used for different themes	Should increase the number of cards provided with the routine.
Routine 16: Word Web	Procedure for implementation of the routine need more clarification Change to a game instead of a card game	The students felt like they needed more practice with the routine	Students need more practice	The objective and procedure need modification. The teachers thought that the routine requires objects; the module needs to detail the use of classroom objects in the materials section.

Day and Date:		Monday, May 14, 2018		
Name of School:		Ibn Hazem (A) School		
Region:		Nablus		
Teachers:		Mr. Mahmoud Abu Kamleh		
Supervisor:		Ms. Wafa Ashour		
Grade:		Second Grade		
Number of Students:		Twenty-one (21)		
Routine	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Routine 9: The Crow and the Pitcher	Appropriate	Enjoyable; some students found the routine to be difficult	Appropriate but challenging for some	This routine needs more practice and need time. Additional details and explanations are required.
Day and Date:		Wednesday, May 16, 2018		
Name of School:		Child Development Center		
Region:		Nablus		
Teachers:		Ms. Manal Attiyah		
Supervisor:		Ms. Wafa Ashour		
Grade:		Kindergarten		
Number of Students:		Eighteen (18)		
Routine	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Routine 1: Flash	Appropriate for vocabulary building	Enjoyable- enhance students' memory	Enhances students' visual memory New, but very enjoyable	Requires further details on the procedures
Routine 2: What is Missing?	Enjoyable, engaging	Enjoyable- enhances students' memory	Need more practice, but the students really enjoyed the routine	Requires further details on the procedures
Routine 5: The Card Puzzle	Very enjoyable	Enjoyable and engaging	Increases students' vocabulary; this routine should repeatedly be done as part of the classroom routine Enjoyable	No modification required
Day and Date:		Thursday, May 17, 2018		
Name of School:		Child Development Center		
Region:		Nablus		
Teachers:		Ms. Nida Sweis		
Supervisor:		Ms. Wafa Ashour		
Grade:		Kindergarten		

Number of Students:		Twenty-one (21)		
Routine	Observer Evaluation	Student Feedback	Teacher Feedback	Modification Required
Routine 3: The Magic Eye	This routine is suited for small groups	Enjoyable	Could be implemented when teaching the alphabet Use alphabet, words, or images known to children	Routine variation should be added
Routine 4: Lip Reading	Use vocabulary that is familiar to the students	Some students were confused	Miming could also be used	Routine variation should be added

Annex D: Equipment User Agreement and Custody Forms

Form Signed by MOEHE Coaches

Equipment User Agreement and Custody Form

West Bank Early Grade Reading (WB EGR)

POLICY ON EQUIPMENT FOR ASSESSORS/COACHES

1.0. Purpose and procedure: WB EGR management has established this operational policy and procedures to ensure that equipment under use and custody during the program implementation is used and handled safely; and that they are always secure. This policy applies to use and handling of specific equipment by assessors and coaches of MOEHE within the WB EGR project. The equipment in reference is: Lenovo Tab 4 8" tablet and associated accessories

The equipment is bought through the generous funding by USAID and are therefore properties of USAID, under the custody of WB EGR Project.

2.0. Custody and responsibility: RTI maintains an up to date inventory of the equipment with details of serial number, model, color, make and any other relevant identification and the assessor/coach responsible.

The assessor/coach will be responsible for full custody of the equipment for the duration of the activity.

On issuance of the equipment, each assessor/coach will sign this document against the items handed over to him/her.

3.0. Use: The equipment is highly portable and therefore requires additional care and protection. The equipment is to be used **only** for official WB EGR activities. The tablets should be used to document proceedings and happenings during the assessments and any other relevant activities and events as directed.

The assessor/coach must take proper care of individually assigned equipment and ensure that each of them is effectively used, that the device is charged, and that any issues with the devices are quickly reported.

4.0. Risk management: When equipment is damaged, missing, or stolen, the assessor/assessor supervisor or other individual responsible for the tablet must immediately notify both their supervisor and RTI staff in writing by email within a period of 24 hours.

Additionally, the individual responsible for the tablet must report the theft or loss to the relevant police authority and obtain a police report, which must be sent by email to the individuals listed above; this should be submitted within maximum 2 days of the incident. The report shall be submitted to RTI.

5.0. Return of equipment: The equipment is to be handed over back to RTI on the following instances:

- When the work and assigned activities are completed;
- When there is a need for updates, upload and install new tools or applications;
- Upon request for the equipment by the EGR project;

- Assessor/coach is no longer part of EGR work and activities;
- On retirement from service or no longer stay as MOEHE staff;

On submission of the equipment back to the RTI office, the assessor/coach will sign off against a record of the tablet inventory.

By signature on this form, the recipient accepts responsibility and financial liability for any loss or destruction of the assigned equipment resulting from negligence, improper use, or the failure to take reasonable precautions to safeguard the equipment against loss or destruction. Please refer to Appendix A below for rules surrounding proper care and storage of the tablets.

Certification

I agree with the policy:

Name of Assessor/Coach.....

Email Address.....

Phone Number.....

Tablet Information:

Tablet Description	Serial Number	Model Number	Associated Accessories	Tag Number
Lenovo Tab 4 8 (Lenovo TB-8504X)	HGAFHMM5	ZA2D0042IL	1) Lenovo black Flip case 2) Carrying case 3) Tablet pen 4) Screen protector	

Date received tablet :.....

Signature:.....

Appendix A: Proper Storage, Transport, and Use of the Lenovo Tab 4 8” Tablets

The WB EGR activities will require the use of a Lenovo Tab 4 8” tablet. Each Tablet comes with Lenovo black flip case, carrying case, screen protector and tablet pen. The Lenovo Tab 4 8” tablet is the sole property of USAID / the WB EGR project and the assessor will be checking it out only for the duration of the project.

The assessor/coach takes responsibility for any damages or loss that happens on part of the assessor.

The following actions constitute adequate care for the Lenovo Tab 4 8” tablet and must be practiced by the assigned assessor while the tablet is in his/her possession:

- Taking care not to drop the device
- Keeping the screen and device away from dust, food, and liquids
- Keeping the device with them at all times. Do not leave the device unattended.
- When keeping the tablet overnight, the device must be stored in a secure, locked room and kept out of sight. Do not leave the tablets lying on a table or bed where they are easily seen by others and susceptible to theft.
- Turning in the device and its components with no scratches or damage to [Contractor Project Manager]
- Equipment not in use should be secured under lock and key whenever the idle time is extended
- When traveling on a public means of conveyance, never place the equipment into checked luggage or baggage. Always pack the equipment into cabin baggage
- Any loss due to theft or suspected theft or robbery needs to be reported to local authorities within 24-hours of the incident. An official copy of the police report needs to be obtained. The report is to be translated if not in the English language and both copies submitted to RTI/EGR – specifically to dhusary@egr-wb.rti.org, and mmusleh@egr-wb.rti.org.

In the event of loss/theft/damage to US Government Property where the assessor/coach assigned to the device did not follow the safe-keeping practices listed above, it constitutes negligence on behalf of the assessor and he/she will be responsible for the expenses required to fix / replace the device.

In the event of loss/theft/damage to a US Government Property despite the assigned assessor having exercised due care and was not negligent with the US government property, he/she will not be held responsible for any damages or theft.

[END of Document]

Form Signed by Principals

Equipment User Agreement and Custody Form

Early Grade Reading (EGR)

POLICY ON EQUIPMENT FOR SCHOOL REPRESENTATIVES

1.0. Purpose and procedure: EGR management has established this operational policy and procedures to ensure that equipment under use and custody during the program implementation is used and handled safely; and that they are always secure. This policy applies to use and handling of specific equipment by school representatives within the EGR project. The equipment in reference is: Lenovo Tab 4 10" tablet and associated accessories

The equipment is bought through the generous funding by USAID and are therefore properties of USAID, under the custody of EGR Project.

2.0. Custody and responsibility: RTI maintains an up-to-date inventory of the equipment with details of serial number, model, color, make and any other relevant identification and the school representative responsible.

The school representative will be responsible for full custody of the equipment for the duration of the activity.

On issuance of the equipment, each school representative will sign this document against the items handed over to him/her.

3.0. Use: The equipment is highly portable and therefore requires additional care and protection. The equipment is to be used **only** for official EGR activities. The tablets should be used to document proceedings and happenings during the assessments and any other relevant activities and events as directed. The tablets should **only** be used by KG, Grade 1 and Grade 2.

The school representative must take proper care of individually assigned equipment and ensure that each of them is effectively used, that the device is charged, and that any issues with the devices are quickly reported.

4.0. Risk management: When equipment is damaged, missing, or stolen, the school representative or other individual responsible for the tablet must immediately notify both their supervisor and RTI staff in writing by email within a period of 24 hours.

Additionally, the individual responsible for the tablet must report the theft or loss to the relevant police authority and obtain a police report, which must be sent by email to the individuals listed above; this should be submitted within maximum 2 days of the incident. The report shall be submitted to RTI.

5.0. Return of equipment: The equipment is to be handed over back to RTI on the following instances:

- When the work and assigned activities are completed;
- When there is a need for updates, upload and install new tools or applications;
- Upon request for the equipment by the EGR project;
- School representative school is no longer part of EGR work and activities;
- School is no longer part of EGR work and activities;

On submission of the equipment back to the RTI office, the school representative will sign off against a record of the tablet inventory.

By signature on this form, the recipient accepts responsibility and financial liability for any loss or destruction of the assigned equipment resulting from negligence, improper use, or the failure to take reasonable precautions to safeguard the equipment against loss or destruction. Please refer to Appendix A below for rules surrounding proper care and storage of the tablets.

Certification

I agree with the policy:

Name of School

.....

School Community and Directorate:

School's National ID Number:

Name of School Representative

School Representative Position:

School Representative Email:

Phone

Number.....

Tablet Information:

Tablet Description	Serial Number	Model Number	Associated Accessories	Tag Number
Lenovo Tab 4 8 (Lenovo TB-8504X)	HGAFHMM5	ZA2D0042IL	Lenovo black Flip case Carrying case Tablet pen Screen protector	
			Lenovo black Flip case Carrying case Tablet pen Screen protector	
			Lenovo black Flip case Carrying case Tablet pen Screen protector	
			Lenovo black Flip case Carrying case Tablet pen Screen protector	

Date: _____ tablets received:

Signature of school representative:

Date tablets returned: _____

Number of tablets returned: _____

School Representative Signature: _____

EGR Representative Signature: _____

Appendix A: Proper Storage, Transport, and Use of the Lenovo Tab 4 8” Tablets

EGR activities will require the use of a Lenovo Tab 4 8” tablet. Each Tablet comes with Lenovo black flip case, carrying case, screen protector and tablet pen. The Lenovo Tab 4 8” tablet is the sole property of USAID / EGR and the school representative will be checking it out only for the duration of the project.

The school representative takes responsibility for any damages or loss that happens on part of the school representative.

The following actions constitute adequate care for the Lenovo Tab 4 8” tablet and must be practiced by the assigned school representative while the tablet is in his/her possession:

- Taking care not to drop the device
- Keeping the screen and device away from dust, food, and liquids
- Keeping the device with them at all times. Do not leave the device unattended.
- When keeping the tablet overnight, the device must be stored in a secure, locked room and kept out of sight. Do not leave the tablets lying on a table or bed where they are easily seen by others and susceptible to theft.
- Turning in the device and its components with no scratches or damage to [Contractor Project Manager]
- Equipment not in use should be secured under lock and key whenever the idle time is extended
- When traveling on a public means of conveyance, never place the equipment into checked luggage or baggage. Always pack the equipment into cabin baggage
- Any loss due to theft or suspected theft or robbery needs to be reported to local authorities within 24-hours of the incident. An official copy of the police report needs to be obtained. The report is to be translated if not in the English language and both copies submitted to RTI/EGR – specifically to dhusary@egr-wb.rti.org, and mmusleh@egr-wb.rti.org.

In the event of loss/theft/damage to the property where the school representative assigned to the device did not follow the safe-keeping practices listed above, it constitutes negligence on behalf of the school representative and he/she will be responsible for the expenses required to fix / replace the device.

In the event of loss/theft/damage to the property despite the assigned school representative having exercised due care and was not negligent with the property, he/she will not be held responsible for any damages or theft.

[END of Document]

Annex E: EGR Training and Workshop Schedule

TRAINING SCHEDULE																																	
2018																							2019										
	Jul			Aug									Sep				Oct			Nov				Dec					Jan				
Training Participants	29	30	31	1	5	6	7	8	12	13	14	15	24	25	26	29	15	17	18	27	14	19	21	24	3	5	10	15	17	18	19	8	
Coaches	South			North					Center								South	North	Center		South	North	Center		South	North	Center					All	
Teachers																All				All													
Principal Workshops													South	North	Center																		

Annex F: Training Session Agendas

EGR Preparatory Workshops for Coaches

EGR Preparatory Workshops for Coaches		
July/August 2018		
First Training Day		
Time	Session	Facilitator
9:00 – 9:40	Registration	Project Team
9:40 – 9:50	NIET Welcome	Dr. Rima Daraghmeh
9:50 – 10:00	MOEHE Welcome	Dr. Shahnaz Al-Far
10:00 – 10:15	EGR Welcome and Project Overview	Nancy Parks
10:15 – 10:45	Training Overview	Dr. Majida Dajani
10:45 – 11:15	EGR Model for Training	Nancy Parks
11:15 – 11:30	Coffee Break	
11:45 – 12:30	Before – During – After Lesson Format	Nancy Parks
12:30 – 1:45	Using the Tablets	Rami Assali
1:45 – 2:15	Pre-Test and Trainer’s Capacity Assessment	Dina Husary
2:15 – 3:00	Lunch	
Second Training Day		
9:00 – 9:30	Introduction to Phonemic Awareness	Dr. Majida Dajani
9:30 – 10:15	Routine One	Dr. Majida Dajani
10:15– 11:00	Routine Two	Dr. Majida Dajani
11:00– 11:45	Routine Three	Dr. Majida Dajani
11:45 – 12:00	Coffee Break	

12:00 – 1:15	Formative Assessments	Nancy Parks
1:15 – 2:00	Routine Four	Dr. Majida Dajani
2:00 – 2:15	Wrap Up	Dr. Majida Dajani
2:15 – 3:00	Lunch	
Third Training Day		
9:00 – 9:45	Routine Five	Dr. Majida Dajani
9:45 – 10:30	Routine Six	Dr. Majida Dajani
10:30 – 11:15	Routine Seven	Dr. Majida Dajani
11:15- 11:30	Coffee Break	
11:30 - 12:15	Routine Eight	Dr. Majida Dajani
12:15 – 2:15	Conducting Classroom Observations	Dimah Haj Ali
2:15 – 3:00	Lunch	
Fourth Training Day		
9:00– 9:45	EGR Supplementary Materials	Dimah Haj Ali
9:45 – 10:30	Coaches' Roles and Responsibilities	Dimah Haj Ali
10:30 – 10:45	Coffee Break	
10:45 - 12:00	Delivering Descriptive Feedback	Nancy Parks
12:00 - 12:45	School Assignments	Ahed Ayyash
12:45 – 1:15	Post-Test and Training Evaluation	Dina Husary
1:45– 2:30	Lunch	

EGR Phonics Training

EGR Phonics Training			
October 2019			
Time	Duration	Session	Facilitator
9:00 – 9:20	20 Minutes	Project Welcome	Nancy Parks
9:20 – 9:35	15 Minutes	Pre-Test	
9:35 – 10:05	30 Minutes	Classroom Observation	Dimah Haj Ali
10:05 – 10:45	40 Minutes	Routine One	Dr. Majida Dajani
10:45 – 11:25	40 Minutes	Routine Two	Dr. Majida Dajani
11:25 – 11:45	Coffee Break		
11:40 – 11:25	40 Minutes	Routine Three	Dr. Majida Dajani
12:25 – 1:05	40 Minutes	Routine Four	Dr. Majida Dajani
1:05 – 1:45	40 Minutes	Routine Five	Dr. Majida Dajani
1:45 – 2:00	15 Minutes	Post-Test	
2:00 – 2:30	Lunch		

EGR Fluency and Vocabulary Training

EGR Fluency and Vocabulary Training			
November 2018			
Time	Duration	Session	Facilitator
9:00 – 9:15	15 Minutes	Project Welcome	Nancy Parks
9:15 – 9:30	15 Minutes	Pre-Test	
9:30 – 9:50	20 Minutes	Introduction to Fluency and Vocabulary Modules	Dr. Majida Dajani
9:50 – 10:30	40 Minutes	Fluency Routine One	Dimah Hajj Ali
10:30 – 11:10	40 Minutes	Fluency Routine Three	Dr. Majida Dajani

11:10 – 11:30	Coffee Break		
11:30 – 12:10	40 Minutes	Vocabulary Routine One	Dimah Hajj Ali
12:10 – 12:50	40 Minutes	Vocabulary Routine Two	Dr. Majida Dajani
12:50 – 1:30	40 Minutes	Vocabulary Routine Four	Dr. Majida Dajani
1:30 – 1:45	15 Minutes	Introduction to the Remediation Program	Fidah Moussa
1:45 – 2:00	15 Minutes	Post-Test	
2:00 – 2:30	Lunch		

EGR Reading Comprehension Training

EGR Reading Comprehension Training December 2018			
Time	Duration	Session	Facilitator
9:00 – 9:15	15 Minutes	Introduction	Nancy Parks
9:15 – 9:30	15 Minutes	Pre-Test	
9:30 – 9:50	20 Minutes	Introduction to the Reading Comprehension Module	Dr. Majida Dajani
9:50 – 10:30	40 Minutes	Routine One	Dimah Hajj Ali
10:30 – 11:10	40 Minutes	Routine Two	Dr. Majida Dajani
11:10 – 11:30	Coffee Break		
11:30 – 12:10	40 Minutes	Routine Three	Dr. Majida Dajani
12:10 – 12:50	40 Minutes	Routine Four	Dr. Majida Dajani
12:50 – 1:30	40 Minutes	Routine Five	Dr. Majida Dajani
1:30 – 2:00	30 Minutes	Post-Test Training Evaluation Concluding Remarks	EGR Team
2:00 – 2:30	Lunch		

EGR Introduction to the Writing Module Workshop

Introduction to the Writing Module			
January 2019			
Time	Duration	Session	Facilitator
9:30 – 9:45	15 Minutes	Registration	EGR Team
9:45 – 9:55	10 Minutes	Project Welcome	Nancy Parks
9:55 – 11:20	85 Minutes	Introduction to the Writing Module	Dr. Majida Dajani Dr. Peggy Dubeck
11:20 – 11:40	Coffee Break		
11:40 – 12:40	60 Minutes	Introduction to the Writing Module	Dr. Majida Dajani Dr. Peggy Dubeck
12:40 – 1:00	20 Minutes	Before – During – After Strategy	Dr. Peggy Dubeck
1:00 – 2:00	Lunch		

Principals Workshop Agendas

Workshop for Principals from EGR-supported Schools		
September 24-26, 2019		
City Inn, Ramallah		
Time	Session	Facilitator
9:00 – 9:45	Registration and Distribution of Tablets	Project Team
10:00 – 10:15	Ministry Welcome	Dr. Shahnaz al-Far
10:15 – 10:30	Welcome and Project Overview	Nancy Parks
10:30 – 11:15	Using the Tablets	Rami Assali
11:15 – 11:30	Coffee Break	
11:30 – 12:15	EGR Training Model and the Five Basic Reading Skills	Dr. Majida Dajani
12:15 – 12:30	EGR Supplementary Materials	Dimah Haj Ali

12:30 – 1:00	Classroom Observation	Dimah Haj Ali
1:00 – 1:30	Delivering Descriptive Feedback	Nancy Parks
1:30 – 1:45	Remediation Program	Azza Hassan
1:45 – 2:00	Parental Engagement	Narmeen Khalaf
2:00 – 2:15	Wrap Up	Nancy Parks
2:15 – 3:00	Lunch	

Second Principals Workshop

Workshop for Principals from EGR-supported Schools		
December 17-20, 2019		
City Inn, Ramallah		
Time	Session	Facilitator
10:00 – 10:15	Registration	Project Team
10:15 – 10:35	Welcome	Dr. Majida Dajani
10:35 – 11:15	Introduction to Teacher Learning Circles	Dr. Majida Dajani
11:15 – 11:45	Remediation Program Resources	Fidah Moussa
11:45 – 12:15	Summary of EGR Activities in Schools	Dina Husary
12:15 – 1:15	Feedback on EGR Activities in Schools	Dr. Majida Dajani
1:15 – 2:00	Lunch	

Annex G: Master Trainers and MOEHE Observers' Attendance

Region	Participant Position	EGR Preparatory Workshop			Phonics			Fluency and Vocabulary			Reading Comprehension			Introduction to Writing Skills		
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
South	Grade Level Supervisor	18	8	26	17	7	24	17	6	23	17	7	24	18	6	24
	KG Supervisor	5	-	5	4	-	4	2	-	2	4	-	4	3	-	3
	MOEHE Observer	1	-	1	1	-	1	-	-	-	1	-	1	-	-	-
	NIET Trainers	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
South Total		24	8	32	23	7	30	19	6	25	22	7	29	21	6	27
North	Grade Level Supervisor	11	10	21	11	10	21	9	9	18	11	10	21	6	9	15
	KG Supervisor	6	1	7	4	1	5	3	1	4	5	1	6	2	1	3
	MOEHE Observer	1	-	1	1	-	1	-	-	-	1	-	1	-	-	-
North Total		18	11	29	16	11	27	12	10	22	17	11	28	8	10	18
Central	Grade Level Supervisor	9	5	14	7	5	12	8	4	12	6	5	11	6	4	10
	KG Supervisor	5	-	5	3	-	3	4	-	4	3	-	3	5	-	5
	MOEHE Observer	1	-	1	1	-	1	-	-	-	-	-	-	-	-	-
	NIET Trainers	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-
Central Total		16	6	22	11	5	16	12	4	16	9	5	14	11	4	15
Grand Total		58	25	83	50	23	73	43	20	63	48	23	71	40	20	60