Technical Report 6	Evaluating the TAMAM Impact: the Case of Al-Asriyya School

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EVALUATING THE TAMAM IMPACT: THE CASE OF AL ASRIYYA SCHOOL

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Abstract

After the conclusion of TAMAM project's first phase, an evaluative case study was conducted to assess the impact its Capacity Building Model had on the professional learning of a participating school team. This case study was conducted in Al-Asriyya School, one of the TAMAM project's pioneer schools. Its purpose is to specifically investigate the following research questions: (1) to what extent and in what ways did Al-Asriyya School TAMAM team members acquire new competencies or enhance old ones?; (2) to what extent and in what ways did Al-Asriyya School TAMAM team members apply the newly acquired competencies or the enhanced old ones?; and (3) to what extent and in what ways can that learning be attributed to the Al-Asriyya team's participation in the professional learning experiences of TAMAM? The report presents the results of this study and reveals the aspects of TAMAM's Capacity Building Model that contributed to this learning and those that failed to do so. It also highlights the cultural peculiarities affecting the team's acquisition and application of knowledge, skills and attitudes associated with TAMAM's 11 competencies. This study finds its evaluation criteria in the TAMAM eleven competencies along with their detailed elements and evaluative rubric (TAMAM's Master Rubric). Two sets of longitudinal data were collected in 2007 and 2012 respectively for the purpose of the study through field visits, focus group and individual interviews with the school team and the project steering team (PST) members; and through the examination of school reports and field observation notes that document the learning experience of the Al-Asriyya team over the span of 4 years. Comparisons between the 2007 and 2012 performance levels led to conclusions about the level of growth of the Al-Asriyya team members' knowledge, skills and attitudes. Results show that the Al-Asriyya team members showed varied levels of performance and growth in the knowledge, skills and attitudes of every competency. These results are mainly due to the design of TAMAM's

Capacity Building Model, a triggered paradigm shift in the members' professional habits, beliefs and practices. The study concludes with insights and lessons learned for effective school improvement practices, improving the learning and coaching experiences in TAMAM, designing professional learning experiences in the context of Arab schools and accumulating a relevant knowledge base in this context.

Section 1: Introduction

This report presents the results of an evaluative case study conducted in Al-Asriyya School, one of the TAMAM project's pioneer schools. This study attempts to evaluate the impact of TAMAM's Capacity Building Model on the professional learning of the school team and reveal the aspects of this model that contributed to this learning and those that failed to do so. The purpose of this case study is to specifically investigate the following research questions: (1) to what extent and in what ways did Al Asriyya School TAMAM team members acquire new competencies or enhance old ones?; (2) to what extent and in what ways did Al Asriyya School TAMAM team members apply the newly acquired competencies or the enhanced old ones?; and (3) to what extent and in what ways can that learning be attributed to the Al-Asriyya team's participation in the professional learning experiences of TAMAM?

The report consists of 7 sections. Section 1 introduces the report. Section 2 describes the TAMAM project: its assumptions, vision, mission, goals and capacity building model. Section 3 discusses the international literature pertinent to change, school improvement and evaluation of professional development activities as a backdrop to the TAMAM project and the conducted study. This section also contains a description of the prevalent trends of reform in the Arab context that continue to be ineffective and that provided the motivation for the approaches adopted in TAMAM. Section 4 covers the methodology used to perform this evaluation, while section 5presents the results showing the progress in the team's learning and the levels of growth in knowledge, skills and attitudes under every competency. The results are discussed in section 6 in light of the factors contributing to their relative level of growth which either relate to the Capacity Building Model used in TAMAM or the deep rooted cultural understandings and practices of these competencies. In section 7, the report concludes with

insights and lessons learned that illustrate effective approaches to capacity building for school improvement in the Arab cultural context, implications for the improvement of TAMAM's Capacity Building Model and suggestions for the creation and accumulation of a knowledge base on reform and school improvement.

Section 2: What is TAMAM?

TAMAM Project is an educational reform movement in the Arab region combining research with development to bring about and support school based initiatives for sustainable school improvement (www.tamamproject.org). Its title is derived from the initials of the Arabic translation of the phrase "school-based reform" [Al-Tatweer Al-Mustanid ila Al-Madrasa]. In the context of Arab countries, TAMAM adopts an approach to reform that breaks the current trend of the prescriptive "top down" approaches for school improvement and promotes an alternative model where "bottom-up" improvement initiatives receive "top down support" to facilitate the effective implementation and sustainability of innovative practices (Karami-Akkary & Rizk, 2011; Karami-Akkary, El Saheli Elhage, Sarieddine, & Katerji, 2013; Karami-Akkary, Saad, & Katerji, 2012). This is made possible through the partnership among policy makers, university researchers and practitioners at the school level that TAMAM established as a critical principle for the project. This partnership facilitates the process of change through the constructive interplay of power, knowledge and practice: i.e. university researchers encourage school practitioners to identify problematic challenges in their practices and coach them to plan for and implement change initiatives at their schools. These practitioners concurrently partake in knowledge production while policy makers accommodate the resulting changes through system and structural modifications.

Housed at the American University of Beirut, the project was launched in 2007 based on a memorandum of understanding between the university and the Arab Thought Foundation which has been its main funder since that date. TAMAM started in 9 private schools in three Arab countries. In 2011, TAMAM completed its first phase, which culminated in developing a culturally grounded model for building the leadership capacity of teams of

school practitioners to lead sustainable school-based improvement initiatives. In 2016, it expanded to 40 schools in 7 Arab countries.

The project was conceived as a research and development project to address a dire need in the Arab region for a paradigm shift in how educational reform is planned and implemented (Karami-Akkary & Rizk, 2011). Its initiation came as a result of the limited impact large scale educational reform had on inducing change at the school level (Bashshur, 2005; Karami-Akkary, 2014) and achieving its ultimate goal of improving student learning. The project introduces a home-grown model for building leadership capacity at the school level to initiate, implement, and sustain school-based improvement initiatives that take into consideration the unique needs of the leadership team members as adult learners as well as the socio-cultural contextual characteristics of the school.

TAMAM' Assumptions

TAMAM believes that effective and sustainable educational reform can best be accomplished through a process that gives consideration to local contexts and individual teacher agency. Therefore, the inclusion of stakeholders at different levels of the educational establishment - who hold different roles and are from different professional backgrounds - enriches the professional dialogue and bridges the divide between theoretical knowledge production, policy-making, and the challenges and needs of practice. TAMAM trusts that academics have the important responsibility of initiating and supporting capacity building for school improvement by supporting practitioners at the school level through ongoing professional development. TAMAM believes that change is a continuous process requiring multiple reflective stops to construct and deconstruct ideas based on experientially developed new cognition. Hence, transformational and sustainable change is achieved through a strategy of "bottom up initiatives with top down support" (Dimmock, 2012). Finally, change is a

journey that includes improvisation, reflective evaluation, and creative problem-solving; hence the project necessitates the use of the "evolving plan" design (Cobb, DeSessa, & Schauble, 2003; Edelson, 2002; Wang & Hannafin, 2005) throughout the school improvement journeys.

TAMAM's Community

In its first phase, the TAMAM project TAMAM project started with 9 private schools with 3 schools in each of the following countries: Kingdom of Saudi Arabia, Lebanon and Jordan. Towards the end of this phase, 3 public schools from Lebanon were added to bring the total to 70 practitioners. Currently (2016), TAMAM's community comprises of 40 schools from 7 Arab countries, 170 practitioners (teachers, academic coordinators, and principals), 14 researchers from 8 universities and 20 policy makers from ministries of education and private educational institutions. For more details on the participating countries and their teams please visit the TAMAM project's website: (www.tamamproject.org).

TAMAM's Vision and Mission

According to its website (www.tamamproject.org) TAMAM's vision and mission are:

Vision. TAMAM is a continuously expanding and developing network of Arab educators and educational institutions aiming at: (1) building leadership capacities for change, and (2) integrating and sustaining the school based improvement culture in educational institutions dedicated to school reform. Its members are committed to lifelong learning and sustainable improvement of their practices to serve student learning in collaboration with other practitioners in their institutions, local communities, university academicians and policy makers at the national, Arab and international levels.

Mission. TAMAM is an educational movement that triggers and supports school-based improvement initiatives to achieve sustainable school improvement. It aims at improving student learning to equip them with the knowledge, skills and attitudes of the 21st century. TAMAM combines research with development to bring about and support school-based initiatives for sustainable school improvement. It also aims at building a home-grown theoretical understanding of effective school reform that is grounded in evidence and in the cultural context of the Arab region. Consequently, TAMAM seeks to change practitioners' conceptual frameworks and professional beliefs and transform schools to professional learning communities with adaptive and self-renewing structures.

TAMAM'S Strategic Goals

The TAMAM project has three strategic goals:

1- Building leadership capacities for school improvement at the following three levels:
   a. The schools – Building school-based leadership teams;
   b. Professional Development providers – Preparing members to become TAMAM coaches/researchers; and
   c. Policy makers – Providing members of ministries of education with evidence-based best experiences on the practices and conditions that lead to successful school improvement through the researched and documented TAMAM lived experiences within the Arab context.

TAMAM aims at achieving this goal through building individual capacity for inquiry, reflective dialogue and practice, evidence-based decisions, evolving design planning, systematic documented practice, professional collaboration, mentoring, and leadership for change among the members of the participating school teams while promoting de-

privatization of practice, and decisions and actions driven by needs. Hence, individual capacity building leads to building organizational capacity for sustainable school-based improvement ensuring that a school becomes proactively responsive and adaptive to change.

2- Producing a culturally-grounded knowledge base on sustainable school-based improvement by: (1) developing, designing and implementing a "home grown" theoretical understanding of school-based reform and (2) broadening the contribution to knowledge production to include practitioners at the school level. The TAMAM Project work within this framework resulted in strategies for building human and institutional capacities at the school, university and ministry levels that support school-based improvement. These strategies were developed experientially and were supported by empirical research, which permitted them to be grounded in the cultural context of schools in the Arab region (Karami-Akkary & Rizk, 2011; Karami-Akkary et al., 2012).

3- Establishing venues for collaboration among school practitioners, university faculty members and national policy-makers in order to promote and strengthen professional dialogue, and bridge the existing disconnect among these three major stakeholders and key players in the region.

TAMAM's Capacity Building Model

TAMAM's vision for school-based improvement focuses mainly on a view of organizations as "learning communities" (Darling Hammond, Wei, Andree, Richardson, & Orphanos, 2008; Dimmock, 2012; Dufour & Eaker, 1998; Fullan, 2007; Senge, 2000) and organizational development that considers that changes in behavior are mostly "self-generated", shifting the emphasis towards the educational practitioners' beliefs, knowledge, skills and attitudes. Changing schools demands a focus on the "human side of change" (Evans,

1996) where changing schools means changing the framework that shapes what people think and guides how they behave. Consequently, as coaches and facilitators of change, TAMAM's Project Steering team (PST) uses inquiry and reflective practice both as processes and goals to raise the school teams' awareness of the beliefs and frames of minds underlying their current realities and experiences at the school level. The role of the PST involves coaching the school team members to become agents of change through identifying problems of practice; unearthing underlying beliefs in order to identify the root causes of their concerns; exploring and seeking alternative perspectives and practices; and sustaining the transformational change they have initiated. This is achieved through PST implementing an experientially-based professional development program that encompasses workshops, field visits and continuous follow up to coach school teams on the knowledge and skills needed to carry out their respective school-based improvement initiatives. The design was derived from a 4 years' experience where the PST conducted action research while simultaneously implementing professional development activities of the project (Karami-Akkary et al., 2012). As a result of this iterative process of data collection and refinement, the professional development activities evolved into a design that consists of the TAMAM 11 pillars and their descriptive rubric, as well as of the TAMAM journey for school improvement - a fully developed cyclical process to initiate, plan, implement, monitor and evaluate an innovative improvement initiative based at the school level (Karami-Akkary et al., 2012). This journey allows for "continuous cycles of school improvement" where team members identify needs, engage in research, experiment with alternative practices and evaluate and monitor the implementation of these practices (Dimmock, 2012). TAMAM's design is based on an approach that follows an evolving planning process which allows it to be tailored to team members' interest, needs and practices while primarily being embedded in their professional practices. The following section details TAMAM's professional development (PD) model.

Professional learning outcomes. The heart of the TAMAM project consists of preparing teams of practitioners, at the school level, to become leaders of change actively engaged in planning, implementing and evaluating innovative school-based improvement initiatives at their school. The central goal for professional development in TAMAM is to build leadership capacities to initiate and lead improvement at the school level. The project capacity building activities are centered around a job-embedded learning experience- the TAMAM School-Based Improvement Journey- designed to train the team members on how to initiate, plan, implement and evaluate a school-based improvement initiative. The journey is a cyclical one that provides the team members with learning experiences and professional development activities needed for school members to acquire the following competencies: (1) Engage in professional collaboration, leadership for change and mentoring practices; (2) Ground decisions and plans for action in needs and evidence through inquiry and experiential learning (3) Plan, implement and evaluate improvement initiatives employing reflective dialogue and practice and adopting the evolving design to planning; and lastly; (4) De-privatize practices and systematically document experiences in order to facilitate rich and accurate communication, as well as dissemination of best practices for future use. This centeredness around experiential learning is believed to be critical for building individual, organizational and social capacity for sustainable school based improvement (Dimmock, 2012).

Facing professional development challenges and accumulated failures of reform this region has known, the key outcome TAMAM promises to deliver is to empower those practitioners with new habits of mind that liberate them from the mentality of learned passivity, encouraging them to become active learners, change agents and knowledge producers (Karami-Akkary & Rizk, 2011). This allows for a distribution in leadership at schools

and involves practitioners across the school in contributing to school improvement and student learning as well as becoming knowledge producers, problem solvers and inquirers working along other researchers in the aim of creating a culturally grounded knowledge (Dimmock, 2012).

TAMAM's capacity building approach. The TAMAM's capacity building model is grounded in the belief that adults learn best through engaging in actions that are meaningful to them and rooted in their practice (Mezirow, 2000). It also abides by what is known on effective professional development (Guskey, 2002; Guskey & Yoon, 2009).

The capacity building activities in TAMAM are designed around the tenets of experiential learning, adopting mentoring as a coaching approach, and relying on promoting reflection as a habit of mind that underlies the practice of all the project participants (Leung & Kember, 2003; Mezirow, 1991). Thus, elaborate follow-up constitutes the vehicle to provide support and challenge to trigger critical reflection and transformational learning. To build their leadership capacity, teams are coached to be active agents who identify their needs, plan, implement, and sustain improvement initiatives that are responsive to the conditions of their local contexts. TAMAM's team members are also invited to engage in collaborative inquiry and reflection and acquire the TAMAM leadership competencies.

The TAMAM Model is also built on the belief that schools and educational systems are complex, and "living" entities that continuously change in response to their internal and external environments. This necessitates a dynamic approach to planning and implementation of improvement initiatives. Accordingly, the planning and implementation of the professional development activities in TAMAM follow an evolving design (Cobb et al., 2003; Edelson, 2002; Wang & Hannafin, 2005) where decisions on actions are reached based on the emerging realities that are captured through monitoring progress and steering it as it unfolds. In fact, in

its first phase, the PST was "making the path while walking it." The design and main tenets of the capacity building activities emerged as a result of the lived experiences of building capacity of the participating schools in the first phase of the Project (Karami-Akkary et al., 2012)

The TAMAM school-based improvement journey. The TAMAM school improvement journey (Figure 1) represents both a design for professional learning experiences that help build the leadership capacity of participating school team members, and a road map to be followed by those practitioners as they initiate, plan and implement their school based improvement initiatives. It consists of an iterative cycle providing a structured yet flexible series of stations designed to help school team members identify their need(s), set their improvement goals, design their innovative intervention, plan its implementation, implement and evaluate it, and make future decisions based on their results and on the new learning acquired throughout this journey. It is expected that after concluding one cycle, school team members would have acquired and developed a considerable array of knowledge, skills and attitudes promoted by the TAMAM 11 pillars.

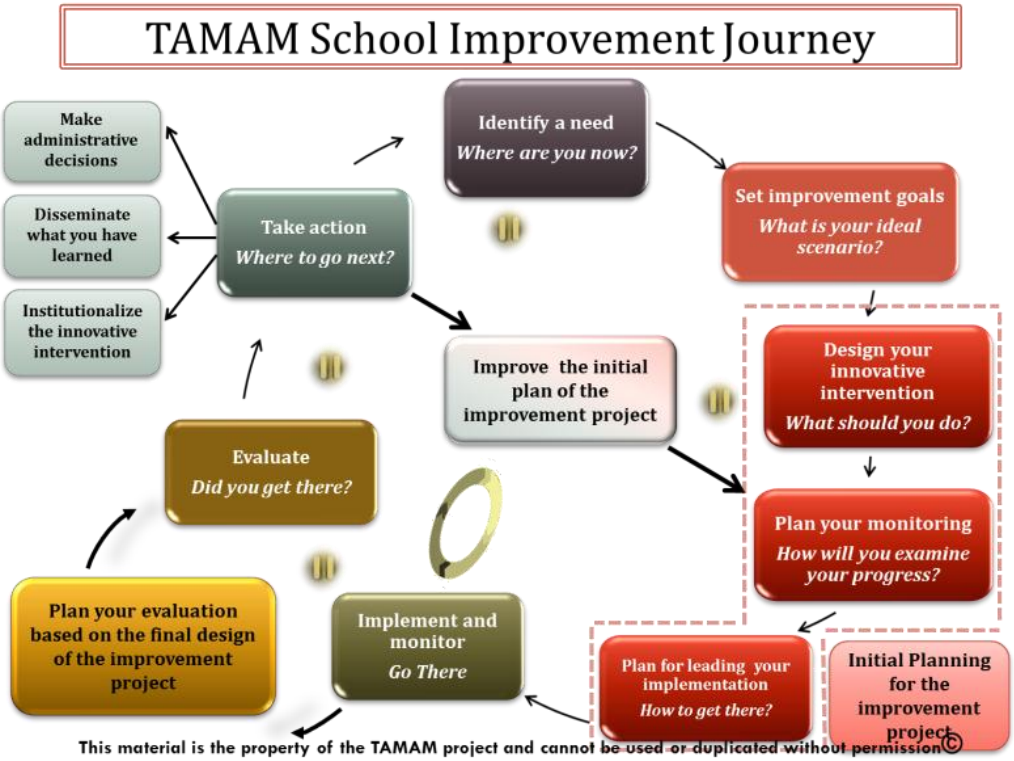

Figure 1.TAMAM's School Improvement Journey

TAMAM competencies. The TAMAM project's professional beliefs are represented in the eleven TAMAM pillars (Figure 2. See also Appendix A) and reflected in the competencies that were identified as key for school team members to acquire and practice as leaders of school improvement at their schools.

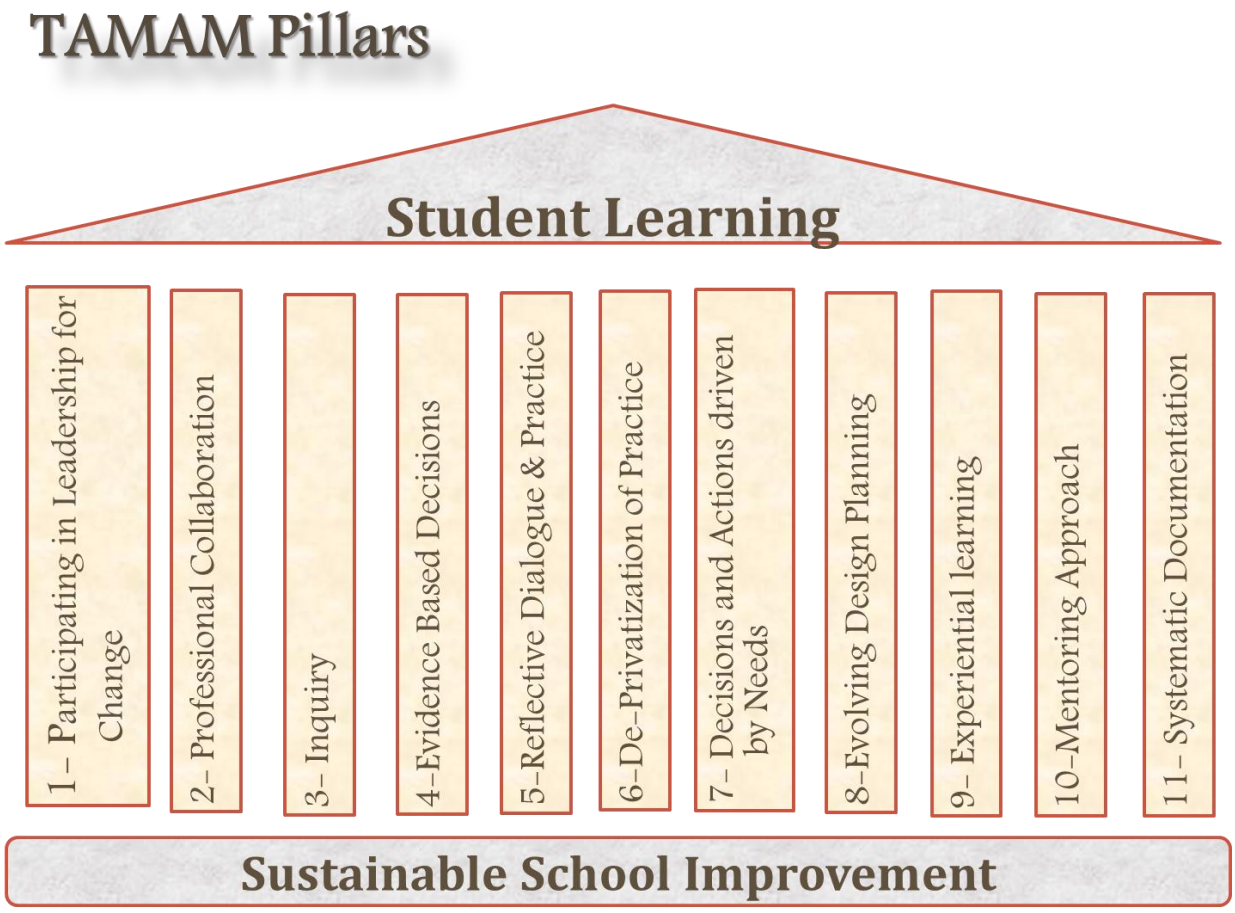

Figure 2. TAMAM's Pillars

The pillars provide a concrete set of standards of what the TAMAM project aspires that participating school team members acquire. Each pillar has a "TAMAM" definition and a competency it represents that is further articulated into several descriptive elements. The elements are categorized into knowledge, skills and attitudes; each of which possessing a detailed and documented observable description (see appendix B for examples). These pillars are:

Pillar 1 – Leadership for Change: empowering all members to lead for change; having a vision of what the organization can become and mobilizing them to accomplish it;

Pillar 2 – Professional Collaboration: productively working together in joint efforts toward a common goal, addressing interests and conflicts, conducting oneself with high standards of ethics, honesty and responsibility;

Pillar 3 –Inquiry: Inquiry is a cognitive skill for lifelong learning and continuous school improvement. Members inquire about educational practices and analyze data to arrive at conclusions used as evidence for future actions;

Pillar 4 –Evidence Based Decisions: Guiding decisions through the best available current evidence;

Pillar 5 – Reflective Dialogue and Practice: making meaningful and purposeful discussions on educational matters to raise school members' awareness of their practice and its consequences on school development; understanding that reflection is one of the most effective strategies to improve educational practices;

Pillar 6 – De-privatization of Practice: generous exchange of educational knowledge and its limitations among school practitioners through sharing of their practices;

Pillar 7 – Decisions and Actions Driven by Needs: decisions informed by reflective dialogue and consultation with stakeholders and based on the needs and readiness of the target group;

Pillar 8 – Evolving Design Planning: construction and deconstruction of action plans in response to emerging challenges and based on evidence collected through continuous and ongoing monitoring;

Pillar 9 – Experiential Learning: learning in context since professional knowing is embodied and embedded in practice; making meaning from direct experience, learning by doing through reflections on every day's experiences;

Pillar 10 – Mentoring Approach: helping all members progress in their profession to reach their full potential through a partnership that is held by a bond of trust and respect, providing guidance and encouragement; and

Pillar 11 – Systematic Documented Practice: methodical recording, organization, archiving, retrieval and dissemination of educational practices to inform policy development and knowledge production.

TAMAM's monitoring and evaluation. Monitoring and evaluation are an integral part of the TAMAM project; and their criteria are founded on the 11 TAMAM Pillars. They serve the "evolving planning" design (Cobb et al., 2003; Edelson, 2002; Wang & Hannafin, 2005) approach where evidence is collected for reflective practice and as a basis of decision-making that is driven by needs. Monitoring practices provide a continuous influx of data helping the PST to develop a more in-depth understanding of the needs of the school team members as well as the contextual factors that are impacting the progress of their work on the school improvement initiative. This understanding informs coaching decisions and allows the school teams and their coaches to customize the learning experiences to the contextual realities and challenges faced in the learning and change process of each school.

TAMAM's monitoring and evaluation's approach is grounded in the belief in the importance of empowering the practitioners and including their voice in the project's design; hence reflecting TAMAM's philosophy that the inclusion of the perspectives of stakeholders with different roles and professional backgrounds at different stages of the change process has the potential to increase the impact and sustainability of the improvement initiative. This

assumption is well supported in the international literature (Dimmock, 2012; Earl & Lee, 2000; Guhn, 2009; Hargreaves & Hopkins, 1991; Harris, 2000; Harris & Young, 2000). In sum, TAMAM's main goal for monitoring and evaluation is to empower practitioners to become active in monitoring their own work and evaluating it. Therefore, engaging in the monitoring and evaluating process builds their capacity to raise critical questions through inquiry and reflective practice as they examine improvement initiatives they introduced at their schools.

Section 3: Lessons Learned from the International Literature

School Improvement and the Process of Educational Change

Fullan (2007) identified eight main variables from the literature that provide the impetus for change: (1) existence and quality of innovations or ideas; (2) access to innovations; (3) advocacy from central administrators and/or school principals; (4) teacher advocacy; (5) external change agents in regional, state or national roles; (6) community pressure/support/apathy; (7) new policy and funds; and (8) problem-solving or opportunistic motivational orientations. Furthermore, many researchers have agreed on the basic assumptions and approaches of successful school improvement, which could be summarized in six different convictions (Dalin, Confrey, & Kleekamp, 1993; Fullan, 1993; Hargreaves & Hopkins, 1991; Hopkins, 1994): (1) school improvement approaches are action and developmentally oriented, (2) the school is the unit of change, (3) the emphasis on school culture is significant (Dalin et al., 1993; Hopkins, 1994), (4) school improvement approaches adopt a multilevel perspective (Harris 2000), (5) school improvement approaches integrate "bottom-up" and top-down" strategies (Fullan, 1993, 2007; Hopkins, 1994), and (6) school improvement aims to achieve educational goals more effectively. The international literature also emphasizes the salient role of providing on-going professional development for those involved in planning and implementing the change. Many researchers assert that building leadership capacity among a broader base of the school members is an essential venue to ensure the success of school based improvement initiatives and the sustainability of their impact (Berman & McLaughlin, 1976; Dimmock, 2012; Fullan, 1985; Guhn 2009; Harris & Young, 2000; Hopkins, 1995; Lambert, 2003). Moreover, they recommend taking into consideration the contingencies of local contexts (Berman & McLaughlin, 1976; Dimmock, 2012; Earl & Lee, 2000; Fullan, 2007; Hopkins, 1994). As such, the focus of those involved in initiating

and supporting reform should shift towards empowering bottom-up initiatives and providing on going top-down support that is contingent on the emergent challenges during the implementation process of any improvement initiative (Berman & McLaughlin, 1976; Dimmock, 2012; Earl & Lee, 2000; Fullan, 2007; Hopkins, 1994).

A closer look at the TAMAM project reveals many similarities with the aforementioned suggested pathways and approaches for achieving educational change and implementing successful school improvement initiatives (Karami-Akkary & Rizk, 2012). Embarking on the belief that the key to change is leadership capacity building, TAMAM provides learning environments for school team members, emphasizing that staff development or training is an essential component of successful school improvement. In fact, promotion of learning centered leadership is considered the foundation for building individual, social and school capacity (Dimmock, 2012). TAMAM adopts a participatory approach where the school and its team members constitute the basic unit for change, and strives to trigger and support improvement and change from the "bottom-up" to impact not only the wider school community but the national and regional levels as well. Hence, distributive and inclusive leadership ensures the effectiveness and sustainability of school improvement initiatives (Dimmock, 2012).

School Improvement and Evaluation

Evaluation is widely considered to be an integral component during the implementation of school improvement initiatives as it provides the feedback needed to adjust practices and maintain efforts directed toward program goals (Guhn, 2009; Harris, 2000; Hopkins & Harris, 1997). Lack of regular evaluation and assessment has been found to be associated with poor implementation quality and fidelity (Guhn, 2009). Moreover, researchers recommend that it is necessary for all staff members to monitor and evaluate the impact of change regularly rather than rely on post hoc evaluation (Harris & Young, 2000;

Hopkins & Harris, 1997; McLaughlin, 1990). They point out that both quantitative and qualitative data should be collected for evaluating school processes and outcomes (Hargreaves & Hopkins, 1991; Potter, Reynolds, & Chapman, 2002).

Reform and Evaluation in the Arab Context

Historically, educational reform in the Arab region had been mostly advanced in the form of top-down grand plans mandated through policies at the national level of school governance. Mandated initiatives originating from those plans, when available, never addressed procedural issues at the micro level of schools and classrooms (Bashshur, 1982, 2005). There is widespread agreement that the rationale of these policies did not stem from evaluative measures, and did not grant monitoring and evaluation its righteous role in guiding reform decisions and supporting change through evidence (El Amine, 2005; Karami-Akkary & Rizk, 2011). Ministries of education in the Arab region rarely fund or support individuals or institutions for the sake of conducting evaluative research that focuses on diagnosing local educational problems. In addition, there is no evidence that these grand reform plans followed a specific evaluative design that was purposefully planned or grounded in any form of program evaluation models. The data collected rarely originated from needs, assessment activities, monitoring of progress during implementation or summative evaluation of impact (Karami-Akkary & Rizk, 2011).

Moreover, in the few occasions where the evaluation of program or reform initiatives was completed in the Arab world, there was an obvious absence of stakeholders' involvement, and the obtained results were typically not fed back into the improvement process. Stored on the shelves or in the drawers of the few Arab educational researchers, it seems as though educational evaluation in the Arab context, if performed, is seen as a goal in itself rather than

a tool that could otherwise be used for effectively promoting change and improvement (Karami-Akkary & Rizk, 2013).

Based on the conviction that evaluation is in reality a tool for learning and growing at the individual and organizational level (Dalin et al., 1993), the TAMAM project committed to collecting extensive data to monitor all its activities (project design and implementation) and developed criteria (derived from the TAMAM pillars) as well as procedures that include guidelines for the monitoring stops, sources of data and methods of data collection and analysis (Karami-Akkary et al., 2013). The project underwent its first summative evaluative case study at the conclusion of the project's first phase to evaluate the impact of TAMAM's Capacity Building Model on the professional learning of Al-Asriyya team members to reveal the aspects of this model that contributed to this learning and those that failed to do so.

Section 4: Methodology

This study is designed as an evaluative case-study with a mixed method approach, considering the PST's interest in "finding insight, discovery, and interpretation rather than hypothesis testing" (Merriam, 1998). It features a heuristic quality as it attempts to identify and explain what practices within the TAMAM capacity building model promote learning and acquisition of the intended knowledge, skills and attitudes and those that do not. The following section presents the study's design, data collection methods, sources of data, and procedures for data collection and analysis.

Study Guiding Questions

This evaluative study aims at answering the following questions:

(1) To what extent and in what ways did Al Asriyya School TAMAM team members acquire new competencies or enhance old ones?
(2) To what extent and in what ways did Al Asriyya School TAMAM team members apply the newly acquired competencies or the enhanced old ones?
(3) To what extent and in what ways can that learning be attributed to the Al-Asriyya team's participation in the professional learning experiences of TAMAM?

Study Design

Evaluative research. Educational reform will only take hold and produce its desired impact if research begins to focus on and evaluate innovative initiatives, programs and practices (Slavin, 2002) in order to determine what works (Borman, 2002) and feed it into the decision making process of schools and individuals (Cousins & Earl, 1992). Moreover, there is agreement that most of the available educational theories lack the specificity that renders

their usefulness to design and practices very limited (Burkhardt & Schoenfeld, 2003). Consequently evaluative research offers a most needed process that bridges theory, practice and policy making by informing the development of effective educational programs and refining theories to bring about effective school reform. In the Arab context, evaluative research can present solid evidence of the effectiveness of programs and practices, generate theoretical understandings that can enhance the knowledge base on effective school improvement practices, and inform educational policies. The resulting evidence-based policies are more likely to set education on the path toward a much needed progressive improvement in this context.

Evaluative case study research. Case studies have been differentiated from other research designs by what Cronbach (1975) calls "interpretation in context" (p. 123). Yin (1994) suggests that if the researcher is attempting to answer how and why questions, then the use of a case study has its distinct advantages. Case-studies often allow the examination of nearly all learning experiences that an individual has during a particular study period (Denzin & Lincoln, 2002; Merriam, 1998; Miles & Huberman, 1994; Spindler, 2000; Yin & Campbell, 2003).

Many researchers around the globe have recommended and utilized evaluative case-study research designs to investigate educational impacts of projects, interventions, programs or conditions. The International Association for the Evaluation of Educational Achievement (IEA) conducted case studies across twenty four countries in Europe, Asia and North America documenting evidence about these countries' circumstances and content and process of civic education (Torney-Purta, Schwille, & Amadeo, 1999). Morris (1985) evaluated in his Hong Kong case study, how teachers reacted to innovations. Burchard, Burchard, Sewell & VanDenBer (1993) conducted a case study research to evaluate a community-based interagency program serving children and adolescents with severe emotional and behavioral

disorders in Alaska. Jansen and Taylor's case studies (2003) made judgments about three specific interventions by the South African government: education finance reform, curriculum reform, and the teacher rationalization process. Unfortunately, similar case study research is scarce in the Arab context; which grants this study the characteristic of being a pioneer in addressing project evaluation for the purpose of feeding the findings into enhancing the quality of a reform project with a specific focus on building school based leadership capacity.

Study Site and Participants

Located in Jordan, Al-Asriyya School is one of TAMAM's pioneer schools having joined the project at its early launching in 2007. According to its website[1], the Al-Asriyya School is a K-12 school offering the national and the IGSCE programs. It was selected for the study because it completed one full cycle of TAMAM's School Improvement Journey in 2012, and was preparing for TAMAM's expansion to include teams from other levels and departments. Besides, the Al-Asriyya team members were strongly supported by the school's administration throughout this cycle. Their dedication and serious commitment in participating in the TAMAM professional development activities and implementing TAMAM's school improvement journey at their school provided a rich terrain for collecting evidence of the TAMAM impact on their professional learning. Al-Asriyya team members unanimously believed in the importance of collaboration between schools and universities in the Arab region to ensure the success of improvement initiatives if schools are to prepare active and successful members of society. They all saw the TAMAM project as an opportunity to affirm the educator's role in improving the quality of education in their country, and in giving the needed attention to the successful educational experiences inside the classroom.

According to its website Al-Asriyya School derives its mission from the faith that the Arab nation can face today's challenges through the ability of its educational institutions to

[1] For more information on Al Asriyya school, please visit: http://asriyya.edu.jo/EN/Default.aspx

produce a generation of individuals who believe in God, are patriotic, appreciative of man's humanity, and open to other civilizations. Additionally, they abide by the principles of democracy in spirit and practice, are free in expressing their independent opinion, adaptable to life's variables, prepared to deal with the changes of the modern world, creative in solving problems, and objective in decision making. On this basis, the school's motto is "heritage and future".

Al-Asriyya TAMAM team. The school team which participated in TAMAM consisted of three members. Member A was the school's academic consultant. She held a BA in Physics and MA in Physics Instructional Methods. She had fulfilled many duties and positions within her 17 years at Al-Asriyya School, including being the director of the elementary school then the secondary school. She was also assigned as the general director's deputy and a member of the executive board. She joined TAMAM in 2007, when the project was first launched. Member B was a lab technician and a biology teacher. She held a BA in Life Sciences and had been working in Al-Asriyya Schools for the past 9 years. She joined TAMAM in late 2007. Member C was the 4th to 6th grade social sciences coordinator, in addition to coordinating the Ranzuli program and the Model United Nation program. She held a civil engineering degree and had taught grades one, three and four.

Al-Asriyya improvement project. [2]The team's improvement initiative, entitled "the Student as Independent Researcher" was chosen to counter an existing challenge of teacher centered pedagogical approaches, rote learning and memorization in science classes which impede authentic understanding of the subject. The Al-Asriyya team believed that training students to become independent researchers would transform this reality. Therefore, the team developed a 7 step approach that students can adopt when solving a problem or

[2] For more information on Al Asriyya School's improvement initiative, please visit: www.tamamproject.org

answering a question. The approach is: (1) defining the research problem; (2) identifying the research goals and objectives; (3) searching for the facts; (4) organizing the facts and information; (5) evaluating the goals and objectives; (6) evaluating the results; and (7) sharing and disseminating the results. Their school improvement initiative also included an action research that aimed at identifying (1) the degree of consistency of the understanding of the "independent researcher's" characteristics between students and teachers, (2) students' research abilities in applying the "7 steps", (3) the project's impact on science teachers' instructional methods, and (4) the project's impact on developing the students' social and personal (self-confidence) skills.

Analytical Framework

As recommended by Keen and Packwood (1995), collecting and analyzing the data was guided by an analytical framework to facilitate the interpretation of findings and the evaluation process. The analytical framework is based on TAMAM's Capacity Building Model for school based improvement. It consists of the TAMAM 11 competencies and their descriptive rubric, as well as the TAMAM journey for school improvement- a fully developed process to initiate, plan, implement, monitor and evaluate an innovative improvement initiative based at the school level (Karami-Akkary et al., 2012). The evaluative study examined the extent to which those who participated in the TAMAM professional development activities were impacted by its designed learning experiences. These competencies and their corresponding knowledge, skills and attitudes were used as criteria for this study.

PST developed the TAMAM Master Rubric whereby each competency is coupled with observable criteria that measure the nature and level of this impact (Karami-Akkary et al., 2013). The TAMAM master rubric consists of measurable descriptions of the elements of the competencies that are judged according to three levels of performance: (1) does not meet the

project's expectations, (2) partially meets the project's expectations, and (3) meets the project's expectations. This rubric is used as the main tool to generate evaluative judgments supported with observable and concrete description of the level knowledge, skills and attitudes that the participants had attained within each of the 11 pillars. Below is an example from the rubric (see appendix B for more examples):

Pillar # 4 – Evidence-Based Decisions			
1. Team members know that decisions are to be guided by the best available evidence (P4.1) *K*	There is no evidence that team members know that decisions are to be guided by the best available evidence.	Team members sporadically use evidence while making their decisions and tend to eliminate evidence that might lead them to an undesirable direction.	Team members make statements reflecting their knowledge that decisions are to be guided by the best available evidence.
2. Team members identify the type of evidence needed for a decision (P4.2) *S*	There is no evidence that team members identify the type of evidence needed for a decision	Team members determine if the evidence needed is qualitative/ quantitative/ student achievement/ demographics/ attendance records … ***but*** find difficulties selecting the appropriate ones	Team members determine if the evidence needed is qualitative/ quantitative/ student achievement/ demographics/ attendance records … ***and*** select the appropriate ones
3. Team members systematically search for evidence before taking decisions (P4.3) *S*	There is no evidence that team members systematically search for evidence before taking decisions	Team members only gather evidence for decision making when instructed to do so.	Team members systematically look up articles from the available literature, school data, make interviews, and consult with other school members to gather evidence, before taking a decision.
4. Team members critically appraise the validity, reliability, and usefulness of data used to support decisions (P4.4) *S*	There is no evidence that team members critically appraise the validity, reliability, and usefulness of data used to support decisions	Team members tend to use data as evidence to support their decisions and rarely appraise the validity, reliability and usefulness of this data.	Team members constantly investigate the data's characteristics: bias, its sources, and statistics, the instruments used to obtain that data and ask questions.
5. Team members implement actions driven by evidence (P4.5) *S*	There is no evidence that team members implement actions driven by evidence	Some of the team members' implementation plans and actions are derived from the collected evidence while others are not.	Team members' implementation plan and actions are mostly derived from the collected evidence.
6. Team members accept evidence as the basis for making decisions, regardless whether it is positive or negative (P4.6) *A*	There is no evidence that team members accept evidence as the basis for making decisions, regardless whether it is positive or negative	Team members make statements reflecting their acceptance of evidence as the basis for making decisions, emphasizing the positive and disregarding or minimizing the negative	Team members make statements reflecting their acceptance of evidence as the basis for making decisions, regardless whether it is positive or negative

Table 1. A Sample of TAMAM's Master Rubric: Evidence Based Decisions

Data Collection Method:

Qualitative data that capture the perspective, context and experience of the participants was collected from multiple sources of data using various tools. These are:

- ✓ Diagnostic Checklist: This tool consists of a set of detailed criteria derived from the TAMAM competencies. It allows for the collection and establishment of a baseline data on the initial capacity (knowledge, skills and attitudes) of the school team as per TAMAM's competencies. The checklist consists of a rating scale that is to be filled out by team members. The scale asks the team members to self-evaluate their knowledge and application of the detailed elements of the TAMAM competencies. Its main purpose is to identify, from the team members' perspective, what levels they have reached in terms of their acquisition of the knowledge, skills and attitudes of the TAMAM competencies. Team members are individually asked to complete the Diagnostic Checklist prior to the launch of the project or any TAMAM activity at their school.
- ✓ Attitude Survey: This 63 item survey targets the attitude component of the competencies elements, where participants respond on a 5 point Likert scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree). It helps measure whether participants acquired the desired attitudes related to each of the TAMAM competencies or not.
- ✓ Knowledge Quiz A: Participants are asked to write their own definitions reflecting their understanding of each of the 11 competencies after they completed their 1st cycle of the TAMAM School Improvement Journey.
- ✓ Knowledge Quiz B: Knowledge quiz B is a multiple choice quiz where participants are asked to choose the correct statement about each of the TAMAM 11 competencies.

- Both quizzes aim at measuring the knowledge component of the TAMAM competencies.

- ✓ Focus Group Interview Questions: Designed and developed by the PST, the focus group interview includes questions and prompts about the team members' experiences and practices. It is used to solicit their conceptual understanding of the TAMAM competencies as well as anecdotal accounts of how they have been practiced.
- ✓ Field Observation and Examination of Documents checklists: The purpose of these checklists is to collect data on the actual practice of the elements of the TAMAM competencies. The collected data complement the data collected through focus group interviews and individual interviews. This data represents evidence that reflects the impact the team's participation in TAMAM had on their practices. The checklists are mostly derived from the Pillars' elements under the skills category where evidence on the acquisition of these skills can only be obtained through observational data.

The researchers took a number of measures to meet the quality criteria suggested by Merriam et.al. (2002) and Litchman (2006). Use of multiple methods and sources of evidence helped ensure the credibility of the result by corroborating all data items through the process of triangulation. The active involvement of the team members throughout the evaluation process especially as a member check to examine the evaluation results ensured the confirmability of the results as well as their dependability by taking into consideration the contextual factors.

Sources of Data

The sources of data included:

1- Previously collected documents produced by Al-Asriyya team as part of their participation in the TAMAM project;
2- Recorded PST meetings with Al-Asriyya and professional development sessions (Video and tape recordings of workshops and follow up visits) throughout phase I of the project;
3- Individual and focus group interviews with the team members at the conclusion of phase 1;
4- Field observations at the conclusion of phase 1;
5- Interviews with AUB coaches who worked closely with the team members and observed their competencies' progression, and
6- Coaching journal of the PST on the progress and challenges faced by the school team members.

Data Collection

The 2007 baseline data. At the onset of the project, the PST did not have a clear idea about the key competencies needed to build capacity for school-based improvement, leaving the expected outcome of the project at best hypothetical (Karami-Akkary, 2012). This came as a result of the project's commitment to the evolving design plan approach, which made the PST start the school improvement process by setting general goals. It then worked on developing and refining the project's design throughout the implementation process (Karami-Akkary et al., 2012). As a result, it was not possible to collect initial baseline data on the level of acquisition of the competencies. However, the massive documentation that was

maintained throughout the project provided valuable sources of data to establish a baseline for Al-Asriyya school. In addition, diagnostic checklists were filled out by PST members describing the Al-Asriyya team members' competencies back in 2007.

The 2012 data. A three day field visit to Al-Asriyya school in 2012 permitted the collection of data through the various tools created by the PST and numerous field observations and examination of documents. The 3 days visit was organized as follows:

Day 1:

- ✓ Focus Group Interview Part 1
- ✓ TAMAM team meeting with science department (field observation)
- ✓ Classroom observation with one of TAMAM team members teaching (field observation)
- ✓ Reflection meeting with the observed team member

Day 2:

- ✓ TAMAM team weekly meeting (field observation)
- ✓ Filling out Knowledge Questionnaire part A (definitions)
- ✓ Examination of documents
- ✓ Filling out Knowledge Questionnaire part B (Multiple Choice questions)
- ✓ Visit to Al-Maamadania school (field observation for the team's application of mentoring skills while they coached Al-Maamadania school team in one of the internal workshops in Jordan)

Day 3:

- ✓ TAMAM team meeting with the vocational department (field observation)
- ✓ Filling out Attitude Survey
- ✓ Focus Group Part 2

- ✓ Exit meeting – getting feedback from the team on the various tools and procedures utilized during the evaluative visit, in addition to their reflections, comments and concerns about the project's evaluation progress and expansion to include other schools
- ✓ TAMAM team meeting with the Arabic science department(field observation)
- ✓ TAMAM team professional development session (field observation)

Data Analysis

Data collected from 2007 and 2012 were analyzed both quantitatively and qualitatively. For the quantitative data analysis, each element from each of the TAMAM 11 pillars was matched with the corresponding collected evidence. Each item of evidence was coded with a numerical annotation ranging from 1 to 3. Number 1 was assigned to evidential items that did not meet the project's expectations as described in the TAMAM rubric, 2 was assigned to evidential items that partially met the project's expectations, and 3 was assigned to evidential items that met the project's expectations. Since each element was matched with several evidential items due to the multitude of utilized instruments, the mean of these scores was calculated to obtain one single score for each element. The adopted numerical range for the levels of attainments was as follow:

Does not meet expectations ≤ 1.5 If the score is less or equal to 1.5, the team members are considered not to have met the project's expectations
1.5 < partially meets expectations ≤ 2.5 If the score is higher than 1.5 or less or equal to 2.5, the team members are considered to have partially met the project's expectations
2.5 > meets expectations

If the score is higher than 2.5, the team members are considered to have met the project's expectations.

Table 2. Levels of Attainment Scoring Range

As for the qualitative data analysis, participants' answers to the individual interviews, focus group interviews as well as researcher observation data and documented school data were transcribed and categorized along each of the competencies and their elements. The constant comparative method of data analysis as outlined in the grounded theory methodology (Strauss & Corbin, 2008; Charmaz, 2006) was used to derive descriptive propositions that characterize the nature and quality of the learning that the participants experienced during the school improvement journey in the first phase of TAMAM. The final evaluative judgment was made based on comparisons between the 2007 and 2012 scores substantiated with the qualitative elaborations led to conclusions about the degree of growth that the participants have experienced as individuals on each of the pillars' criteria and element. Al-Asriyya's levels of growth are described in the following table:

Growth		
Does not meet expectations → Does not meet expectations Partially meets expectations → Partially meets expectations Meets expectations → Meets expectations	0 level up	
If the score does not increase to reach the next level of performance, and stays within the same numerical range, the team is not considered to have accomplished any growth: If the 2007 score and 2012 score are both less or equal to 1.5, or if the 2007 score and 2012 score are both between 1.5 and 2.5 (inclusive), or if the 2007 score and 2012 score are both higher than 2.5, then the team is not considered to have accomplished any growth.		No Growth
Does not meet expectations → Partially meets expectations Partially meets expectations → Meets expectations	1 level up	Moderate Growth

<table>
<tr><td colspan="2">If the score increases to reach the next level of performance, the team is considered to have accomplished a moderate growth:
If the 2007 score was below 1.5 (inclusive) and increases to become between the values of 1.5 and 2.5 (inclusive) in 2012, the team is then considered to have accomplished a moderate growth.
If the 2007 score was between the values of 1.5 and 2.5 (inclusive) and increases above 2.5 in 2012, the team is then considered to have accomplished a moderate growth.</td><td></td></tr>
<tr><td>Does not meet expectations ⟶ Meets expectations</td><td>2 levels up</td><td rowspan="2">Considerable Growth</td></tr>
<tr><td colspan="2">If the 2007 score increases from below 1.5 (inclusive) to above 2.5 in 2012, the team is considered to have accomplished a considerable growth.</td></tr>
</table>

Table 3.Levels of growth

Section 5: Results

This section will present the findings of the evaluative case study highlighting the levels of performance of the Al-Asriyya team and the levels of growth in the attainment of the TAMAM competencies between 2007 and 2012. It will first present a summary of the levels of performance of the Al-Asriyya team members in TAMAM's pillars and competencies in 2007 and 2012, respectively. Second, it will detail the results in each of the pillars and their elements in terms of the growth that the team members displayed after their experience in TAMAM.

Team Members' Levels of Performance in 2007

As evident in Table 4, upon their participation in the project in 2007, Al-Asriyya team members didn't meet the project's expectations in 6 pillars, partially met the project's expectations in 4 pillars and met the project's expectations in 1 pillar.

Pillar/Knowledge, Skills and Attitudes by Pillar	Knowledge	Skills	Attitudes	TOTAL
1. Experiential Learning	Does not Meet Expectations	Does not Meet Expectations	Partially Meets Expectations	Does not Meet Expectations
2. Mentoring Approach	Partially Meets Expectations	Partially Meets Expectations	Partially Meets Expectations	Partially Meets Expectations
3. Decisions and Actions Driven by Needs	Does not Meet Expectations	Does not Meet Expectations	Partially Meets Expectations	Does not Meet Expectations
4. Systematic Documented Practice	Partially Meets Expectations	Partially Meets Expectations	Partially Meets Expectations	Partially Meets Expectations
5. Collaborative Inquiry	Does not Meet Expectations	Does not Meet Expectations	Does not Meet Expectations	Does not Meet Expectations

6. Professional Collaboration	Does not Meet Expectations	Partially Meets Expectations	Partially Meets Expectations	Partially Meets Expectations
7. Reflective Dialogue and Practice	Does not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations
8. De-Privatization of Practice	Partially Meets Expectations	Partially Meets Expectations	Partially Meets Expectations	Partially Meets Expectations
9. Leadership for Change	Does not Meet Expectations	Does not Meet Expectations	Partially Meets Expectations	Does not Meet Expectations
10. Evidence Based Decisions	Does not Meet Expectations	Does not Meet Expectations	Does not Meet Expectations	Does not Meet Expectations
11. Evolving Design Planning	Does not Meet Expectations	Does not Meet Expectations	Partially Meets Expectations	Does not Meet Expectations
TOTAL	Does not Meet Expectations	Does not Meet Expectations	Partially Meets Expectations	

Table 4. Al-Asriyya team members' level of performance in 2007

In fact, Al-Asriyya team members were not familiar with the experiential learning design; as a result, they didn't adopt experiential learning as a strategy for their professional development activities. Thus, they didn't have the required skills for learning from a concrete experience through conceptualizing it, reflecting on it and applying their learning in new contexts. As for Decisions and Actions Driven by Needs pillar, the team didn't show evidence of its mastery given that they didn't base their decisions on collected evidence about the readiness and needs of the target group. In addition, they reported an absence of the skills needed to conduct collaborative inquiry and investigate a problematic area of need. Therefore, they were not familiar with the inquiry cycle, and showed no evidence of applying its steps in terms of formulating questions, identifying relevant sources and methods for collecting and analyzing the data and drawing conclusions as well as evidence based solutions.

The Al-Asiryya team members didn't use their expertise as a source of power, and failed to display risk taking, persistence and creativity when leading for change. The data also showed that the team members couldn't search for evidence and appraise their validity to guide their decisions. Finally, Al-Asriyya team members didn't show familiarity with the Evolving Design Planning pillar. This was evident in their inability to design a monitoring plan for the implementation of their initiatives, thus they didn't modify their plan in response to the emerging needs and challenges.

However, Al-Asriyya team members partially met the project's expectations in mentoring approach, systematic documented practices and deprivation of practices. They understood that it is a process that helps people progress in their profession, but failed to describe its intentionality and that it happens through a relationship of trust. They also showed poor performance of skills associated with its practices and didn't consider conflict and disagreement as opportunities for understanding. To add, the team showed partial understanding of documentation as defined by TAMAM. They also showed that they rarely document practices, meetings, workshops using an agreed upon format and make these documented practices available for others. To end, they showed partial understanding and implications of de-privatizing their practices, thus they rarely shared them and reflected on them with others.

On the other hand, there was evidence that the Al-Asriyya team met expectations with regard to the reflective dialogue pillar. Though team members could not articulate a conceptual understanding of reflective practice, their narratives about their practice, and their stated attitudes showed that they indeed have been practicing many aspects of this competency. They showed that they understood and employed reflection as a process by which their information, actions, behavior and thinking are examined.

Team Members Levels of Performance in 2012

After completing the first cycle of the TAMAM Improvement Journey, Al-Asriyya team achieved varying levels of growth in the TAMAM Pillars. As apparent in Table 5, they met the project's expectations in 7 pillars and partially met the project's expectations in the other 4 pillars in 2012.

Pillar/Knowledge, Skills and Attitudes by Pillar	Knowledge	Skills	Attitudes	TOTAL
1. Experiential Learning	Partially Meets Expectations	Does not Meet Expectations	Meets Expectations	Partially Meets Expectations
2. Mentoring Approach	Partially Meets Expectations	Partially Meets Expectations	Meets Expectations	Partially Meets Expectations
3. Decisions and Actions Driven by Needs	Meets Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations
4. Systematic Documented Practice	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
5. Collaborative Inquiry	Partially Meets Expectations	Meets Expectations	Partially Meets Expectations	Meets Expectations
6. Professional Collaboration	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
7. Reflective Dialogue and Practice	Partially Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
8. De-Privatization of Practice	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
9. Leadership for Change	Partially Meets Expectations	Partially Meets Expectations	Meets Expectations	Partially Meets Expectations

10. Evidence Based Decisions	Meets Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations
11. Evolving Design Planning	Partially Meets Expectations	Partially Meets Expectations	Meets Expectations	Partially Meets Expectations
TOTAL	Meet Expectations	Partially Meets Expectations	Meet Expectations	

Table 53.Al-Asriyya team members' level of performance in 2012

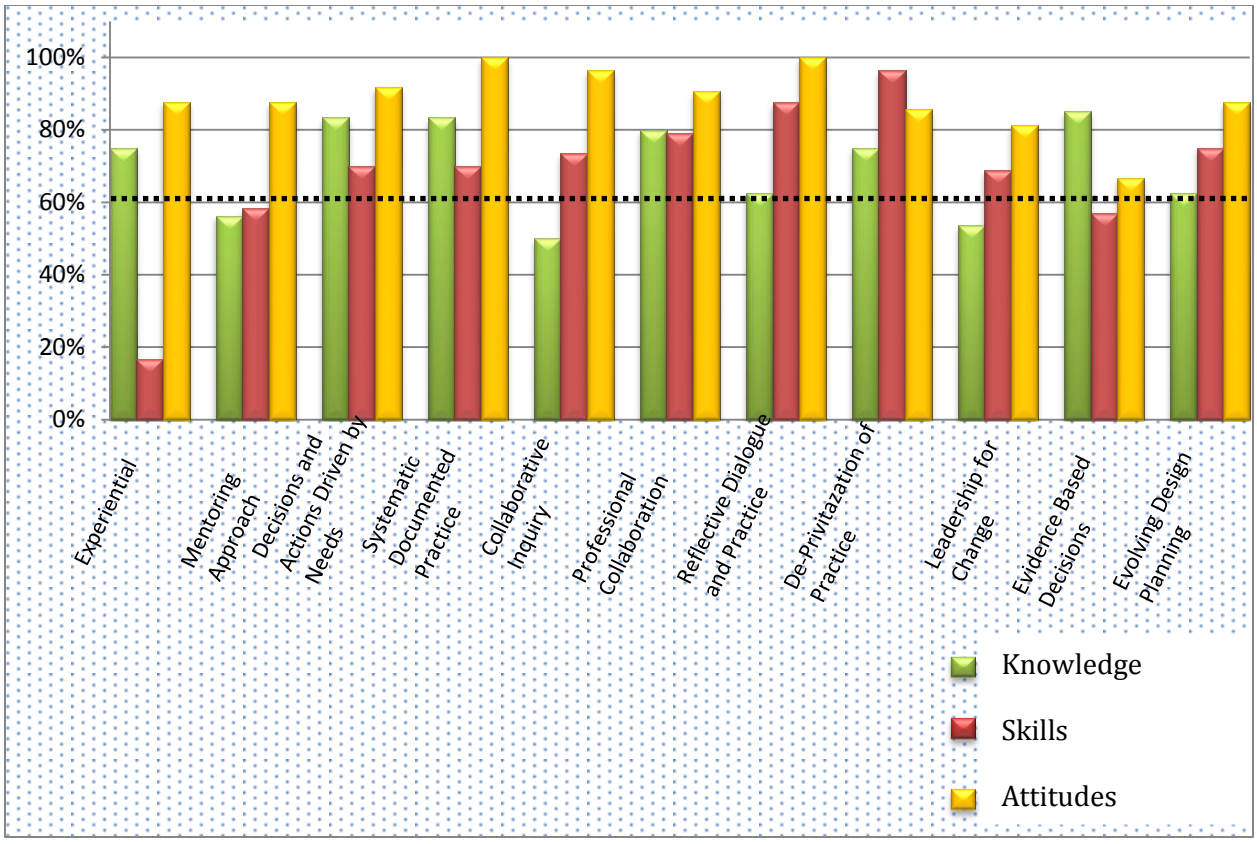

Figure 3. Al-Asriyya team's percentage of acquisition of competencies in 2012

Levels of Growth in the Competencies of TAMAM Pillars

This section will present the level of growth the Al-Asriyya team achieved in the competencies' elements categorized as knowledge, skills, and attitudes. These results were obtained by comparing the level of competency achieved by the team members in 2012 to the baseline data reflecting their performance levels at the onset of the project in 2007.

Pillar # 1: Experiential learning. In 2007, The Al-Asriyya team's "experiential learning" overall score was 1.17 which qualifies under not meeting the expectations for that pillar. By November 2012, they had showed an overall moderate growth on the experiential learning pillar, marked by a moderate growth in knowledge and attitudes and no growth in

skills. The Al-Asriyya team's score of 2.1 describes their performance as partially meeting the project's expectations, as detailed by the TAMAM Master Rubric.

	2007	2012	Growth
Knowledge	1	2.5	Moderate
Skills	1	1.33	no growth
Attitudes	1.5	2.85	Considerable
Total Pillar	1.17	2.1	Moderate
Level of Performance	Does not meet expectations	Partially meets expectations	Moderate

Knowledge. In 2007, the Al-Asriyya team did not show evidence of any type of knowledge of the experiential learning pillar. By November 2012, the Al-Asriyya team scored 2.5 on the knowledge component of the experiential learning pillar. They marked a moderate growth on the knowledge elements which moved them from not meeting the project's expectations to partially meeting them, as defined by the TAMAM rubric.

Experiential Learning Knowledge Elements	2007	2012
1. Team members understand that experiential learning is embodied, contextualized, and embedded in practice	1	3
2. Team members understand that experiential learning represents a repeating cycle	1	2

The Al-Asriyya team members were able to define experiential learning as being closely related/ connected to practice. Participant B stated, "After I put my ideas in action, I reflect on it and ask myself did I achieve my goals? According to the new answers that emerge,

I ask myself how to apply them in a better way." But all team members failed to state that experiential learning represented a repeating cycle.

Skills. In 2007, the Al-Asriyya team did not show evidence of any type of skills of the experiential learning pillar. By November 2012, the Al-Asriyya team scored 1.33 on the skills component of the experiential learning pillar. They did not mark any type of significant growth on the skills elements; they did not meet the project's expectations, as defined by the TAMAM rubric.

Experiential Learning Skills Elements	2007	2012
3. Professional development activities are designed to allow school members to start from a concrete experience, reflect on this experience, conceptualize it, and actively experiment and try out what they have learned	1	1
4. Team members apply experiential learning to new experiences	1	1
5. Team members design professional development interventions that incorporate opportunities for experiencing the new learning in their practice	1	2

The Al-Asriyya team failed to show evidence that their professional development activities were designed to allow school members to go through the experiential learning cycle, and to apply the experiential learning approach to new professional learning experiences. They did however state during one of their weekly meetings that they would like to try out new things without making a clear connection to their professional development work.

Attitudes. In 2007, the Al-Asriyya team showed very little evidence of positive attitudes toward the experiential learning pillar simply because they were not familiar with that theoretical approach to learning. November 2012, the Al-Asriyya team scored 2.85 on the attitude component of the experiential learning pillar. They marked a considerable growth on

the attitude elements which moved them from not meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

Experiential Learning Attitudes Elements	2007	2012
6. Team members value the adoption of the experiential learning cycle as a way to learn and create meaning from direct experience	1	3
7. Team members value real experiences that allow learning and reflecting on this learning	2	2.7

The Al-Asriyya team made statements to show how much they valued the adoption of the experiential learning as a way to learn and create meaning from direct experience, and how much they valued having their professional learning activities framed around real experiences that allow learning and having the opportunity to reflect on that learning. Participant C for example, stated during the focus group interview, that she now understood that reflecting on her previous experiences improved her learning and performance in her new position, "My experience as a teacher served me in my role as a coordinator. I became more understanding because I have been though the journey myself".

Pillar #2: Mentoring approach. In 2007, The Al-Asriyya team's mentoring approach overall score was 1.8 which qualifies under partially meeting the expectations for that pillar. By November 2012, they did not show an overall growth on the mentoring approach pillar, they did not show growth in knowledge or skills, but recorded a moderate growth in attitudes. The Al-Asriyya team's score of 2.39 describes their performance as partially meeting the project's expectations, as detailed by the TAMAM Master Rubric. They stayed in the same level of performance as in 2007 which was partially meeting expectations.

	2007	2012	Growth

Knowledge	1.75	2.2	no growth
Skills	2	2.33	no growth
Attitudes	1.75	2.75	Moderate
Total Pillar	1.8	2.39	no growth
Level of Performance	Partially meets expectations	Partially meets expectations	no growth

Knowledge. In 2007, the Al-Asriyya team partially understood that mentoring is helping people progress in their profession through a relationship of trust and respect. They were able to make statements that mentoring helps people progress in their profession yet failed to describe in details its intentionality and that it happens through building a relationship of trust and respect. By November 2012, the Al-Asriyya team scored 2.2 on the knowledge component of the mentoring approach pillar. This did not constitute a significant growth on the knowledge element which kept them partially meeting the project's expectations, as defined by the TAMAM rubric.

Mentoring Knowledge Elements	2007	2012
1. Team members understand that mentoring is helping people progress in their profession through a relationship of trust and respect	1.75	2.2

The Al-Asriyya team made written statements that mentoring was helping people progress in their profession by sharing knowledge and experiences, "Mentoring is sharing one's experiences, skills and knowledge with others and following up with them to make sure they got acquired" (Participant A). They also stated the importance of accompanying mentees through the mentoring journey and providing the necessary support for them. Participant C wrote, "Mentoring is giving people support, and guidance to help them continue their work". Many of their examples seem to focus on the case of new comers to the field of teaching, and do not

include evidence that this approach is formalized in their school as part of their organizational and professional practices.

Skills. In 2007, the Al-Asriyya team scored 2 on the skills category, partially meeting the project's expectations for this pillar. They didn't show evidence that mentors challenge their mentees by providing constructive criticism, critical evaluation and feedback, and setting high expectations and continuously raising the bar for them. However, they made statements that reflect the practice of this approach as a continuous interaction with mentees through a relationship of trust and respect, affirmative listening and guidance that is based on personality and capabilities. In 2012, the Al-Asriyya team scored 2.33 on the skills category, partially meeting the project's expectations for this pillar. This shows that there was no growth in the overall skills needed for the mentorship approach between 2007 and 2012, as delineated in the project.

Mentoring Skills Elements	2007	2012
2. Mentors listen carefully to mentees ideas, goals and aspirations	2	3
3. Mentors walk alongside with mentees continuously interacting with them	2.5	3
4. Mentors and mentees practice affirmative listening and ask effective questions	2.5	3
5. Mentors seek to understand the mentee's perspectives and encourage them to share their views	2.25	2.5
6. Mentors challenge their mentees by providing constructive criticism, critical evaluation and feedback	1.5	1.5
7. Mentors challenge mentees by setting high expectations and continuously raising the bar for them	1	1
8. Mentors provide mentees with necessary support and resources	2.25	3
9. Mentors build a relationship of trust with mentees based on respect of each other's expertise, autonomy, and commitment	2	2
10. Mentors take time to understand mentees' personality (a) and professional capabilities (b)and guide them accordingly	2	2

The team made statements that reflect the practice of this approach as a continuous interaction with mentees through affirmative listening, effective questioning and providing the necessary support and resources. However, the team didn't show any growth in terms of challenging their mentees and building a relationship of trust and respect.

Attitudes. In 2007, the Al-Asriyya team scored 2.15 on the attitude category, partially meeting the project's expectations. They did not show evidence that they viewed conflict and disagreement as opportunities for understanding, they did however make passionate and inspiring statements about their beliefs and showed commitment to the school community, hence reflecting their belief in the importance of acting as role models. By November 2012, the Al-Asriyya team scored 2.75 on the attitude component of the mentoring approach pillar. They marked a moderate growth on the attitude elements which moved them from partially meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

Mentoring Approach Attitudes Elements	2007	2012
11. Mentors act as role models	2.5	3
12. Mentors and mentees view conflict and disagreement as opportunities for understanding	1	2.5

On the attitude survey, the Al-Asriyya team agreed that being a mentor necessitated acting as a role model to the mentees and disagreed that mentors should necessarily be older in age. They also disagreed that mentors and mentees should always be in agreement and avoid/hide disagreement to make their relationship succeed. Participants B and C viewed conflict and disagreement as opportunities for building and improving mutual understanding.

Pillar #3: Decisions and Actions Driven by Needs. In 2007, The Al-Asriyya team's "decisions and actions driven by needs" overall score was 1.2 which qualifies under not meeting the expectations for that pillar. By November 2012, they had showed an overall considerable growth on the "decisions and actions driven by needs" pillar, marked by a considerable growth in knowledge and a moderate growth in skills and attitudes. The Al-Asriyya team's score of 2.55 describes their performance as meeting the project's expectations, as detailed by the TAMAM Master Rubric.

	2007	**2012**	**Growth**
Knowledge	1	3	Considerable
Skills	1	2.33	Moderate
Attitudes	2	2.75	Moderate
Total Pillar	1.2	2.55	Considerable
Level of Performance	Does not meet expectations	Meets expectations	Considerable

Knowledge. In 2007, the Al-Asriyya team showed no evidence that they understood that decisions and actions were to be based on the needs of the target group. By November 2012, the Al-Asriyya team scored 3 on the knowledge component of the "decisions and actions driven by needs" pillar. They marked a considerable growth on the knowledge element which moved them from not meeting the project's expectations, to meeting them as defined by the TAMAM rubric.

Decisions and Actions Driven by Needs Knowledge Elements	2007	2012
1. Team members understand that decisions and actions should be based on the needs of the target group	1	3

When asked to write about what do successful and collaborative decisions need to take into consideration, the Al-Asriyya team stated that decisions and actions should be based on the needs of the target group. During the focus group interview, participant A noted that "after TAMAM, all the school's professional development were based on the teachers' needs". Participant B explained how the plan for elementary grades "now included both teachers and students' needs".

Skills. In 2007, the Al-Asriyya team did not show evidence of any type of skills of the "decisions and actions driven by needs" pillar. They scored 1 on all three skills elements. By November 2012, the Al-Asriyya team scored 2.33 on the skills component of the "decisions and actions driven by needs" pillar. They marked a moderate growth on the skills elements, moving from not meeting the project's expectations to partially meeting them, as defined by the TAMAM rubric.

Decisions and Actions Driven by Needs Skills Elements	2007	2012
2. Decisions examine and take into consideration readiness of target group affected by the decision	1	3
3. Decisions are reached after consulting with and taking into consideration the views and perspectives of the target group affected by that decision	1	2
4. Team members collect sufficient information about the readiness and needs of the target group	1	2

During the focus group interview, participant B described how decisions are discussed during their departmental meetings where "problems are discussed and analyzed with teachers, taking into considerations how much information is available about a particular issue, before making any decision. In addition, we look at the departments' reports, their meeting minutes to reflect before any decision making". Participant C discussed factors taken into consideration while making decisions such as "timing and group readiness". The field observation of a

departmental meeting provided evidence that the decision about its improvement plan was put on hold to consult and take into consideration the views and perspectives of the teachers.

Attitudes. In 2007, the Al-Asriyya team showed partial evidence of valuing the importance of considering the willingness and readiness of the target group affected by the decision. By November 2012, the Al-Asriyya team scored 2.75 on the attitude component of the "decisions and actions driven by needs" pillar. They marked a moderate growth on the attitude element which moved them from partially meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

Decisions and Actions Driven by Needs Attitudes Elements	2007	2012
5. Team members value the importance of considering the willingness and readiness of the target group affected by the decision	2	2.75

On the attitude survey, the Al-Asriyya team disagreed that one should make decisions for others without taking into consideration the willingness and readiness of the target group. They believed that as long as those who are making the decisions feel that the group will benefit from it and that it's in their own interest, the target group should embrace it despite its readiness. During the focus group, they expressed that teachers and team members "should be part of the decision making process, and convinced with the decision". The field observation of the TAMAM weekly meeting provided evidence that the Al-Asriyya team was discussing and taking into consideration how sensitive some teachers were and planned how to approach them about their department's improvement plan accordingly. However, participant A's response on the attitude survey was "undetermined" in relation to whether decisions should only be based on the teams members' opinions and feelings. Participant A was not sure if

other factors needed to be taken into consideration when making a decision (such as evidence for example).

Pillar #4: Systematic Documented Practice. In 2007, The Al-Asriyya team's "systematic documented practice" overall score was 1.92 which qualifies under partially meeting the expectations for that pillar. By November 2012, they had showed an overall moderate growth on the "systematic documented practice" pillar, marked by a moderate growth in knowledge, skills and attitudes. The Al-Asriyya team's score of 2.81 reflects that their performance is meeting the project's expectations, as detailed by the TAMAM Master Rubric.

	2007	2012	Growth
Knowledge	2.25	2.67	Moderate
Skills	1.63	3	Moderate
Attitudes	1.88	2.75	Moderate
Total Pillar	1.92	2.81	Moderate
Level of Performance	Partially meets expectations	Meets expectations	Moderate

Knowledge. In 2007, the Al-Asriyya team showed a partial understanding that documentation is the act of recording, organizing, archiving, retrieving and disseminating educational practices. By November 2012, the Al-Asriyya team scored 2.67 on the knowledge component of the "systematic documented practice" pillar.

Systematic Documented Practice Knowledge Elements	2007	2012
1. Team members know that documentation is the act of recording, organizing, archiving, retrieving and disseminating educational practices	2.25	2.67

They marked a moderate growth on the knowledge element, which moved them from partially meeting the project's expectations, to meeting them, as defined by the TAMAM rubric. When asked to write a definition about "documentation", the participants explained that it was the act of recording, archiving and retrieving educational practices but two participants still failed to state that documentation also included the act of disseminating educational practices. During the focus group interview, participant B explained how documenting all the TAMAM work lead them to the realization that this documentation made it easier and more systematic to retrieve any type of info needed.

Skills. In 2007, the Al-Asriyya team score of 1.63 partially met the project's expectations related to the "systematic documented practice" pillar. By November 2012, the Al-Asriyya team scored 3 on the skills component of the "systematic documented practice" pillar. They marked a moderate growth on the skills elements, moving from partially meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

Systematic Documented Practice Skills Elements	2007	2012
2. Team members systematically document practices/ meetings/ workshops using an agreed upon format	1.5	3
3. Team members regularly document their reflections	1.5	3
4. Team members compose summative reports that document an experience they went through	2	3
6. Documented practice is disseminated and made available to relevant audiences	1.5	3

The field examination of documents revealed that the TAMAM team at Al-Asriyya School had codified binders where all the TAMAM meetings, resources, reflections, and workshops were stored, and the binders were made available to any school personnel who requested information or resources about TAMAM.

Attitudes. In 2007, the Al-Asriyya team showed partial evidence of positive attitudes toward "systematic documented practice". By November 2012, the Al-Asriyya team scored 2.65 on the attitude component of the "systematic documented practice" pillar. They marked a moderate growth on the attitude elements which moved them from partially meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

Systematic Documented Practice Attitudes Elements	2007	2012
7. Team members value the importance of documentation	1.75	3
8. Team members value the importance of disseminating their practices to relevant audiences	2	2.5

The field examination of documents revealed that greatly valued documentation as they practiced it during team meetings, departmental meetings, and professional development sessions by recording the minutes and disseminating to the other team members. Participant A made a statement about the importance of taking the initiative to document practices and confirmed that her systematic practice of documentation became contagious to others who started applying it out of "positive jealousy". During the focus group interview, participant C expressed that "even though documentation was a weary act", it became a practice not only at work, but in her personal life as well, changing her "a more organized and achieved person". The Al-Asriyya team was also in agreement that their practices should be disseminated to relevant audiences but they admitted that they were yet to do it on regular basis.

Pillar #5: Collaborative Inquiry. In 2007, The Al-Asriyya team's "collaborative inquiry" overall score was 1.03 which qualifies under not meeting the project's expectations for that pillar. By November 2012, they had showed an overall considerable growth on the

"collaborative inquiry" pillar, marked by a moderate growth in knowledge, and attitudes and a considerable growth in skills. The Al-Asriyya team's score of 2.51 describes their performance as meeting the project's expectations, as detailed by the TAMAM Master Rubric.

	2007	2012	Growth
Knowledge	1	2.5	Moderate
Skills	1.08	2.54	Considerable
Attitudes	1	2.38	Moderate
Total Pillar	1.03	2.51	Considerable
Level of Performance	Does not meet expectations	Meets expectations	Considerable

Knowledge. In 2007, the Al-Asriyya team showed no evidence that they understood the definition of inquiry as a cognitive skill for lifelong learning that constitutes a building block for school improvement. By November 2012, the Al-Asriyya team scored 2.5 on the knowledge component of the "collaborative inquiry" pillar. They marked a moderate growth on the knowledge element which moved them from not meeting the project's expectations, to partially meeting them as defined by the TAMAM rubric.

Collaborative Inquiry Knowledge Elements	2007	2012
1. Team members understand that inquiry is a cognitive skill for lifelong learning that constitutes a building block for school improvement	1	2.5

The team wrote in one of their reports that "true learning starts when we feel the need to search and inquire". When asked to write a definition for the term inquiry, the Al-Asriyya team made general statements about it writing that it was a cognitive skill to answer

questions and understand situations, which aligned with the definition adopted by TAMAM. However, they still failed to connect it to school improvement.

Skills. In 2007, the Al-Asriyya team showed very little evidence of skills of the "collaborative inquiry" pillar. They scored 1.08 on the overall skills component which qualified them as not meeting the project's expectations. By November 2012, the Al-Asriyya team scored 2.54 on the skills component of the "collaborative inquiry" pillar. They marked a considerable growth on the skills elements, moving from not meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

Collaborative Inquiry Skills Elements	2007	2012
2. Team members identify an area of need to be investigated (low math scores, behavioral issues, graduation rates…)	1	3
3. Team members organize and analyze information collected through research using different methods or use existing data for the purpose of formulating a question	1	1
4. Team members formulate questions to guide their inquiry (How can we improve our math scores? How can we increase staff moral?)	1	3
5. Team members identify information/evidence that needs to be collected in order to answer questions	1	3
6. Team members develop an organized and logical approach/ plan/ design to answer questions	1	1
7. Team members defend the appropriateness of materials, tools, procedures used in answering questions/addressing problems	1	3
8. Team members plan data collection procedures (journal entries, rubrics, interviews, questionnaires…)	1	3
9. Team members identify how data will be analyzed	1	3
10. Team members collect sufficient data to address questions	1	3
11. Team members analyze data (what does the data imply?)	1	3
12. Team members use results from the obtained and analyzed data to develop conclusions	1	3

13. Team members derive innovative and creative solutions/initiatives from the developed conclusions	2	3
14. Team members propose further investigations when necessary	1	1

The team became capable of identifying an area to be investigated reflecting a real need at the school. They aimed at developing their students' "independent research skills" to "employ them within and outside the school setting". Their final report reflected that they successfully formulated questions to guide their inquiry and identified the needed information to be collected. They used focus group interviews and questionnaires to collect their data and identified their methods of data analysis through chi square, frequencies, percentages, means and standard deviations. They defended the use of these tools through their successful implementation by the PST with them. After analyzing the data, the Al-Asriyya team made suggestions and recommendations related to their original inquiry. However, they still lagged on skills needed to certain skills as their report did not include any mention of further investigations and lacked an implementation plan.

Attitudes. In 2007, with their limited knowledge on the "collaborative inquiry" the Al-Asriyya team showed very little evidence of positive attitudes toward this pillar. They scored 1 on the overall attitude component which qualified them as not meeting the project's expectations. By November 2012, the Al-Asriyya team scored 2.38 on the attitude component of the "collaborative inquiry" pillar. They marked a moderate growth on the attitude elements, moving from not meeting the project's expectations to partially meeting them, as defined by the TAMAM rubric.

Collaborative Inquiry Attitudes Elements	2007	2012
15. Team members consider that collaborative action research is a tool for improvement	1	2.8

16. Team members appreciate inquiry as a skill to investigate educational practices	1	2.33
17. Team members view collaborating as an added values while inquiring about educational practices	1	2

The attitude survey and written report revealed that the Al-Asriyya team has developed a strong conviction that action research is a valuable tool for improvement and they actually utilize it for most of their improvement initiatives in the majority of their departments. They stated their appreciation of inquiry as a skill to investigate educational practices "Learning based on inquiry achieves many educational goals". They agreed about the added value of collaboration; however their appreciation remained expressed in the written documents, as they failed to express it during the focus group interview.

Pillar #6: Professional Collaboration. In 2007, The Al-Asriyya team's "professional collaboration" overall score was 1.84 which qualifies under partially meeting the project's expectations for that pillar. By November 2012, they had showed an overall moderate growth on the "professional collaboration" pillar, marked by a considerable growth in knowledge, and a moderate growth in skills and attitudes. The Al-Asriyya team's score of 2.63 indicates that their performance is meeting the project's expectations, as detailed by the TAMAM Master Rubric.

	2007	**2012**	**Growth**
Knowledge	1	2.7	Considerable
Skills	1.78	2.59	Moderate
Attitudes	2.25	2.6	Moderate
Total Pillar	1.84	2.63	Moderate
Level of	Partially meets	Meets expectations	Moderate

Performance	expectations		

Knowledge. In 2007, the Al-Asriyya team showed no evidence that they understood that professional collaboration was a way to realize shared goals; or that it entails that they knew and understood the individual and collective assets of the team. They scored 1 on both knowledge elements, which qualified them as not meeting the project's expectations for that component. By November 2012, the Al-Asriyya team scored 2.7 on the knowledge component of the "professional collaboration" pillar. They marked a considerable growth on the knowledge element which moved them from not meeting the project's expectations, to meeting them as defined by the TAMAM rubric.

Professional Collaboration Knowledge Elements	2007	2012
1. Team members understand that professional collaboration is a way to realize shared goals	1	2.8
2. Team members know and understand the individual and collective assets of the group (skills, attitudes and backgrounds)	1	2.6

During the focus group interview, they explained how understanding the team's assets "complements the idea of professional collaboration. Each team member constitutes the other member's help and support. Each participates with his/her strength to achieve a common goal".

Skills. In 2007, the Al-Asriyya team's score of 1.78 shows that there was partial evidence of skills of the "professional collaboration" pillar. By November 2012, the Al-Asriyya team scored 2.59 on the skills component of the "professional collaboration" pillar. They marked a moderate growth on the skills elements, moving from partially meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

Professional Collaboration Skills Elements	2007	2012
3. Team members collaborate to plan for action	2.25	3
4. Team members collectively make decisions	1	3
5. Team members share resources	2	3
6. Team members ask each other for help	2.25	3
7. Team members respectfully communicate their thoughts about practices	2.5	3
8. Team members develop a shared goal/vision	1	2.33
9. Team members offer and accept apologies from each other without hesitation	1	1
10. Team members accommodate each other's weaknesses(a), while accepting own	2	3
11. Team members constructively manage inevitable conflicts	2	2

There was clear evidence that the team collaborated to plan for action by asking each other for input and building ideas according to that input. They "exchange information and point of views, each based on his/her experience and professional background". Decisions are collectively made as expressed during the focus group interview, "with TAMAM, there was no more room for a one man show. Decisions are made collectively and each team member becomes part of that decision". The Al-Asriyya team members emphasize that "we learn from each other" therefore asking for help is part of the learning process, especially when there is acceptance of one's own weaknesses as well as a willingness to accommodate others. During the focus group interview, it became evident that the team members knew each other's strengths and that this served as a motivation to work on developing the points of weakness. Participant A stated that she "wasn't as patient as participant C and fails at following up on correspondences with the teachers." This statement was followed by another from participant

C who "is responsible for all the follow ups with schools". She said she was working on her presentation skills to become "as confident" as participant A.

Attitudes. In 2007, the Al-Asriyya team's score of 2.25 showed partial evidence of positive attitudes toward the "professional collaboration" pillar. By November 2012, the Al-Asriyya team scored 2.6 on the attitude component of the "professional collaboration" pillar. They marked a moderate growth on the attitude elements, moving from partially meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

Professional Collaboration Attitudes Elements	2007	2012
12. Team members equally value all individuals' contributions	2.5	2.67
13. Team members accept to share responsibility for key decisions and accountability for outcomes	1.75	2
14. Team members value collegiality, trust and respect	2.5	3
15. Team members value taking risks in offering feedback and assistance	2.25	2.33
16. Team members are supportive of one another's strength	2.5	3

Based on the data collected, it is evident that the Al-Asriyya team members value each other's contributions and make positive comments about each other's point of view while discussing them. They disagree that when the outcomes are undesirable, someone should take the blame. To the contrary, they attribute their success and their expansion to 16 departments "to everyone's efforts and motivation". They consider that among the important factors of successful collaboration are "respect, understanding and logical reasoning". Participant C explained during the focus group interview that "others are prone to make mistakes the same way I am", therefore they consider that responsibilities and accountabilities are to be shared.

Pillar #7: Reflective Dialogue and Practice. In 2007, The Al-Asriyya team's "reflective dialogue and practice" overall score was 1.72 which qualifies under partially meeting the project's expectations for that pillar. By November 2012, they had shown an overall moderate growth on the "reflective dialogue and practice" pillar, marked by a moderate growth in knowledge and skills, and no growth in attitudes. The Al-Asriyya team's score of 2.77 describes their performance as meeting the project's expectations, as detailed by the TAMAM Master Rubric.

	2007	2012	Growth
Knowledge	1.17	2.03	Moderate
Skills	1.63	2.93	Moderate
Attitudes	2.58	3	no growth
Total Pillar	1.72	2.77	Moderate
Level of Performance	Partially meets expectations	Meets expectations	Moderate

Knowledge. In 2007, the Al-Asriyya team showed little evidence that they understood the TAMAM meaning of reflective dialogue and practice. Their overall knowledge score of 1.17 qualified them as not meeting the project's expectations for that component. By November 2012, the Al-Asriyya team scored 2.03 on the knowledge component of the "reflective dialogue and practice" pillar. They marked a moderate growth on the knowledge element which moved them from not meeting the project's expectations, to partially meeting them as defined by the TAMAM rubric.

Reflective Dialogue and Practice Knowledge Elements	2007	2012
1. Team members understand that reflection is a process by which our information, behavior, actions, as well as the thinking behind them are	1.5	2.75

examined		
2. Team members know that reflection makes them aware of their implicit knowledge and underlying beliefs	1	1.33
3. Team members recognize the two levels of reflection (technical and critical)	1	2

When asked to write what reflection meant, the team was able to state that "reflection was a process to examine own thinking and behavior". During the focus group interview, they explained how "some teachers take things for granted, and reflection was an important tool to be aware that things should not be taken for granted". However the team failed to give specific examples on how reflection made them aware of their implicit knowledge and underlying beliefs. Additionally one of the three team members was not very clear about the two levels of reflection.

Skills. In 2007, the Al-Asriyya team's score of 1.63 shows that there was partial evidence of skills of the "reflective dialogue and practice" pillar. By November 2012, the Al-Asriyya team scored 2.93 on the skills component of the "reflective dialogue and practice" pillar. They marked a moderate growth on the skills elements, moving from partially meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

Reflective Dialogue and Practice Skills Elements	2007	2012
4. Team members ask each other for their ideas and viewpoints with focus and purposefulness	2.25	3
5. Team members ask themselves if they reached their intended goals	2.25	3
6. Team members identify the rationale(a), assumptions(b), and values (c) underlying their practices, ideas, and goals	1	3
7. Team members take a step back to compare and contrast different actions	2	3
8. Team members ask What, Why and How things are being done	1	2.33

9. Team members identify gaps in their knowledge	2	3
10. Team members are aware of and capable of discussing processes (The steps we took …)	1.75	3
11. Team members question both good and bad consequences (What are the gains and losses? How does this affect teachers/ schools/ students …)	2	3
12. Team members' comments are not conflictually challenged	1	3
13. Team members' comments are thoughtfully reflected on (What we hear you saying is…; Why this seems important to you is…; What we wonder about is…; The questions this raises are…)	1	3

There was clear evidence that the team was constantly reflecting on the various actions that were completed or to be planned; attributing that to their experience in TAMAM. During the focus group, the team members explained that "they are constantly reflecting on new ideas, reflecting on the planning process", "giving everyone a chance to speak up their mind". They also described that while doing that "the lines of communications are open with all the other departments" to ask for their ideas and viewpoints. The team members felt it was important to share with others the "rationale and assumptions of their actions" and to "connect them to the outcomes of their practice". The team members also asserted that they take the necessary steps to evaluate whether or not they have reached the intended goals: "we ask ourselves where we are and where we want to go, we take everyone's comments into consideration, we ask ourselves how can we get the information across, why did this department act in a certain way, what made us succeed or fail". The team members are also capable of using reflection to identify gaps in their knowledge. Evidence from their report showed how they questioned themselves about "the lacuna between their goal and the research questions they set up to reach that goal, their lack of knowledge in research tools and how to overcome that gap". The

Al-Asriyya team also explained that "reflection was the guiding path for questioning consequences: why did we succeed, why did we fail, what were the gains?" The team's reflective dynamics is non-defensive and thoughtful. They respectfully discuss each other's contributions, and input is only dismissed after serious consideration.

Attitudes. Between 2007 and 2012, the overall attitude scores of the "reflective dialogue and practice" pillar show no growth. Al-Asriyya team members appear to have had positives attitudes toward reflective dialogue and practice from the start of the TAMAM project. In November 2012, as reported by the attitude survey, the Al-Asriyya team members considered honoring the outcomes and showing open mindedness as important factors while working as a team.

Reflective Dialogue and Practice Attitudes Elements	2007	2012
14. Team members honor the outcome and show open mindedness	2.25	3
15. Team members display wholeheartedness	2.75	3
16. Team members take responsibility for their actions and beliefs	2.75	3

They also valued wholeheartedness as an attitude that underlies their professional actions in addition to taking responsibility for what they do and decide, something that they seem to have maintained prior to their participation in TAMAM.

Pillar #8: De-Privatization of Practice. In 2007, The Al-Asriyya team's "de-privatization of practice" overall score was 2.38 which qualifies under partially meeting the project's expectations for that pillar. By November 2012, they had showed an overall moderate growth on the "de-privatization of practice" pillar, marked by a moderate growth in knowledge, skills

and attitudes. The Al-Asriyya team's score of 2.63 describes their performance as meeting the project's expectations, as detailed by the TAMAM Master Rubric.

	2007	2012	Growth
Knowledge	2.5	2.67	Moderate
Skills	2.3	2.58	Moderate
Attitudes	2.33	2.67	Moderate
Total Pillar	2.38	2.63	Moderate
Level of Performance	Partially meets expectations	Meets expectations	Moderate

Knowledge. In 2007, the Al-Asriyya team had a partial understanding of the definition and implications of "de-privatization of practice", as shown by their score of 2.5. By November 2012, the Al-Asriyya team scored 2.67 on the knowledge component of the "de-privatization of practice" pillar.

De-Privatization of Practice Knowledge Elements	2007	2012
1. Team members understand that sharing one's experiences and practices is key for building a professional community in the school	2.5	2.67

When asked to write about de-privatization of practice meant, the team members were able to state that "de-privatization of practice consists of sharing experiences and practices". During the focus group interview, they explained how they consider that "knowledge is not exclusive to some, rather a field for everyone to dig from". As such, they marked a moderate growth on the knowledge element which moved them from partially meeting the project's expectations, to meeting them as defined by the TAMAM rubric.

Skills. In 2007, the Al-Asriyya team's score of 2.3 shows that there was partial evidence of possessing skills of practice for the "de-privatization of practice" pillar. By November 2012, the Al-Asriyya team scored 2.58 on the skills component of the "de-privatization" pillar. The members marked a moderate growth on the skills elements, moving from partially meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

De-Privatization of Practice Skills Elements	2007	2012
2. Team members speak with candor (honesty, impartiality)	2.75	3
3. Team members share experiences	2	2
4. Team members create a collaborative learning climate that enhances trust	2.5	3
5. Examination of practice is welcomed and non-defensive	2	2.33

Throughout the field work to collect data, there was clear evidence that the team members spoke with candor and created a collaborative learning climate that enhanced trust. During the focus group interview the team members explained how their participation in TAMAM made it possible and easy for them to "admit their mistakes to other teachers and even to the students". They continued by emphasizing how "respect, understanding and being reasonable were important when dealing with the teams" and that the current practice reflects how team members or teachers who fall behind are not "humiliated" or put on the spot. To the contrary, the team members described that everyone display "patience" with each other and those they work with". Another important advancement that was felt by the team members was their unconditional acceptance of the examination of their practice they asserted: "we now feel that the examination of our practice is a way to help us improve, rather than point to us that we were simply wrong".

Attitudes. In 2007, the Al-Asriyya team's score of 2.33 showed partial evidence of positive attitudes toward the De-Privatization of Practice pillar. By November 2012, the Al-Asriyya team scored 2.67 on the attitude component of the "de-privatization of practice" pillar. They marked a moderate growth on the attitude elements, moving from partially meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

De-Privatization of Practice Attitudes Elements	2007	2012
6. Team members view that students'/school's success is a joint responsibility	2.5	3
7. Team members establish an atmosphere of appreciation and recognition of others	2.5	3
8. Team members are willing to be transparent about the outcomes of their practices	2	2

On the attitude survey, the team members agreed that students'/school's success was a joint responsibility. They explained during the focus group interview that as professionals their "collective main purpose is the student, and every action to be taken is to be geared toward the wellbeing of the student". The team asserted that everyone at the school is "responsible for improving the organization and for promoting students' learning". The Al-Asriyya team also shared that they succeeded, as a result of their participation in TAMAM, in establishing an atmosphere of appreciation and recognition of others. They state that "TAMAM has taught us to recognize all successes and announce them to the rest of the school community. For example, the changes that were made to the Physical Education (PE) uniform due to an action research completed by the athletics department, was recognized and celebrated throughout the school. On the other hand, those who fall behind on their project work are not humiliated; instead the team tries to point out the positive aspects of their work."

Pillar #9: Leadership for Change. In 2007, the Al-Asriyya team did not meet the project's expectations for the "leadership for change" pillar, as shown by their score of 1.38. By November 2012, they had showed an overall moderate growth on the "leadership for change" pillar, marked by a moderate growth in knowledge, skills and attitudes. The Al-Asriyya team's score of 2.31 reflects their performance as partially meeting the project's expectations, as detailed by the TAMAM Master Rubric.

	2007	**2012**	**Growth**
Knowledge	1	2.29	Moderate
Skills	1.25	2.1	Moderate
Attitudes	1.88	2.54	Moderate
Total Pillar	1.38	2.31	Moderate
Level of Performance	Does not meet expectations	Partially meets expectations	Moderate

Knowledge. In 2007, the Al-Asriyya team did not show evidence of the knowledge of the conception of leadership promoted by the TAMAM project in relation to the "leadership for change" pillar, as shown by their overall score of 1. By November 2012, the Al-Asriyya team scored 2.29 on the knowledge component of the "leadership for change" pillar. They marked a moderate growth on the knowledge element which moved them from not meeting the project's expectations, to partially meeting them as defined by the TAMAM rubric.

Leadership for Change Knowledge Elements	2007	2012
1. Team members understand that on-going learning is a central aspect of leadership	1	2.67
2. Team members understand the various sources of power	1	1
3. Team members (a) hold expertise in a certain area and (b) are aware that their expertise is a source of power for change	1	3

4. Team members understand that they have (a)the right, (b)responsibility and (c)capability to lead	1	2.5

When asked to share their understanding of leadership in the context of schools, the team members made general statements about leadership such as "the ability to make decisions and solve problems", "the ability to have a vision", and "the ability to guide people and help them make decisions according to their needs". The team however failed to provide evidence to show they understood the various sources of power. There was still a view that one's position exclusively ensures the ability to lead for change, rather than one's expertise and information, or creative new ideas as the TAMAM pillars and professional development activities were attempting to convey.

Skills. In 2007, the Al-Asriyya team's score of 1.25 shows that there wasn't evidence that they possessed or practice skills for the "leadership for change" pillar. By November 2012, the Al-Asriyya team scored 2.1 on the skills component of the "leadership for change" pillar. They marked a moderate growth on the skills elements, moving from not meeting the project's expectations to partially meeting them, as defined by the TAMAM rubric.

Leadership for Change Skills Elements	2007	2012
5. Team members (a) acknowledge and identify obstacles and (b) proactively address them	2.25	2.5
6. Team members display creativity (thinking outside the box) and innovativeness	1	1
7. Team members build power from own expertise	1	1
9. Team members resolutely pursue the development and creation of knowledge	1	3

10. Team members (a) demonstrate persistence and (b)take risks	1	3

The team member statements and observed practices provided evidence how they acknowledged and identified obstacles and how they proactively addressed them. For example, they acknowledged in their report that they had a "lacuna as a team in unifying the understanding for the improvement project's goals. It was essential to redraft it in a way that represents our collective understanding". When preparing for their internal workshop, the Al-Asriyya team members described how when they realized that some teachers were confused about the nature of action research; they ended up brainstorming about ways to clarify the concept and took action to remove that confusion. The Al-Asriyya team members also showed evidence about their pursuit of the development of knowledge and their persistence in doing so. In their report they wrote, "It is hoped that the teams who were trained on the action research cycle, will proceed to train others within our school community." Addressing the teachers at one of their professional development sessions, participant A told them, "you are now part of knowledge production. All your improvement initiatives and action research studies you have completed contribute to the knowledge we have". However, the Al-Asriyya team members failed to provide evidence that they possessed the confidence that their expertise in their respective subject matters was influential in building their capacity to lead change. There was also no evidence of them initiating practices that resulted from their creativity and innovativeness.

Attitudes. In 2007, the Al-Asriyya team's score of 1.88 showed partial evidence of positive attitudes as reflected in the "leadership for change" pillar. By November 2012, the Al-Asriyya team scored 2.54 on the attitude component of the "leadership for change" pillar. The

team marked a moderate growth on the attitude elements, moving from partially meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

Leadership for Change Attitudes Elements	2007	2012
11. Team members are willing to take initiative to identify imminent needs and set priorities	2.25	3
12. Team members are self-starters and independently initiate actions	2.25	2.5
13. Team members share responsibility for decisions and accountability for outcomes	2	2
14. Team members believe that change is within their collective powers (agents of change, individuals who lead change within the school)	1	2.67

On the attitude survey, the team members agreed about the importance of taking initiatives to identify imminent needs. Their answer was backed up by their statements during the focus group interview where the team explained how they took the initiative to lead their own learning when they invited experts from AUB to address needs that were felt and expressed by the TAMAM team and the Al-Asriyya teachers. "TAMAM made us want to know and improve ourselves". The Al-Asriyya team members' practice also showed evidence of their belief that they were agents of change. During one of their meetings with the vocational department, participant B addressed her colleagues by saying, "you are the ones to start change and improvement, it is not an administrative decision, the decision originates from within the teacher".

Pillar #10: Evidence Based Decisions. In 2007, the Al-Asriyya team did not meet the project's expectations for the "evidence based decisions" pillar, as shown by their score of 1. By November 2012, they had showed an overall considerable growth on the "evidence based

decisions" pillar, marked by a considerable growth in knowledge and attitudes and a moderate growth in skills. The Al-Asriyya team's score of 2.55 describes their performance as meeting the project's expectations, as detailed by the TAMAM Master Rubric.

	2007	**2012**	**Growth**
Knowledge	1	2.8	Considerable
Skills	1	2.17	Moderate
Attitudes	1	2.67	Considerable
Total Pillar	1	2.55	Considerable
Level of Performance	Does not meet expectations	Meets expectations	Considerable

Knowledge. In 2007, the Al-Asriyya team did not show evidence of the knowledge promoted by the TAMAM project related to the "evidence based decisions" pillar, as shown by their overall score of 1. By November 2012, the Al-Asriyya team scored 2.8 on the knowledge component of the "evidence based" pillar. They marked a considerable growth on the knowledge element which moved them from not meeting the project's expectations, to meeting them as defined by the TAMAM rubric.

Evidence Based Decisions Knowledge Elements	2007	2012
1. Team members know that decisions are to be guided by the best available evidence	1	2.8

When asked to write about how they make their decisions, the team members stated that decisions were to be guided by the best available evidence. During the focus group, the team explained that their participation in TAMAM made them aware that any matter and discussion "needed to be based on evidence, taken either from the academic literature or

actual experience". Additionally, they wrote in their report that as change agents they hope to spread this understanding of this approach of decision making "to anchor a culture of research at the school, as a fundamental basis for finding evidence to guide the process of making decisions about school improvement".

Skills. In 2007, the Al-Asriyya team's score of 1 shows that there wasn't evidence of skills for the "evidence based decisions" pillar. By November 2012, the Al-Asriyya team scored 2.17 on the skills component of the "evidence based decisions" pillar. They marked a moderate growth on the skills elements, moving from not meeting the project's expectations to partially meeting them, as defined by the TAMAM rubric.

Evidence Based Decisions Skills Elements	2007	2012
2. Team members identify the type of evidence needed for a decision	1	3
3. Team members systematically search for evidence before taking decisions	1	2.67
4. Team members critically appraise the validity, reliability, and usefulness of data used to support decisions	1	1
5. Team members implement actions driven by evidence	1	2

The team members provided evidence that they can identify the type of evidence needed and systematically search for it. For example, they described in their report the type of indicators they used to implement their school improvement project based on evidence collected from classroom observations. They further explained that the steps they took to implement their interventions were driven by that evidence. However, there was no evidence the team members acquired and practiced the technical skill related to appraising the validity and reliability of the collected data.

Attitudes. In 2007, the Al-Asriyya team did not show evidence of positive attitudes promoted by the TAMAM project related to the "evidence based decisions" pillar, as shown by their overall score of 1. By November 2012, the Al-Asriyya team scored 2.67 on the attitude component of the "evidence based decisions" pillar. The team marked a considerable growth on the attitude elements, moving from not meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

Evidence Based Decisions Attitudes Elements	2007	2012
6. Team members accept evidence as the basis for making decisions, regardless whether it is positive or negative	1	2.67

The evidence collected from the field observation and the team's action research report reveal that the Al-Asriyya team members view evidence as one of the most valuable bases for making decisions. They repeatedly made statements emphasizing "the importance of evidence before making decisions and before making modifications to the work plan" and "the need to use evidence when discussing the problems at team meetings".

Pillar #11: Evolving Design Planning. In 2007, the Al-Asriyya team did not meet the project's expectations for the "evolving design planning" pillar, as shown by their score of 1.38. The evolving aspect of the planning process was especially foreign to the team members who did not show evidence of understanding nor of practicing it. By November 2012, the team members had shown an overall moderate growth on the "evolving design planning" pillar, marked by a moderate growth in knowledge, skills and attitudes. The Al-Asriyya team's score of 2.50 reflects their performance as partially meeting the project's expectations, as detailed by the TAMAM Master Rubric.

	2007	2012	Growth
Knowledge	1	2.5	Moderate
Skills	1.39	2.26	Moderate
Attitudes	1.83	2.75	Moderate
Total Pillar	1.38	2.50	Moderate
Level of Performance	Does not meet expectations	Partially meets expectations	Moderate

Knowledge. In 2007, the Al-Asriyya team did not show evidence they understood that continuous monitoring of their work was an inherent part of their planning process, as shown by they score of 1. By November 2012, the Al-Asriyya team scored 2.5 on the knowledge component of the "evolving design planning" pillar. They marked a moderate growth on the knowledge element which moved them from not meeting the project's expectations, to partially meeting them as defined by the TAMAM rubric.

Evolving Design Planning Knowledge Elements	2007	2012
1. Team members understand that continuous monitoring of their work is an inherent part of their plan	1	2.5

When asked to write about monitoring the progress of their implementation plan as being an integral part of the planning process, the team members made general statements about monitoring explaining it as "a process which encompass improvement of the work through making comments" and "a guarantee that the work is moving toward the set goals". Though their statements reveal their understanding of the nature of monitoring as part of their planning related actions, they failed to provide evidence that they realized its critical importance to be practiced on a regular and systematic basis.

Skills. In 2007, the Al-Asriyya team's score of 1.39 shows that there was partial evidence of skills practiced that are related to the "evolving design planning" pillar. By November 2012, the Al-Asriyya team scored 2.26 on the skills component of the "evolving design planning" pillar. They marked a moderate growth on the skills elements, moving from not meeting the project's expectations to partially meeting them, as defined by the TAMAM rubric.

Evolving Design Planning Skills Elements	2007	2012
2. Team members set an initial plan	2.25	2.33
3. Team members develop indicators of success	1	3
4. Team members design their monitoring plan	1	2
5. Team members set a plan for the implementation process	1	1
6. Team members frequently monitor the implementation of their plan to examine its process and its effectiveness	1	3
7. Team members make necessary modifications to their plan based on the emerging needs of their school/students/staff/the project itself	1	3
8. Team members identify and examine limiting factors in the design of their plan (processes and activities)	1	2
9. Team members seek out new resolutions and possibilities	2	2
10. Team members establish timelines and sequences for their initial action plan and modify them as necessary	2	2

During their work on their action research project, the Al-Asriyya team members had set an initial plan and developed indicators of success. Even though the monitoring plan was not part of the initial plan which also lacked a description of the implementation process, they frequently monitored their implementation and revised the effectiveness of their monitoring stops to make improvement changes to them, based on the emerging needs of their project.

Through classroom visits, departmental meetings and reports, the Al-Asriyya team members were monitoring the implementation of their plan and continuously evaluating their progress to make the necessary changes. They were able to identify limiting factors in the design of their plan, but there wasn't clear evidence that they were able to examine how these design factors were limiting the progress of the project, nor that they used the results of the monitoring to modify their plan. In their report, they mention all "the lessons learned and the needed changes in the design", but the statements remain general without specific examples of the actions they took and the changes they introduced in response to identifying these challenges.

Attitudes. In 2007, the Al-Asriyya team showed partial evidence of positive attitudes related to the "evolving design planning" pillar promoted by the TAMAM project, as shown by their overall score of 1.83. The members claimed to be able to tolerate uncertainty and ambiguity, yet they seem to be incapable to accept that part of planning involves the construction and deconstruction of their planned actions as the way to move forward. The team members thought that the presence of ambiguity and uncertainty constitutes a barrier that can hold them from moving forward. By November 2012, the Al-Asriyya team scored 2.75 on the attitude component of the "evolving design planning" pillar. They marked a moderate growth on the attitude elements, moving from partially meeting the project's expectations to meeting them, as defined by the TAMAM rubric.

Evolving Design Planning Attitudes Elements	2007	2012
11. Team members tolerate uncertainty and ambiguity	2.25	2.5
12. Team members accept construction and deconstruction of their plans and actions	1	3

The evidence collected from the field observation and the focus group interview reveal the team's maintaining their tolerance to uncertainty and ambiguity, yet, they developed an accepting attitude to consider them both a natural part of the planning and improvement process. The team members provided many examples on how they are now able to move forward despite un-clear directions and in spite of moderate feelings of discomfort. Participant C explained, "One of the things that greatly affected me in TAMAM was the evolving design planning pillar. Nothing is sacred anymore; everything can be subject to change and modifications. The goal is not to have a plan and stick to it, but to modify according to the emerging evidence. When things are mysterious or un-clear, I don't panic anymore, I keep asking questions, unlike my attitude prior to participating in TAMAM". Participant B further added, "I now like it when things are not clear because it helps me learn new things. The evolving design plan is now an important aspect of how we plan". Participant A also stated, "It used to bother me to make modifications to my plan and felt it was a waste of all my efforts. I now see how the deconstruction of my plans is sometimes necessary to reach my intended goals".

Section 6: Discussion

At the conclusion of TAMAM's first phase, the next natural step was to conduct an impact evaluation study to assess whether the project achieved what it had originally aimed for. The conditions for this evaluation were ripe, especially that the PST had developed the project's school improvement journey and its foundational pillars. Consequently, the purpose of this evaluation was to answer the following questions: (1) to what extent and in what ways did TAMAM team members acquire new competencies or enhance old ones? (2) To what extent and in what ways did TAMAM team members apply the newly acquired competencies or the enhanced old ones? and (3) to what extent and in what ways can that learning be attributed to the Al-Asriyya team's participation in the professional learning experiences of TAMAM? It is hoped that Insights from this study can help improve the TAMAM capacity building design and practices and develop a comprehensive and systematic evaluation model that would provide structure and consistency within the project.

Table 5 summarizes the results in terms of the growth experienced by the team members on the competencies and domains of learning (knowledge, skills, attitudes). It also highlights the growth the team members experienced per domain of learning on each of the TAMAM competencies.

Pillar/ Knowledge, Skills and Attitudes by Pillar	Knowledge	Skills	Attitudes	TOTAL
1. Experiential Learning	Moderate	No Growth	Considerable	Moderate
2. Mentoring Approach	No Growth	No Growth	Moderate	No Growth
3. Decisions and Actions Driven by Needs	Considerable	Moderate	Moderate	Considerable

4. Systematic Documented Practice	Moderate	Moderate	Moderate	Moderate
5. Collaborative Inquiry	Moderate	Considerable	Moderate	Considerable
6. Professional Collaboration	Considerable	Moderate	Moderate	Moderate
7. Reflective Dialogue and Practice	Moderate	Moderate	No Growth	Moderate
8. De-Privatization of Practice	Moderate	Moderate	Moderate	Moderate
9. Leadership for Change	Moderate	Moderate	Moderate	Moderate
10. Evidence Based Decisions	Considerable	Moderate	Considerable	Considerable
11. Evolving Design Planning	Moderate	Moderate	Moderate	Moderate
TOTAL	Considerable	Moderate	Moderate	

Table 6.Level of growth of the Al-Asriyya team members' competencies

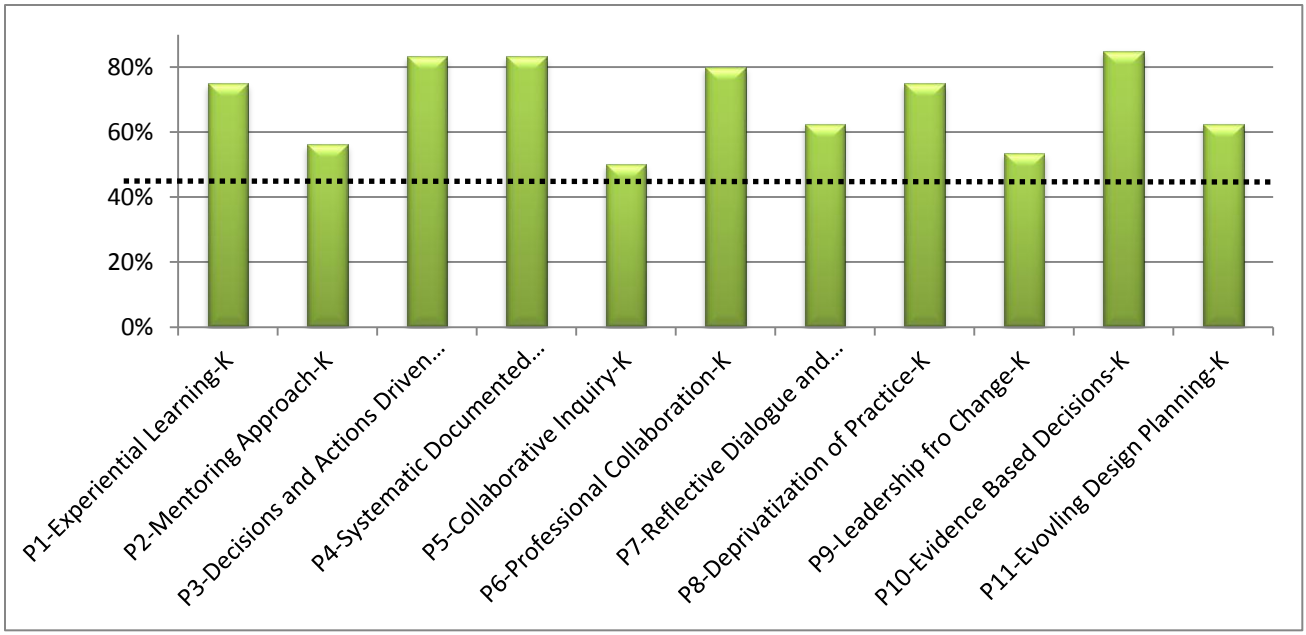

Figure 4. Al-Asriyya team's percentage of acquisition levels in knowledge domain of competencies

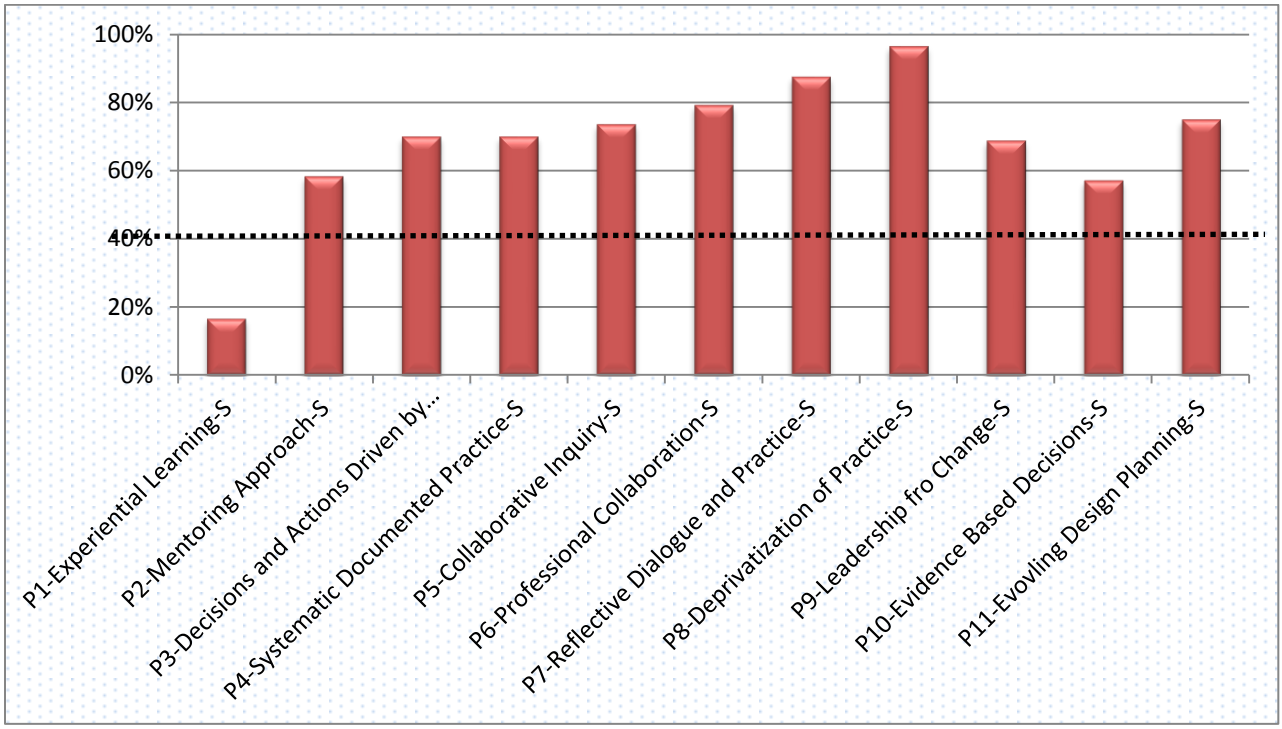

Figure 5. Al-Asriyya team's percentage of acquisition in skills domain of competencies

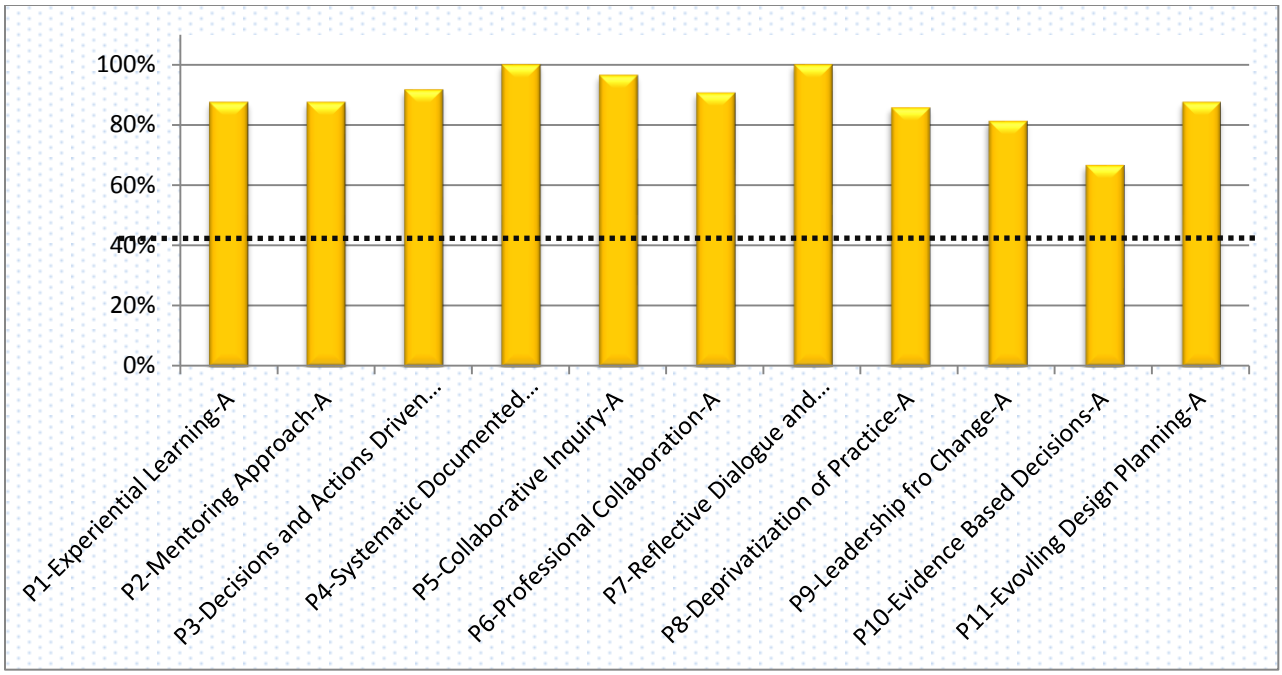

Figure 6.Al-Asriyya team's percentage of acquisition in attitude domain of competencies

The following section presents a synthesis of the study's findings and discusses the Al-Asriyya team members' growth in their overall knowledge, skills and attitudes as well as the growth within each pillar as a whole. Pillars with an identical level of growth (no growth, moderate growth or considerable growth) will be grouped together. The team's scores varied from considerable, moderate or no growth in their TAMAM competencies between 2007 (when the project first started) and 2012 (when this evaluation study was conducted) as well as in the domains of learning.

Impact on the Team Members' Knowledge, Skills and Attitudes

The Al-Asriyya school team members showed an overall **considerable** growth in the knowledge domain of the TAMAM competencies and an overall **moderate** growth in both the skills and attitudes domains. Moreover, the overall scores of the team members'

performance on the competencies under each domain showed that at the conclusion of the first learning cycle of the TAMAM School Improvement Journey, team members met the project expectations in the knowledge and attitude domains while partially meeting expectations in the skills domain. In what follows we discuss these results, namely the noted variations in TAMAM's impact on the team's learning under the three domains: knowledge, skills and attitudes.

Pillars / Domain	Meet Expectations	Partially Meet Expectations	Do Not meet Expectations	TOTAL
Knowledge	5	6	0	Meet Expectations
Skills	5	5	1	Partially Meet Expectations
Attitudes	10	1	0	Meet Expectations
TOTAL	20	12	1	

Table 7.Level of performance of the Al-Asriyya team members per domain of competencies

Pillars/Competencies Domain	Considerable Growth	Moderate Growth	No Growth	TOTAL
Knowledge	3	7	1	Considerable
Skills	1	8	2	Moderate
Attitudes	2	8	1	Moderate
TOTAL	6	23	4	

Table 8. Level of growth of the Al-Asriyya team members per domain of competencies

The effectiveness of the professional development model. There are two achievements that can be claimed based on the results: breaking the existing norm on how professional development is designed and delivered; and achieving the goals set for the project in terms of building leadership capacity for school based improvement.

First, the PST succeeded in breaking away from the traditional approaches to professional development by implementing a design that adapts best practices as documented in the international literature. This achievement gains an added value when considered in light of the reality of professional development in education in the Arab region. As in other developing countries, PD in the Arab region usually consists of ad-hoc poorly planned activities, adopting international models without adapting them to the local context (Dayoub & Bashiruddin, 2012; Karami-Akkary, 2011). Presented as occasional workshops, usually lasting less than one day (Karami-Akkary, 2014), these workshops, focus mainly on educators' academic content knowledge rather than on developing skills and attitudes that will lead to a transformation of their professional beliefs and practice. Moreover, these activities are rarely long term or customized to the reality of the sociocultural context of the schools. In fact, the current professional development practices in the Arab region illustrate what teachers around the world have reported as ineffective: episodic workshops disconnected from practice, its needs and challenges. Accordingly, the outcome of such professional development experiences is commonly described by teachers as a change in knowledge or awareness, rather than change in practice (Karami-Akkary & Rizk, 2011; Mackenzie, 1997) or attitudes. Even though the immediate feedback to the trainers or presenters may make the professional development activity appear successful, it is rare that teachers are given the chance to ingrain that knowledge in real life experiences, and mostly it is non-existent to evaluate the impact it had left on their practice (Karami-Akkary, 2014). Furthermore, in the

Arab context, teachers are accustomed to play the role of the passive learners during professional development sessions, and the common expectation has been that mere attendance of these sessions is sufficient to acquire the needed capacity.

However, TAMAM's philosophy and design set the project apart from these ineffective PD approaches. For a period of 4 years, TAMAM coached and supported Al-Asriyya team members as they led their improvement initiative that addressed a school-based need directly related to the teachers' practices, and provided the needed support. In fact, researchers agree that professional development programs that are disconnected from teachers' actual practice and designed with little attention to the teachers' needs are far less effective and unpopular among teachers (Blazer 2005; Croft, Coggshall, Dolan, & Powers 2010; Crossley, Chisholm, & Holmes 2005). The main role of the TAMAM PST has been to design job-embedded professional learning experiences to impact the theoretical and practical knowledge, skills and attitudes of the team members. The professional development design in TAMAM engaged participants in learning experiences grounded in the emerging needs of those closest to the action as they attempt to lead school improvement initiatives in their schools. In TAMAM, PD activities consisted of: 1) a series of workshops that focus on communicating basic individual and team competencies that are deemed necessary to enhance the school leadership capacity; 2) an extended opportunity to apply those skills and acquire additional ones while participating in an actual school-based improvement journey (Karami-Akkary et al., 2012) consisting of determining an area for needs assessment, planning for school improvement by designing an innovative intervention and developing plans for its implementation, monitoring and evaluation; and 3) follow up that consistently monitors progress and provides feedback and support to the participants based on their identified learning challenges and needs. In fact, Wood and McQuarrie (1999) and Villegas-Reimers (2003) stated that the most successful

teachers' development opportunities are those which occur "on-the-job", a concept that resides at the heart of the TAMAM philosophy and approach.

Second, the TAMAM PST conceives of effective professional development as one that is targeted toward building the competencies of teachers and administrators in all three domains- skills, knowledge, and attitudes- that are needed to bring about learning that leads to effective school based change. In that, it aligns with international scholars' recommendations to use professional development as a mean to develop individual and organizational capacity for change (Ling & Mackenzie, 2001; Mitchel & Sackney, 2001). The results (Tables 4 & 5) show that the TAMAM Capacity Building approach resulted in growth on all three dimensions targeted. The overall results are positive on both the growth and performance with skills not meeting expectations on only one pillar; and a no growth result obtained on knowledge and attitudes each for one pillar respectively and on skills for two pillars. The observed impact on the team members learning provide preliminary evidence on the effectiveness of the professional development design followed in TAMAM to build leadership capacity for school based improvement.

Cultural peculiarities. The impact that TAMAM PD experiences had was unevenly distributed among the three domains it targeted. The knowledge domain showed the highest growth impact with considerate growth of knowledge on 3 pillars; moderate growth of knowledge on 7 pillars; and no growth of knowledge on 1 pillar. It also showed a high level of achievement in acquiring the expected elements of that domain: 5 of the pillars met expectations on the knowledge domain; and the remaining 6 partially met expectations. This was closely followed by the attitude domain showing moderate growth in acquisition of the expected attitudes with considerate growth on two pillars; moderate growth on 8 pillars, and no growth on 1 pillar. The attitude domain showed the highest level of achievement on the

acquisition of the elements of that domain with 10 of the pillars meeting expectations on the attitude domain and 1 partially meeting the expectations. The skill domain came third showing moderate growth in the acquisition of the expected skills with considerate growth on one pillar, medium growth on 8 pillars and no growth on two pillars (tables 6 and 7). These results suggest that the team members first acquired the knowledge and the attitudes and they are still working on acquiring the skills that will allow them to translate their understanding and espoused beliefs into their practice. A surprising finding when compared with Guskey's (2002) model and research (Guskey, 2002; Guseky & Yoon, 2009). According to Guskey (2002), there is a sequence in which changes in teachers' knowledge, skills and attitudes (and beliefs) most frequently occur. He proposed a model of teacher learning, where significant changes in teachers' attitudes occur primarily **after** they have practiced the skills and gained evidence of improvement and successes from their practice. These improvements and successes typically result from changes teachers have made to their daily practices. Consequently, Guskey's model suggests that the expected outcome of successful professional development starts with impacting teachers' learning in the following order: Knowledge, skills, and then beliefs and attitudes. Fullan (1985) also agrees with this sequence and advances that changes in attitudes generally follow changes in skills, rather than precede them. He also adds that any growth in skills and attitudes is obviously less immediate than that in knowledge since it requires much longer periods of time for actual incorporation into practice. This is often contingent on the availability of supportive conditions to support the process, hence making it more complicated and threatening to elongate the time needed before tangible impacts can be detected (Guskey, 2002).

The discrepancy between Guskey's proposal and the results of the study can be attributed to the unique characteristics that distinguish the Arab cultural context from the

Western context. Many scholars have repeatedly pointed out the limitations of the applicability of the theoretical concepts and models across cultural contexts and have collected empirical evidence to support their claim (Dimmock, 2012; Hallinger, 1995; Hofstede, 2005; Karami-Akkary, 2013). In the context of the Western democratic societies, people are expected to take a stance, are often asked to express their views and protected to act upon them by the rule of law. This societal culture is fairly reflected in the organizational cultures of schools, where teachers, as professional experts, form opinions on what constitutes best practices and are less likely to adopt new professional beliefs and make permanent changes to their practice unless they experience evidence of the effectiveness of these practices. In that context, it is plausible to expect that professional learning aimed at changes in beliefs progresses from changes in knowledge, to changes in practice followed by changes in beliefs.

On the other hand, in the authoritative, paternalistic societies of the Arab countries, people as learners and teachers are more likely to be dependent followers than free thinkers. Within a societal culture plagued by fear, lack of freedom of speech and job security, learners are more likely to look for a "trusted" source to follow rather than seek information to form a stance. Moreover, in the context of schools, teachers are treated as workers who are expected to execute directives with no questioning (Bashshur, 2005; Chaar, Khamis, & Karami-Akkary, 2016; Karami-Akkary, 2014). Moreover, in the context of Arab schools, university professors are accorded a lot of respect and prestige, and teachers as learners are more likely to be "intellectual followers" who concede to what those "leaders of thoughts" are presenting. Changing attitudes becomes a matter of following the lead of their coaches rather than constructing an individual conception and taking a stance.

For Al-Asriyya team, the PST coaches, who are professors in a respected university, constituted that trusted source. They were seen as worthy of this trust especially that these coaches showed care and enthusiasm about the ideas they are communicating. In the cultural

context of Al-Asriyya, the school team members seem to switch their professional beliefs to align them with what these professors are fervently advocating. The concern with the implications of these professional beliefs on the effectiveness of their practices seems to take second place, and is not seen as conditional to grant the project, its coaches and its professional platform their endorsement and enthusiasm. While attitudes and beliefs quickly followed understanding, acquiring new skills seems to need much more time and effort as it involved breaking old habits of practice, modifying many conditions and above all putting more effort into their work. The shift from being cynical to accepting the new learning presented seemed to have occurred with only minimal indications of the effectiveness of the approach, and impact limited only on their practice. Though their concern might have remained, yet their conceptual enthusiasm does not seem to be affected.

Impact on the acquisition of TAMAM competencies

TAMAM's PD activities aim to build the leadership capacities of school teams to bring about sustainable school based improvement initiatives. Building the leadership capacities of a school team throughout TAMAM's School Improvement Journey entailed the attainment and practice of the skills under the following TAMAM competencies: professional collaboration and de-privatization of practices, collaborative inquiry, reflection, systematic documentation of practices, leadership for change, mentoring, evidence and need based decisions and the adoption of the evolving design planning approach.

The following section discusses the impact TAMAM had on Al-Asriyya team members' learning in each of the TAMAM competencies as indicated by the achieved overall level of growth in the knowledge, skills and attitudes between 2007 and 2012.

Areas of no growth. The mentoring competency was the only one where the Asriyya team's overall score showed no growth keeping them in the category of partially meeting the project's expectations. This was mostly evident in the knowledge and skills aspects of the mentoring approach as described in TAMAM's Master Rubric. In 2012, their knowledge of mentoring revealed their understanding that mentoring helps practitioners progress in their profession, yet they didn't clearly associate it with intentionally building a relationship of trust for this purpose. As a result, they lacked the skills needed to build this relationship of trust based on autonomy, respect, commitment and regard to each other's capabilities, needs and personalities. Their practice of this approach also revealed that they didn't improve in challenging mentees by providing critical evaluation and setting high expectations of them.

The absence of growth is mainly due to two major factors. The first resides in the project's design of phase 1, and the second factor resides in the nature of the challenges faced as the PST attempted to transform the team's professional beliefs on mentoring. First, while completing the first cycle of the project, the PST did not address this pillar's competencies purposefully, thus the team members were not intentionally placed in situations where they played a mentoring role. While the PST focus remained on coaching the teams to work collaboratively as they conducted inquiry, reflected and engaged in dialogue, and planned to implement or evaluate their improvement project, their exposure to mentoring remained indirect. The team encountered mentoring through observing the PST coach them and other school teams rather than engaging in applying mentoring skills. In fact, the PST as coaches modeled mentoring throughout the various learning experiences they planned and implemented with the Al-Asriyya team. As mentors, the PST was offering "non-directive support" to Al-Asriyya team members throughout these experiences (Karami-Akkary & Rizk, 2012). While this seemed to have had an impact on the team members' attitudes towards

mentoring- meeting expectations on attitudes, and demonstrating moderate growth, it fell short of making an impact on their conceptual understanding of the competency or on translating it into their practice. Actually, Karami-Akkary and Rizk (2012) noted that team members were frustrated as they were used to experts dictating what should be done rather than guiding them and facilitating their learning through mentoring and coaching. In fact, research suggests that preparing practitioners to become effective and supportive mentors requires deliberate and purposeful training programs that allow for the acquisition of particular qualities, skills, knowledge and attitudes. These programs should clearly define the mentor's roles and responsibilities and experientially train mentors on effective mentoring strategies (Rowley, 1999).

The second factor behind the lack of growth in the mentoring competencies relates to the fact that including mentoring as one of the competencies needed to build leadership capacity contributes to the "paradigm shift" that TAMAM is inducing (Karami-Akkary and Rizk, 2011). In fact, the conception of mentoring that TAMAM has advanced challenges the existing teams' understanding of mentoring, its nature and functions. In the Arab cultural context, mentoring is associated with teacher induction and is only practiced as a tool for supporting novice teachers during the first year of teaching (Nourian, 2016). In addition, mentoring practices are not embedded in the school organizational culture as a mean to promote the exchange of knowledge and expertise among all school practitioners. As a result, most practitioners in the Arab region don't treat mentoring as a tool for continuous professional learning. On the other hand, and as recommended by international scholars (Glickmann et al., 2010), mentoring in TAMAM is viewed as extending beyond a veteran and novice teacher induction relation. It constitutes a relationship of trust that aims to provide the needed assistance and support for the learning and improvement of any staff member in a

school. This major shift in conceptualization is likely to have triggered reluctance on the part of the team members to accept and apply these new practices.

Al-Asriyya team members are still expected to acquire the skills needed to develop relationships of trust based on respect of each other's expertise, autonomy and commitment. They are also expected to critically evaluate each other by providing constructive criticism and giving feedback. To end, the Al-Asriyya team members are yet expected to learn how to guide each other based on personalities and professional capabilities as well as practice mentoring as a tool for continuous learning. The PD activities for this pillar aren't well designed to train participants on how to become effective and supportive mentors. Accordingly, the PST ought to create learning opportunities where team members become aware of what is expected from them in this role, and that allow them to practice it in their own context. Therefore, the PST should plan purposeful learning opportunities aimed at offering training on interpersonal skills for trust building and developing their capacities to provide critical evaluation and feedback. In fact, it is recommended that mentors receive training on a particular knowledge base and set of skills to effectively perform this role on the premise that not any experience and/or veteran teacher can easily transition into this responsibility. Glickman, Gordon, and Ross-Gordon (2010) suggest that themes and topics such as mentoring and its strategies, effective teaching, adult learning and teacher development and coaching must be addressed in this training.

Areas of moderate growth. The Al-Asriyya team showed moderate growth on the following 7 competencies: Experiential Learning, Systematic Documented Practice, Professional Collaboration, Reflective Dialogue and Practice, De-Privatization of Practice, Leadership for Change & Evolving Design Planning. Among these competencies, the moderate growth that was experienced led the team members to meet expectations on four of these competencies,

namely: Systematic Documented Practice, Professional Collaboration, Reflective Dialogue and Practice, De-Privatization of Practice.

Experiential learning. The Al-Asriyya team members showed an overall moderate growth in the experiential learning pillar, thus progressing from not meeting the project's expectations to partially meeting them. Results from 2012 show that the Al-Asriyya team members understood that experiential learning is embodied, contextualized, and embedded in practice and they developed a positive attitude valuing the adoption of the experiential learning cycle as a way to learn and create meaning from direct experience, in addition to valuing real experiences that allow learning and reflecting on that learning. However, the team members neither applied the new learning to new experiences nor designed professional development activities on the tenets of experiential learning. The moderate growth in this pillar could be attributed to the following three main factors: the PST's difficulty in coaching using the tenets of experiential learning, limited opportunities for embedding learning in the job context; and the team's resistance to the shift in learning paradigm.

First, in the early stages of the project, the PST faced difficulties in adopting experiential learning as a method for coaching school teams. A review of the first three workshops delivered by the PST, revealed a tendency to surrender to traditional approach to training, using workshop as a vehicle to convey an excess of theoretical information. Despite their declared intent to employ the tenets of experiential learning, PST were engaged themselves in challenging deeply held professional beliefs on how learning happen and how best it can be triggered and supported. As coaches, the PST had to make a conscious effort to shift their roles from conveyers of information to coaches and mentors who promote self-directed learning. Second, while being coached based on the tenets of experiential learning, the school team members had limited opportunities to engage in designing and implementing

professional learning experiences based on the experiential learning cycle during the first phase of the project. In the first phase of the project, the school team was consumed with planning for and implementing their school improvement projects that they had no opportunity to act as coaches and practice the competencies of the experiential learning pillar.

Lastly, the moderate growth that was found could be attributed to the fact that the PST adopted a model of learning that is quite foreign to the widely held professional beliefs on learning in the Arab cultural context. In fact, the job-embedded design of the TAMAM professional development activities, as well as its mentoring approach was based on the principles of adult learning. Namely, PST adopted the view that the adult learner is self-directing and is motivated by internal factors such as self-esteem, recognition, better quality of life, self-confidence, and self-actualization (Knowles, 1970, 1984) and that learning from experience is central to this process (Kolb, 1984). According to Kolb (1984), experience acts as the catalyst for engaging in the process of dialectic inquiry where teachers examine their practices, learn new ways and improve these practices on the job. This view clash with the "business as usual" and challenge the deeply rooted practices in an authoritative/paternalistic society dominated by approaches to teaching that view learners as passive recipients of packaged knowledge and highly dependent on their trainers. As such, it was fairly challenging for the PST to enforce their roles as supporters of the learning process rather than as its main drivers and to convince team members to take charge of their own learning. This created a barrier for the consequent demonstration of experiential learning in the team practices.
As such, the Al-Asriyya team members still need to develop the skills required to design professional development activities that incorporate the principles of experiential learning. These activities must allow school members to single out a concrete experience, conceptualize it, reflect on it and actively engage in applying what they learned in new situations. To encourage this, the PST ought to readdress Kolb's (1984) experiential learning cycle, explain the

process, its stages and the implications of each. The PST coaches might need to explicitly identify aspects of the many learning experiences, and bring to their awareness the learning process as they experience it. This will allow team members to internalize this model of learning and apply it to their own professional and personal lives both as learners and coaches. The PST might even choose to add another component to its PD design. For example, the PD activities may be designed to require an additional component that engages team members in the development of a PD plan for the support team or other teams when the project expands in the school. This opportunity will serve two purposes: (1) develop the team's application of experiential learning skills in their own school and (2) offer the PST a learning tool that incorporates this approach in coaching. In addition, the school structure must be adapted to accommodate and allow for these opportunities to take place. Therefore, TAMAM's PST must collaborate with the school's administration to facilitate the implementation and expansion of this approach to other PD experiences offered at the school level.

Systematic documented practice. TAMAM project considers documentation the act of methodical recording, organization, storage, retrieval and dissemination of educational practices and trains team members on the required skills needed for its successful implementation. The Al-Asriyya team showed an overall moderate growth within the Systematic Documented Practice pillar, moving from partially meeting the project's expectations to meeting them in 2012, as defined by the TAMAM rubric. The Al-Asriyya team understood that documentation was the act of recording, organizing, archiving, retrieving and disseminating educational practices. They systematically documented their practices and reflections, in addition to composing summative reports to describe and discuss their experiences and disseminating these documented practices and making them available to

relevant audiences. They also developed a positive attitude towards the value and importance of documentation.

This moderate growth is due to the initial level of competence that the team started with when the project was first launched. In fact, the Al-Asriyya team was no stranger to the practices of documentation, but these practices were limited to taking meeting minutes. Their participation in the TAMAM project succeeded in refining those pre-existing skills, acquiring additional documentation strategies and tools and widening their use to a variety of settings. TAMAM considers systematic documented practice integral to its nature as a research and development project and its ultimate aim to create a culturally grounded knowledge base. Therefore, Al-Asriyya team was urged to document their experiences using newly learned strategies and tools in TAMAM for the school and project's use.

Meeting the project expectations on this pillar is no easy task when considered within the larger sociocultural context of the school. In fact the practice of documentation as conceptualized by the TAMAM project and its consequent aims remain new to educational practitioners in the Arab context. The Arab culture is considered a heavily oral culture (Ong 2002 as cited in Karami-Akkary et al., 2012). In most of the schools in the Arab region, documentation is restricted to taking casual notes, recording meeting minutes and student admissions and achievement scores. Typically, systematic institutional documentation is a rare practice in this region and practitioners still lack the skills needed to handle data, record it, interpret it and use it for school improvement purposes.

Although team members met the project's expectations for this pillar, they still need to make some improvement in their performance on a few of its elements. Namely, team members need to improve on the use of documentation and its strategies for school improvement, knowledge production and dissemination and decision making. The PST coaching strategies seemed to be effective; however the main barrier for the full acquisition of

these competencies is the existing cultural understanding. This goal can be achieved after sustained practice and internalization of these competencies given that transformational change can take time to be fully completed (Fullan, 2007; Guskey & Yoon, 2009; Dimmock, 2012).

Professional Collaboration. Al-Asriyya team members scored an overall moderate growth in professional collaboration which qualifies them as meeting the project's expectations after partially meeting them in 2007. Al-Asriyya team members understood that professional collaboration was a way to realize shared goals and realized the importance of knowing and understanding the individual and collective assets of the team and/or the group they are working with. They developed skills in collaboratively planning for action, sharing resources, asking each other for help, respectfully communicating their thoughts about practices and accommodating each other's weaknesses while accepting their own. They also acquired skills in collective decision making. Yet, team members still showed poor performance in constructively managing inevitable conflicts and offering and accepting apologies without hesitation.

Meeting expectations on all the domains of this pillar, knowledge, skills and attitudes is an achievement for the PST that is worth noting. Despite an early misstep where the PST neglected providing training to help team members acquire this competency, their subsequent actions seem to have paid off. In fact, the PST faced a major challenge with the participating teams that was due to the following factors: (1) the PST's faulty assumptions about the team readiness for collaboration, (2) overvaluing of individualism as a barrier to professional collaboration and (3) the hierarchical power dynamics within educational institutions in the Arab region.

Professional Collaboration was formally introduced as a necessary competency for building leadership capacity for school based improvement during the fifth workshop held in

July 2009. Until that date, the PST was operating under the assumption that the act of inviting practitioners to form a school team is sufficient to establish professional collaboration within this team. Presuming that these members work within the same school and under the same school vision and mission, the PST mistakenly considered that the school team members had mastered the competencies needed for effective collaboration which proved to not be the case. Once this issue was detected (Karami-Akkary et al., 2012), the PST introduced the characteristics of effective group interaction, such as idea generation and constructive criticism (Jarboe, 1996), and positive interdependence (Johnson, Johnson, & Holubec, 1994). This was done as a first step to foster the team members' knowledge of the adopted conception of collaboration. It was followed later by the PST closely monitoring the school teams' progress in the acquisition of the skills that are believed in TAMAM to be necessary for successful professional collaboration. This delayed move seemed to have started to bear fruit with an indication that there is a moderate growth within this pillar.

Another source of challenge was due to the overvaluing of individualism within educational institutions in the Arab region coupled with a misunderstanding of the notion of collaboration as well as what it entails. Collaboration is thought to diminish the status of individual contribution of ideas, thoughts and effort that might count toward individual acknowledgement. Therefore, most practitioners showed reluctance to work in teams and share the credit as well as the responsibility of the collective work with the other members. In addition, instead of reaching out and opening up to teammates, individuals resort to cautious and filtered practices when working in teams, and tend to reduce collaboration to dividing the work with each team member completing their part separately. Thus, the current practices consist of engaging in seemingly collaborative practice that lack the collective dynamic of working together and building on each other's strengths and skills towards a common goal.

Another challenge was to overcome the status and restrictions of the uneven distribution of formal power within the school. Since the team consists of members at various levels of the school hierarchy (academic director, coordinator, and a teacher) it was a major challenge to get those members to engage in professional collaboration as colleagues on equal footage. Moreover, inviting these practitioners to interact in their capacities as professionals with expert power rather than as bureaucrats with predefined status and scope of influence posed a major challenge to what TAMAM is advocating for. Namely, TAMAM aims at empowering teachers based on their expertise power, and on distributing authority around the schools as a necessary measure to challenge the existing power dynamics. This proved to be a major challenge as it entails breaking the existing paradigm of authoritarian leadership and transforming it to a more distributive model where teachers are seen as active partners in the improvement journey (Dimmock, 2012). Despite these cultural barriers to the understanding of collaboration and its practices, the Al-Asriyya team has shown evidence that it overcame these widely accepted and unexamined beliefs and practices among its members.

Although results show that they met the project's expectations, Al-Asriyya team members still need to receive training on conflict resolution and mediation strategies that are effective in educational settings to sustain their collaborative practice. Scholars had recommended this kind of training as a means to build effective professional communities (Garmston, 2007; Garmston & Costa, 2002; Garmston & Wellman, 1999; Murphy, 2015, 2013). The PST ought to actively train team members on conflict resolution and mediation strategies for stronger group cohesion and improved collaboration. This is because TAMAM considers that professional collaboration is inevitably linked to effective and sustainable school improvement and conflict enriches collective viewpoints if effectively resolved.

Reflective Dialogue and Practice. The Al-Asriyya team showed an overall moderate growth, moving from partially meeting the project's expectations to meeting them, as defined by the TAMAM rubric. The team members understood that reflection is a process that allows the examination of their information, behavior, actions and their implicit knowledge and underlying beliefs. They also showed an ability to engage in purposeful dialogue with others, reflect on their own actions, identify the rationale behind these actions, and discuss the processes they undertook for these actions and give thoughtful comments on their reflections. However, team members couldn't differentiate between technical and critical reflection.

This growth is due to the fact that training on the Reflective Dialogue and Practice pillar in TAMAM aimed at mitigating what Brookfield (1995) describes as the three types of "anti-reflective" cultures: the cultures of silence, individualism and secrecy. These cultural norms operate through the desire to protect oneself from criticism, negative judgment or disapproval (Fook & Askeland, 2007). The PST activities in the workshops and the follow up visits helped the Al-Asriyya team, shift their beliefs away from the assumptions that admitting mistakes and insufficiencies may leave them vulnerable, open to abuse or exploitation. The PST actions reflect an understanding that emotions and safe relationships are inextricable factors within the process of reflection (Brookfield, 1994; Taylor, 1997). By practicing reflection, the Al-Asriyya team was able to identify deep-rooted assumptions with the primary purpose of bringing about improvements to their professional practices. They also challenged the prevalence of privacy and isolation that favored teachers working alone, rarely planning together and sharing instructional practices, and hardly taking part in administrative or managerial decisions. These practices that became highly regarded among the team members

resonate with the guidelines advanced by international scholars on what constitutes best practice (Darling-Hammond et al., 2009).

Despite the overall result of meeting expectations on this pillar, the detailed scoring on the rubric shows that the team members still have not met expectations on many of the elements. The PST had to overcome many challenges due to the fact that practicing reflection puts forth beliefs and practices that are very foreign to the professional and personal lives of practitioners in the Arab region. Teachers aren't trained on consciously examining their practices, identifying personal challenges and unused potential and seeking the needed assistance. Their learned helplessness and frustrations result from the reality of imposed policies, authoritarian superiors and the under-appreciation of their efforts (Karami-Akkary, 2014). Teachers and practitioners have developed habits of mindless and compliant implementation, thus they developed professional habits where they rarely question, nor reflect and become aware of the underlying assumptions of the procedures and systems that guide their actions. Besides, they rarely engage in discussions with their counterparts because of structural constraints and the lack of valuing for collaboration, and inquiry.

Although results show that the Al-Asriyya team members met the project's expectation in this pillar, they point out that they still need to develop their understanding of technical and critical reflection and constructively manage inevitable conflicts while offering and accepting apologies. Given that the paradigm shift the PST triggered is counter to the existing organizational and cultural norms that the team members are used to, the complete realization of these competencies requires more opportunities to engage in these practices and to experience their added value.

De-Privatization of Practice. The Al-Asriyya team members showed an overall moderate growth in this pillar which qualifies as meeting the project's expectations after partially meeting them in 2007.

As for the De-privatization of Practice competencies, the Al-Asriyya team members understood that sharing one's experiences and practices was key for building a professional community in the school. They succeeded in creating a collaborative learning climate that enhanced trust. Besides, there was ample evidence as a result of this study that Al-Assriya team not only shared knowledge and experiences among themselves, but also displayed great motivation to share their professional knowledge and experiences with other members of their school. They also developed a positive attitude by viewing the students' and school's success as a joint responsibility and by establishing an atmosphere of appreciation and recognition of others.

This growth towards meeting the project's expectations is due to the multiple venues and opportunities provided by the PST to practice these skills. The design of the TAMAM PD activities included having a forum where team members were invited to share their experiences among each other as well as across school teams participating in the project. Starting with the fifth workshop (Karami-Akkary et al., 2012), the PST allocated time for each of the teams to present their progress and share their successes, challenges with the larger group. They also monitored closely the interaction within the teams during the on-site follow up visits triggering as well as reinforcing exchanges of experiences and challenges. In fact, McAndrew et al. (2004) indicate that teachers want to know about their colleagues' thoughts what methods and current approaches are being adopted. They crave the opportunity to share and discuss their ideas with other fellow teachers, but very few have opportunities to meet these needs. Moreover, team members reported frequently that practicing de-

privatization of practice has helped them realize that many of the challenges they face are common among their colleagues. This realization boosted their confidence and increased their self-efficacy making them have more faith in what they are able to achieve. Bock and Kim (2002) and Hsu et al. (2007) argue that such beliefs have in turn a positive influence on practice and on enhancing de-privatizing knowledge and skills. Additionally, TAMAM succeeded in reinforcing the feeling of enjoyment in helping others within the team. The nature and quality of the interactions observed among the Al-Asriyya team revealed delight and enthusiasm for working together. Researchers affirm that teachers who feel the enjoyment in helping others are keener to contribute and share their knowledge and experiences.

Meeting the expectations on this competency is to be commended given the challenges posed by the existing cultural norms for putting it in practice. The challenges emanate due to a culture-based fear of losing an amiable dynamic within the team, the approval of others as well as causing unwanted tension. Therefore, Al-Asriyya team members started out in the project with a reserved stance where they often exercised caution in taking risks in offering feedback and assistance. They hesitated in raising conflictual subjects, and transparently speaking about the negative outcome of their and others' practices. This reserved stance evolved from being socialized in the fear driven and judgmental cultures that characterize most of the organizations in the Arab region. This prevents practitioners from being open and honest about what they believe and think of practices, opinions and challenges as well as what they know and practice.

Al-Asriyya team members were responsive to the paradigm shift the PST tried to cause as it coached them on these competencies and partially met the project's expectations. It is evident that the strategies the PST used broke the existing cultural barriers that inhibit de-privatization of practices. It is believed that the full acquisition of the skills, particularly openly

sharing experiences and being transparent about outcomes of their practices, will eventually be achieved as a result of PST's follow up and continuous practice.

Leadership for Change. The Al-Asriyya team showed an overall moderate growth within the Leadership for Change pillar, moving from not meeting the project's expectations to partially meeting them, as defined by the TAMAM rubric. According to the results, team members have understood that on-going learning was a central aspect of leadership and that their educational expertise can be invested as a source of power to have an active role in leading change. The team members learned how to resolutely pursue the development and creation of knowledge for that purpose and how to demonstrate persistence and take risks. They showed a positive attitude of willingness to take initiative to identify imminent needs and set priorities and shared that they have developed the belief that change was within their collective powers.

This moderate growth have most likely resulted from the complexity of the competencies that are associated with this pillar as well as its substantial deviation from strongly rooted conception of leadership reflected in an existing school structure that doesn't assign leading roles to teachers in change initiatives.

As TAMAM PST worked on building leadership capacity to bring about positive changes within schools, it addressed, as recommended by international researchers, the need for leaders to understand the social-emotional dimensions of leadership and adult learning and development as a mean to build this kind of capacity building in themselves and others (Donaldson, 2008; Drago-Severson et al., 2011; Kegan & Lahey, 2009; Mizell, 2006, 2007). However, the multilayered nature of building leadership capacity could also be described through its interconnectedness with the competencies that were introduced under the other ten pillars. The competencies under this pillars complement and are tightly connected to

competencies of the experiential learning (pillar 1), professional collaboration (pillar 6), and reflective dialogue and practice (pillar 7). Without mastering professional collaboration, reflective dialogue evolving plan and evidence based decision making, teachers will fail to proactively participate in leading improvement initiatives at their schools (Donaldson, 2008; Moller & Pankake, 2013; Osterman & Kottkamp, 2004). Therefore, this further contributed to the moderate growth in the knowledge, skills and attitudes of team members in relation to this pillar.

Even though TAMAM continuously emphasized a view of distributive leadership, inspired among others by the work of Harris (2009) that dissociates leadership acts from formal positions of leadership; the Al-Asriyya team still failed to discern between one's formal position and their leadership potential. They saw that leaders are those in assigned administrative positions rather than viewing every school member as a leader of change within his/her field of expertise. This understanding and practice of leadership as it is associated with a formal leadership position is common in most Arab countries. Therefore, teachers aren't viewed and treated as professionals and leaders who are capable of contributing to and leading school improvement, rather they are considered as mere implementers of imposed change initiatives (Karami-Akkary, 2015; Bashshur, 2005).

Al-Asriyya team members are still expected to learn that power originates from various sources so eventually they derive their own power from their expertise. They also need to be encouraged to display creativity and innovativeness in their practices and while they plan for and implement their improvement initiative. To address these shortcomings, the PST must challenge the team's ideas and strategies they design for their intervention plans in an attempt to push them towards finding more authentic and innovative approaches. The PST can expose team members to a variety of resources (readings, other initiatives, success stories,

etc....) to inspire them and expand their thinking and perceived possibilities while they plan and implement their actions.

Evolving Design Planning. The Al-Asriyya team showed an overall moderate growth within the Evolving Design Planning pillar, moving from not meeting the project's expectations to partially meeting them, as defined by the TAMAM rubric. They learned how to develop indicators of success, how to frequently monitor the implementation of their plan in order to examine the effectiveness of its process and identify early indication of intended impact, and how to make necessary modifications to their plan based on the emerging needs. They also acquired a positive attitude by normalizing the construction and deconstruction of their plans and actions especially while engaged in leading a change initiative.

At the onset of the project, the PST asked every school team to develop a plan of action for their chosen improvement initiative. To its surprise, the PST learned that the Al-Asriyya team, among other participating school teams, didn't possess planning skills and knowledge. For example, the school team couldn't distinguish between goals and activities. Soon after detecting this challenge, the PST initiated the training on planning and provided templates for the team to use. However, Al-Asriyya team members were yet very resistant to the adopted planning approach.

By focusing mainly on "planning" and "monitoring", the TAMAM Evolving Design Planning pillar constitutes a major challenge to the existing planning paradigm in the Arab region (Karami-Akkary, 2013). In TAMAM planning is first not exclusive to people in leadership positions. Second, it is supposed to be coupled with continuous monitoring and seen as a fluid process rather than a fixed prescribed set of steps; a process that entails possible modifications to a set plan to be made in response to the emerging impact and challenges detected through self-monitoring.

Alternatively, the classic idea of planning consists including only those on top of the hierarchy in the process and allocating monitoring exclusively to those in formal supervisory roles without the involvement and knowledge of the parties engaged (Karami-Akkary et al., 2013) . Moreover, Gennaoui (1991) described educational planning in Arab states as a fragmented process characterized by a routine nature. He even went to the extent of describing Arab policy-makers as "basically hostile to planning" (p.183). He further added that planning, monitoring and evaluation did not seem to be conducted as systematic or sufficiently thorough operations, and that there was a lack of agreement among Arab experts on the role of the educational planner as practitioner and theorist and educational planning as a method of action or a system of knowledge. In addition, the chronic inattention that Arab educational reformers had allotted to evaluation and accountability based on clearly stated expectations and goals set the stage for an additional challenge: that of continuously monitoring progress and demanding that evaluative conclusions are reached.

At the very early stages of their participation in TAMAM, the Al-Asriyya team members' beliefs and planning practices reflected the dominant views of their cultural context. At the onset of the professional development activities, the PST did not anticipate that the team members are not familiar with the basic tenants of planning. When asked to put a plan of action, it became obvious that team members do not know how to set goals, or how to distinguish between goals and activities. As a result, the PST developed a detailed template that guides them step by step throughout the planning process. They were very resistant to following the template as they saw it as too demanding and tedious.

In addition, and in line with the dominant views about planning, they considered their plans sacred and untouchable and that once set, plans should be implemented without any changes and modifications. For them, planning was seen as a rigid process, that they often considered unsuitable to the needs of the dynamic environments of schools and educational

institutions. As a result, they also resisted the PST request that they monitor their work so that they change if needed in the middle.

Therefore, it came as no surprise that the team only experienced moderate growth on this pillar. Due to the difficulty the Al-Asriyya team members faced as they were confronted with the TAMAM mindset, which challenged them to break strongly rooted patterns of an existing rigidity in planning and of parity between monitoring and supervision. However, it is impressive that Al-Asriyya team members went through a major shift related to their beliefs on planning and its main guiding principles. While they seem to have adopted this new model, much remains for them to be done to develop the conceptual understanding as well as the skills needed in order to transform their conceptions, habits of minds and practices. Al-Asriyya team members still have to improve in developing monitoring and implementation plans to derive better goals, timelines and sequences of actions and modify them when necessary.

Areas of Considerable growth

The Al-Asriyya team showed considerable growth on the following three competencies: Decisions and Actions Driven by Needs; Evidence based decision and Collaborative Inquiry. Among these competencies, the considerable growth that was experienced led the team members to meet expectations on all of these competencies.

Evidence based decision and Collaborative Inquiry. The Al-Asriyya team showed an overall considerable growth in two set of competencies: Evidence Based decisions and Collaborative Inquiry meeting the project's expectations as defined by the TAMAM rubric. These two pillars are discussed together because the PST train school teams to acquire their knowledge, skills and attitudes in conjunction through the use of action research.

With regard to their capacity to develop collaborative inquiry, the Al-Asriyya team acquired skills in identifying an area of need within their school to be investigated, formulating questions to guide their inquiry, identifying needed evidence, defending appropriateness of tools and procedures, planning data collection and data analysis, and using results to develop conclusions and deriving innovative initiatives. They also developed a positive attitude of considering collaborative inquiry as a valuable tool for improvement.

Regarding their capacity for making decisions based on evidence, the Al-Asriyya team understood that effective decision-making is enhanced when all their decisions were to be guided by the best available evidence. They acquired skills in identifying the type of evidence needed for a decision and how to systematically search for it. They also acquired an acceptance and valuing for evidence as the basis for making decisions.

The considerable growth in the Evidence Based decision and Collaborative Inquiry competencies came as no surprise to the PST and is most likely due to the extensive focus on training on action research since the inception of the project. While many of the competencies were overlooked with the assumption that the team either has mastery of that particular competency or because it was assumed that the competency will be acquired naturally without purposeful action, action research was at the center of all the professional learning activities starting day 1 of the project. The first three workshops conducted in year one and two of the project were all focused on action research. In fact, the first workshop that took place in July 2007, mainly aimed at introducing action research: the PST presented a brief overview of the action research process by describing its different stages and the school team was left with the task of developing a research proposal, including the focus of the selected improvement initiative, its targets and research questions. The second workshop that took place in January 2008, introduced Al-Asriyya school team to different data collection tools, namely: (1) classroom observation, (2) rubrics, (3) questionnaires, (4) interviews, and (5) focus groups, and

the team was asked to choose and develop its own data collection tools. The third workshop that was held in July 2008 focused on data analysis and data reporting in action research and the team was assigned the task of analyzing the data it had been collecting. In addition, the school team engaged in an action research of its own choice aiming at evaluating the impact of an improvement innovative intervention that was initiated at their school. The extensive follow up that was performed while coaching the team members on action research framework, paired with the comprehensive and continuous feedback from the PST, was singled out by the team members as one of the main professional learning experiences to have contributed to making the Al-Asriyya school team acquire the skills that make them systematic in basing their decisions and actions within a contextual need and within their collected evidence.

Another reason for achieving considerable growth in these two pillars was basically due to the team's excitement and enthusiasm towards becoming researchers themselves and partaking in the process of knowledge production. This has motivated team members to experientially learn and put effort to acquire the required sets of knowledge, skills and attitude. More to the point, researchers are regarded with value and respect in the Arab world for the 'prestigious' work they do (Karami-Akkary et al., 2012).

Decisions and Actions Driven by Needs. The Al-Asriyya team showed an overall considerable growth in their acquisition of the Decisions and Actions Driven by Needs competency, moving from not meeting the project's expectations to meeting them. This offers a good indicator that the PST professional development design was effective in impacting the understanding of the team members, their attitudes and beliefs towards its added value as well as in inducing changes in their practices.

With regard to their capacity to take decisions and actions driven by needs, the Al-Asriyya team gained a clear understanding that in the context of school improvement the decisions and actions should be based on the needs of the target group. They demonstrated that they acquired skills in examining and taking into consideration the readiness of the target group affected by their decision and developed a positive attitude valuing the importance of considering the willingness and readiness of the target group.

The noted growth in acquiring these competencies is not surprising in light of the focused and abundant efforts of the PST put in coaching and supporting the team on acquiring these competencies. Since the project's inception, the PST focused on training the team on action research and on using it as a vehicle to design improvement initiatives that are based on need. This focus was evident in the workshops, follow up as well as in the feedback that the PST constantly provided on the documented report of their improvement journey (Karami-Akkary et al., 2012). Despite the early resistance among the team members, and their surprise in the latitude they were given to make their decisions based on their needs, the consistency of the PST team in practicing this approach seem to have made the impact the project is aiming at.

Though expected, the considerable growth on acquiring this competency was not an easy goal to achieve once considered in the organizational cultural context of the Arab schools. In a paternalistic society, and school cultures dominated by authoritarian leadership top down directive for reform, shifting the focus to the school level and accounting for teachers and students needs as central to the school improvement process is a remarkable achievement to note. It took quite a bit of determination and strategizing from the PST to achieve this goal. Throughout the capacity building process, the PST urged team members to consider the school needs and pay close attention to the voices of those they serve at their school instead of just focusing on introducing top-down innovations. Moreover, the PST linked this goal to what the

school team members identified with as the core of their mission as teachers; that is attending to the needs of the students and serving them better. This connection resonated with the team members who saw the PST suggestions and guidance as helping them achieve a long cherished goal.

Thus, the considerable growth the Al-Asriyya team members showed in these pillars indicates that the PST's activities and coaching approach were effective as they significantly contributed to the team's learning. These activities will constitute the basis for analysis to reveal enabling factors and opportunities for improving other activities adopted by the PST.

Section 7: Lessons Learned and Next Steps

Lessons Learned For School Improvement Practices

After 5 years of engaging the Al-Asriyya school team in the professional learning experiences designed by the TAMAM PST team, there is enough evidence to claim success in building the school team's capacity to lead school-based improvement. The multitude of testimonies collected provides a multi layered set of evidence to support attributing this learning to the activities, strategies and approach adopted by TAMAM's capacity building model. Looking at the results, the PST can claim that it did indeed trigger a paradigm shift in the team's professional beliefs and practices. The TAMAM project can also claim this success based on identified major growth in the knowledge domain; major shift in beliefs and attitudes toward school-based improvement, its promises and the professional values it is advancing; as well as enough indicators that this learning and enthusiasm are being translated into actual changes in practice. Though the evaluation did not delve into organizational aspects nor explored the impact on student learning, it provides the PST and the educational research community with significant contribution and leads to what can be done next to build on what was achieved so far both in terms of the professional development program and research. TAMAM professional development activities also seem to have succeeded in increasing positive "outcome expectations" for Al-Asriyya's team members. Positive "outcome expectations", a construct identified by established cognitive-based theories, serves as a great incentive for human behavior and exerts a constructive influence on knowledge sharing (Bandura, 1997; Lave & Wenger, 1991).

Moreover, the design of TAMAM's capacity building model and its observed effectiveness point at the fact that in the Arab culture, authentic professional development

should give an active role to teachers and improve their agency. This will move them from being compliant to what is prescribed to actively engage in voicing out their professional learning needs and challenges to then co-create these experiences with those providing and/or facilitating learning opportunities. Another central factor that appears to be supportive of the team's learning is TAMAM's careful examination and awareness of its socio-cultural context. A distinctive feature of TAMAM's capacity building model is that it coaches team members to modify and adjust set improvement plans in response to emerging challenges and opportunities during implementation. This allows the training to be adapted to the team's school and country context, thus responded to their particular needs, challenges, resources and capabilities. In fact, the training was directly connected to an improvement initiative and constantly monitored by both the team and the PST members in a purposeful and methodic manner. TAMAM's capacity building model offers continuous monitoring of the team's progress and ongoing support, feedback and follow-up. This ensured the acquisition and proper application of the newly learned knowledge and skills.

While this study makes no attempts at demonstrating the effectiveness of professional development, at all levels conceptualized by Guskey and Yoon (2009), its evaluation targeted many of these levels with the intent of detecting the factors that will have an observed impact on student learning. As such, the study constitutes an installment that provided preliminary evidence of projected effectiveness through a directly observed impact on student learning. This is because according to Guskey (2002), effective professional development evaluations require the collection and analysis of information at five critical levels: (1) participants' reactions, (2) participants' learning, (3) organizational support and change, (4) participants' use of knowledge and skills, and (5) student learning outcome. TAMAM's study was able to address levels 1 (participants' reactions), 2 (participants' learning), and 4 (participants' use of

knowledge and skills) but the project has yet to address levels 3 (organizational support and change) and 5 (student learning outcome). One of the obvious next steps for TAMAM's near future is to carry out its evaluation at the institutional level and investigate the impact of the improvement projects that the school teams carried out on their students, in addition to the impact of the competencies they acquired on enhancing student learning. The following section will delineate the lessons learned under three themes: (1) lessons learned related to designing the professional learning experiences in the context of the Arab schools; (2) lessons learned to improve the learning/coaching experience in TAMAM; (3) Lessons learned on accumulating a relevant knowledge base to inform research and practice on sustainable school improvement in the Arab Context.

Lessons learned related to designing the professional learning experiences in the context of the Arab schools. The results of this study provide useful pointers to those involved in designing and implementing professional development programs. With an eye on the cultural context, they provided validation for some of the propositions advanced by international scholars on what constitute best practices.

Time and institutional support are key for practitioners to apply their learning and transform practice. There is widespread international agreement that providing time through institutional support for educators is key to learn and transform their practice (Guskey & Yoon, 2008; Fullan, 2007; Dimmock, 2012; Murphy; 2013). If transformational learning (Dimmock, 2012) and paradigm shifts are the goals of professional development, then it has to be accepted that both require time and favorable conditions to occur. It took commitment, hard work and a very coordinated effort from the team members, their school administration, and the PST to achieve the results that were achieved. The five

years of hard work are a humbling learned lesson that changing habits of mind and practice is a long tedious journey requiring perseverance and lots of resources.

The Al-Asriyya team's achievements were the result of a long term commitment from the school administration to their participation in TAMAM and contributing to achieving its goals. The school factored the time needed in the team members' schedules and accepted the idea that signs of impact on student learning will neither be direct nor immediate. Despite the noted successes, the results show that providing the time was not enough. The PST realized that it still needs to advocate for the team and demand that their school leaders create more of those favorable conditions through changes in the school's structure and organizational norms.

Purposeful activities targeting a paradigm shift in both habits of mind and practice are needed, exposure alone is not enough. The TAMAM pillars represent professional beliefs that constitute a major departure from those adopted as norms in Arab schools. Such exposure to these competencies triggered resistance and concern and resulted in substantial cognitive dissonance for those engaged in the professional learning experiences. The results of the evaluation provided clear evidence that the highest levels of achievement and progress for the team members took place on the competencies that were purposefully targeted by the PD design from the onset of the project. This was mostly evident in the pillars where the team members achieved considerable growth (collaborative inquiry, evidence based decision.); whereas, the moderate growth in most competencies can be attributed to the fact that fully learning and applying the newly learned competencies require more time and practice. It is believed that if equal attention and time were given to the development of these Pillars through training conducted by the PST, the Al-Asriyya team members would've shown the same considerable growth they did for the previously discussed pillars.

Adult learners respond positively to a PD design that balances between experiential learning and high responsiveness to their needs. Guskey and Yoon (2009) strongly advocate for experiential learning as the main vehicle and tool for professional development; while they play down the importance of involving the learners in the design process and catering to their needs while setting its goals and strategies. On the other hand, the results of this study point that the Arab educational practitioner responds positively to a PD design that equally promotes experiential learning that stays highly responsive to the needs and readiness of the participants. The focus on raising awareness, conveying conceptual understanding to the practitioners and attending to developing their positive attitudes towards the project and its intended outcomes seem to have resulted in an overall positive growth in the team's competencies. Namely, the caring, supportive and inclusive approach of the evolving professional development design seems to have given rise to positive attitudes among the participants towards practices advanced by the project despite the fact that it challenged their deeply held professional beliefs. With the resulting lowered levels of concern and resistance, practitioners showed motivation to change their practice. The results also highlight the need for practitioners, as adult learners, to play an active role in the design and implementation of the PD activities. The participative evaluation approach adopted in TAMAM coupled with the PST commitment to modify their PD design based on the input of the team members seem to have facilitated the engagement of the latter in transformational learning, explaining the observed shift in the professional norms and habits of mind and practice.

Workshops should be an integral part of the overall job-embedded learning experience. As Guskey and Yoon (2009) found, when workshops are used as part of a design for a learning experience, they can be very effective in communicating the

conceptual understanding, the enthusiasm and the positive attitudes towards applying that new understanding. The TAMAM Capacity Building Model redefined the use of workshops making them just one small component of an elaborate design for a building capacity program. Unlike the conventional model dominating PD practices in the Arab region, workshops became spaces not only for transferring knowledge and information, but they became safe spaces for reflections and dialogues, holding discussion forums, exchanging experiences, and getting oriented for next steps. Thus, team members' conceptions were reconstructed and insights emerged as they became a vital medium for receiving feedback and acquiring the new professional beliefs. They also were tightly connected to the progress the team members were making on their job embedded activities. The design, timing and length were contingent on the needs of the team members and a joint decision with the PST was always made on what to focus on next on their journey.

Adopting an evolving plan approach ensure adaptation to the context. At the conclusion of an extensive review of studies on what makes professional development effective Guskey and Yoon (2009) concluded that "the most effective professional development comes not from the implementation of a particular set of best practices but from the careful adaptation of varied practices to a specific content, process and context elements" (p. 497). In line with their recommendations, the results of this study encourage professional development designers to use an evolving design model whereby activities are tailored to the demands of the school team's context. This approach ensures that a balance needs to be struck between fidelity to the outcomes that the capacity building model aims at and flexibility to adapt its plan and activities.

Outside experts/coaches provide critical support to the learning process. The presence of TAMAM's PST provided the critical support, monitoring and follow up for the Al-

Asiryya team to acquire the intended skills, knowledge and attitudes and effectively implement their improvement initiative. The support that is recommended, based on the PST experiences, is in the form of purposefully planned extended interaction time with the team through field visits, workshops, exchanges of emails, phone calls and written feedback. The support should also be in the form of establishing a mentoring relationship with the team members, whereby coaches set expectations, and challenge the team members' existing norms and habits of practice, thus pushing them into areas of "cognitive dissonance", then provide them with the resources needed as they shift paradigms and transform their practice.

Continuously accounting for the cultural context is key as theoretical models are being adopted from the West. A distinct feature of TAMAM's capacity building model is its responsiveness to the unique characteristics of the learners (Arab educational practitioners) and organizational and societal culture. While scholars agree on the importance of getting to know one's learners and assessing their needs as key to designing professional development activities, this step must gain more importance. This is because it can provide those planning the professional development with the information needed to critically adapt internationally accepted best practices and their theoretical understanding to needs shaped by local cultural contexts.

Lessons Learned to Improve the Learning/Coaching Experience in TAMAM

The Al-Asriyya team was able to meet the project's expectations in seven pillars: Inquiry, Evidence based decisions, decisions and actions driven by needs, systematic documented practice, professional collaboration, de-privatization of practice, and reflective dialogue and practice. The team partially met the project's expectations in three pillars: experiential learning, evolving design planning and leadership for change. The mentoring

approach was the only pillar that did not register any growth. Hence, phase 2 of the project needs to provide opportunities for the team to experientially practice mentoring, experiential learning, and refine their other skills all the way to the skills of leadership for change. Along those lines, the TAMAM journey needs to be improved in a way that ensures that all the elements of the 11 TAMAM competencies are purposefully targeted, covered and supported at the three domains: knowledge, skills and attitudes.

In addition, based on the results obtained on the level and sequence of acquisition of the domains of the competencies, the design of professional development in TAMAM will continue to be implemented as follows: 1) start with presenting the participants with the new body of conceptual knowledge to build their knowledge on the competencies; 2) build the case for the relevance of these competencies to their context; 3) share with them success stories, and connect them with other teams that have experienced these successes to develop their positive attitudes towards the prospects of applying these competencies in practice; 4) take extensive measures to remove initial organizational barriers and facilitate the implementation of these competencies in their schools to ensure they feel motivated, supported and ready to apply them in their practice; and 5) design job-embedded activities for them to sharpen their skills and experience success as a result of changing their practices. Continuous monitoring of school teams will allow the coaches to provide the adequate support for this process. At instances, backward steps will need to be taken to return to the presented knowledge and reinforce it in order to ensure appropriate applications of the skills. When school teams experience success in their improvement attempts based on solid knowledge, it will be more likely that they will permanently sustain these practices and acquire new professional norms and habits.

Lessons Learned on Accumulating a Relevant Knowledge Base to Inform Research and Practice on Sustainable School Improvement in the Arab Context

Meanwhile, given the urgency especially in the context of Arab schools, it can be claimed that the approach adopted in TAMAM is ideal for both informing practice and putting forth some foundational blocks to build this knowledge base.

Conducting in depth case studies. TAMAM PST is committed to conduct thorough and systematic data collection to try to establish the connection between its professional development design and improvement in student learning at the school level. As Guskey and Yoon (2009) recommended, researchers in TAMAM need to continue with its focused approach that pilot features of its design on a small scale and conduct evaluative case studies that focus on the quality to identify impact and make modifications on the design accordingly. Hence, the TAMAM PST plans to conduct a similar study in all participating schools which completed phase 1 of the project, and then complete a comparative analysis within each country and across countries to be able to assess the quality and extent of the impact across context as well as to refine its design. An implication could be to further refine the project's rubric in light of what has been learned from the field observations completed for the purpose of this evaluation. The revision would serve in making the rubric more representative of the desired outcome within the contextual realities of the schools. The PST can also continue building a theoretical model that connects the acquisition of the pillars with not only the effectiveness of initiating and implementing change, but also with impact on student learning.

Using action research to build a contextually relevant knowledge base. Like their international counterparts, Arab educators and educational scholars still lack a comprehensive knowledge base on what constitutes best practices when it comes to

professional development. As Guskey and Yoon (2009) concluded, there is still dire need to establish empirical evidence to what constitutes effective professional development practices that yield improvement in students learning. Besides, the absence of a context relevant knowledge base informing and improving practices urges researchers and school practitioners to participate in the production of this knowledge. This study can be an installment towards informing Arab educators on what constitutes effective practice as well a proposed strategy to identify and validate these practices on a larger scale. Thus, concurrent research and development that TAMAM employs may be a tool to facilitate and support the production of this knowledge. As such, collaborative action research can be used as "a tool for reform that brings together practitioners from all levels of the educational system. Arab educators in all roles (i.e. as school practitioners, policy-makers and university scholars) can collaboratively generate empirically-based: (1) need assessments, (2) monitoring of progress, and (3) evaluation of impact" (Karami-Akkary, 2014, p. 195).

Concluding Note

The results of this first evaluative study leaves the PST with a lot of challenges to overcome, questions to be answered and effective practices to be sustained. However, it also leaves them with optimistic prospects for improving its professional development model that builds leadership capacity for school-based improvement. It also leaves educators in the Arab context with a lot of hope and many promises for finding indigenous ways to design and adapt what is evidenced to be effective PD practices. As many scholars attest, the importance of keeping the faith in the long term approach and sustainability remain key to effective and transformative improvement of our schools (Dimmock, 2012; Fullan, 2013; Guskey & Yoon, 2009; Murphy, 2013).

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Appendix A: TAMAM Pillars- 2016

Pillar 1– Participative Leadership for Continuous Improvement

Empowering all members to lead for change; having a vision of what the organization can become and mobilizing them to accomplish it.

Pillar 2–Inquiry

Inquiry is a cognitive skill for lifelong learning and continuous school improvement. Members inquire about educational practices and analyze data to arrive at conclusions used as evidence for future actions.

Pillar 3 – Evidence Based Decisions

Guiding decisions through the best available current evidence.

Pillar 4- Decisions and Actions Driven by Needs

Decisions informed by reflective dialogue and consultation with stakeholders and based on the needs and readiness of the target group.

Pillar 5– Reflective Dialogue and Practice

Making meaningful and purposeful discussions on educational matters to raise schools members' awareness of their practice and its consequences on school development; understanding that reflection is one of the most effective strategies to improve educational practices.

Pillar 6- Evolving Design Planning

Construction and deconstruction of action plans in response to emerging challenges and based on evidence collected through continuous and ongoing monitoring

Pillar 7–Professional Collaboration

Productively working together in joint efforts toward a common goal, addressing interests and conflicts, conducting oneself with high standards of ethics, honesty and responsibility.

Pillar 8- De-privatization of Practice

Generous exchange of educational knowledge and its limitations among school practitioners through sharing of their practices.

Pillar 9- Job-Embedded Experiential Learning

Learning in context since professional knowing is embodied and embedded in practice; making meaning from direct experience, learning by doing through reflections on every day's experiences.

Pillar 10- Mentoring

Helping all members progress in their profession to reach their full potential through a partnership that is held by a bond of trust and respect, providing guidance and encouragement.

Pillar 11- Systematic Documented Practice

Methodical recording, organization, archiving, retrieval and dissemination of educational practices to inform policy development and knowledge production.

Appendix B: Samples of TAMAM's Master Rubric- 2012

TAMAM Pillars	Does not meet expectations	Partially meets expectations	Meets expectations
Pillar #2 Professional Collaboration			
1. Team member(s) understand that professional collaboration is a way to realize shared goals (P2.1) *K*	Team member(s) do not make statements (verbal or written) that professional collaboration is a way to realize shared goals	Team member(s) make statements (verbal or written) about professional collaboration without relating it to its importance in achieving goals.	Team member(s) make statements (verbal or written) that professional collaboration is a way to realize shared goals (at least 3 out of 4 key words missing "shared")
2. Team member(s) understand the individual and collective assets of the group (skills, attitudes and backgrounds) (P2.2) *K*	Team member(s) do not describe their team's collective assets 1- Skills 2- Attitudes 3- Backgrounds	Team member(s) are capable of describing only **one** aspect of their team's collective assets 1- Skills 2- Attitudes 3- Backgrounds	Team member(s) are capable of describing their team's collective assets 1- Skills 2- Attitudes 3- Backgrounds (at least 2)
3. Team member(s)	Team members do not ask each other for :	Team member(s):	Team member(s) ask each other

collaborate to plan for action (P2.3) *S*	input ***or*** - build ideas according to each other's input or - Exchange information.	- ask each other for input - build ideas according to each other's input - Exchange information. (at least 1)	for: - input ***and*** - build ideas according to each other's input ***and*** - Exchange information. (at least 2)
4. Team member(s) collectively make decisions (P2.4) *S*	Team member(s) do not consult with each other to make a decision.	Team member(s) consult with each other for making decisions but do not take other team members' points of view into consideration while actually making the decision.	Team member(s) make a decision that includes: - the perspectives of most (at least 75%) team members and - reach a verbal or written agreement.
5. Team member(s) share resources (P2.5) *S*	Team member(s) do not share resources such as books/ articles/ documents/ e-files/ websites related to the team's project/ improvement initiative.	Team member(s) share resources (30% to 74% of the time) such as books/ articles/ documents/ e-files/ websites related to the team's project/ improvement initiative.	Team member(s) share resources (at least 75% of the time) such as books/ articles/ documents/ e-files/ websites related to the team's project/ improvement initiative.
6. Team member(s) ask each other for help (P2.6) *S*	Team member(s) do not ask each other for help	When struggling with an issue, team member(s) present it to the rest but do not explicitly ask for help	When struggling with an issue, team member(s) explicitly and overtly ask each other for help.
7. Team member(s) respectfully	Team member(s) do not: - use respectful and	Team member(s) use respectful and courteous words **BUT** do not use clear language to share their thoughts	Team member(s) -

and clearly communicate their thoughts about practices (P2.7) *S*	courteous words.NOR - Use clear language to share their thoughts	OR Team member(s) use clear language to share their thoughts but their words are inconsiderate.	- use respectful and courteous words.and - Use clear language to share their thoughts
8. Team member(s) practice affirmative listening (P2.8) *S*	Team member(s) do not demonstrate understanding and interest in each other's thoughts by using statements such as: Am I hearing you say..? So you believe that... What other choices did you consider? How might this affect others? Where do you suppose that will lead? It sounds like you were...Can you expand more on that thought? How did this affect you? Is there another way to explain this? What do you want to see happen? **NOR** Do they demonstrate empathy, caring and respect by using statements such as: You seemed concerned about..It sounds like you're very proud of ... You were very eager to ...I can see how this situation bothers you...I understand how you must feel about ...I've experienced that myself when...When you said ..., it really	Team member(s) demonstrate understanding and interest in each other's thoughts by using statements such as: Am I hearing you say..? So you believe that... What other choices did you consider? How might this affect others? Where do you suppose that will lead? It sounds like you were...Can you expand more on that thought? How did this affect you? Is there another way to explain this? What do you want to see happen? **OR** Team member(s) demonstrate empathy, caring and respect by using statements such as: You seemed concerned about..It sounds like you're very proud of ... You were very eager to ...I can see how this situation bothers you...I understand how you must feel about ...I've experienced that myself when...When you said ..., it really rang a bell for me because .. I really appreciate your willingness to talk this out	Team member(s) demonstrate understanding and interest in each other's thoughts by using statements such as: Am I hearing you say..? So you believe that... What other choices did you consider? How might this affect others? Where do you suppose that will lead? It sounds like you were...Can you expand more on that thought? How did this affect you? Is there another way to explain this? What do you want to see happen? **AND** Team member(s) demonstrate empathy, caring and respect by using statements such as: You seemed concerned about..It sounds like you're very proud of ... You were very eager to ...I can see how this situation bothers you...I understand how you must feel about ...I've experienced that

	rang a bell for me because .. I really appreciate your willingness to talk this out		myself when...When you said ..., it really rang a bell for me because .. I really appreciate your willingness to talk this out
9. Team member(s) develop a shared goal/vision (P2.9) *S*	Team member(s) do not develop a shared goal/vision	Team member(s) agree on a shared goal/vision that was not collectively developed, rather brought to the table by one team member	Team member(s) agree on their developed goal/vision that was collectively developed (at least 75% of the team) ***and*** record the shared goal/vision.
10. Team member(s) offer and accept apologies from each other without hesitation (P2.10) *S*	Team member(s) do not offer and accept apologies from each other	Team member(s) offer and accept apologies with hesitation	Team member(s) offer and accept apologies from each other without hesitation.
11. Team member(s) accommodate each other's weaknesses, while accepting own (P2.11) *S*	Team member(s) do not delegate assignments according to each other's strength, not weakness (writing skills, creative talents, kinesthetic learning style ...) ***and*** cannot speak about own educational practice weakness	Team member(s) do not deny their weaknesses do not use accepting words about other team members' weaknesses. OR Team member(s) deny their weaknesses but delegate assignements according to team's strengths	Team member(s) delegate assignments according to each other's strength, not weakness (writing skills, creative talents, kinesthetic learning style ...) ***and*** can speak/ are aware about own educational practice weakness
12. Team member(s)	When conflicts arise, team member(s):	When conflicts arise, team member(s):	When conflicts arise, team

constructively manage inevitable conflicts (P2.12) *S*	-deny them - do not listen to what is felt as well as said - Do not seek win-win resolutions built on consensus	- do not deny them or avoid addressing them - listen to what is felt as well as said - seek win-win resolutions built on consensus (at least one of 3)	member(s): - do not deny them or avoid addressing them - listen to what is felt as well as said - seek win-win resolutions built on consensus (at least 2 out of 3)
13a. Team member(s) value the contribution of all individuals regardless of their formal position at the school. (P2.13) *A*	Team member(s) do not: - make positive comments (verbal or written) about each other's contribution - discuss them - take them into consideration	Team member(s): - make positive comments (verbal or written) about each other's contribution– - discuss them - these contributions are only dismissed after serious consideration. (at least 1)	Team member(s): - make positive comments (verbal or written) about each other's contribution– (at least - discuss them - these contributions are only dismissed after serious consideration. (at least 2 out of 3)
13b. Team member(s) attend to new ideas, especially those serving student learning.	Team member(s) do not: - make positive comments about each other's new ideas - discuss them - take them into consideration	Team member(s): - make positive comments about each other's new ideas - discuss them - these ideas are only dismissed after serious consideration. (at least 1 out of 3)	Team member(s): - make positive comments about each other's new ideas - discuss them - these ideas are only dismissed after serious

(P2.13) *A*			consideration. (at least 2 out of 3)
4. Team member(s)' contribution reflects an inquisitive willingness to challenge the status-quo (P2.14) *A*	Team member(s) make statements (verbal or written) showing curiosity (strong feelings of interest) to learn more about a subject/idea NOR question/challenge current situations and practices N**OR** make suggestions (verbal or written) to change the existing situation	Team member(s) make statements (verbal or written) showing curiosity (strong feelings of interest) to learn more about a subject/idea and question/challenge current situations and practices **OR** make suggestions (verbal or written) to change the existing situation. (2 out of 3)	Team member(s) make statements (verbal or written) showing curiosity (strong feelings of interest) to learn more about a subject/idea and question/challenge current situations and practices **and** make suggestions (verbal or written) to change the existing situation. (3out of 3)
5. Team member(s) accept to share responsibility for key decisions and accountability for outcomes (P2.15) *A*	Team member(s) do one or none of the following: - identify the tasks/assignments - distribute or delegate them, - complete these assigned tasks/assignments within the time restraints proposed - identify own responsibilities for key decisions - identify ***their*** share of	Team member(s): - identify the tasks/assignments - distribute or delegate them, - complete these assigned tasks/assignments within the time restraints proposed - identify own responsibilities for key decisions - identify ***their*** share of accountability for outcomes. (at least 2 or 3 out of 5)	Team member(s): - identify the tasks/assignmentsdistribute or delegate them - complete these assigned tasks/assignments within the time restraints proposed - identify own responsibilities for key decisions - identify ***their*** share of

	accountability for outcomes.		accountability for outcomes. (at least 4 out of 5)
16. Team member(s) view collaborating as an added value while inquiring about educational practices (P2.16) *A*	Team members make positive statements (verbal or written) that collaboration is an added value while inquiring about educational practices (0 or 1 out of 3)	Team members make positive statements (verbal or written) that collaboration is an added value while inquiring about educational practices (2 out of 3)	Team members make positive statements (verbal or written) that collaboration is an added value while inquiring about educational practices (at least 3 out of 3)
17. Team member(s) value collegiality, trust and mutual respect (P2.17) *A*	Team member(s) make statements (verbal or written) that they value treating each other with collegiality, trust and respect. (0 or 1 out of 3)	Team member(s) make statements (verbal or written) that they value treating each other with collegiality, trust and respect. (2out of 3)	Team member(s) make statements (verbal or written) that they value treating each other with collegiality, trust and respect. (3 out of 3)
18. Team member(s) value taking risks in offering feedback and assistance	Team members do not offer feedback	Team member(s): - - offer feedback without hesitation **OR** -make statements (verbal or written) that they are not afraid what others will say or how others will react to their feedback	Team member(s): - - offer feedback without hesitation **AND** - -make statements (verbal or written) that they are not afraid what others will

(2.18) *A*			say or how others will react to their feedback
19. Team member(s) are supportive of one another's strength (P2.19) *A*	Team member(s) do not: - Make positive comments (verbal or written) about each other's strength ***NOR*** delegatetasks that correspond to that particular strength (0 OUT OF 2)	Team member(s) - Make positive comments (verbal or written) about each other's strength ***OR*** delegatetasks that correspond to that particular strength (1 OUT OF 2)	Team member(s) - Make positive comments (verbal or written) about each other's strength ***and*** - delegatetasks that correspond to that particular strength (2 OUT OF 2)
20. Team member(s) embrace diversity in gender, ethnicity, political affiliation, nationality, and educational and professional background (P2.20) *A*	Team member(s) make statements (verbal or written) listing the benefits of a diverse team and validating the different individual experiences, background and culture that help view problems from a wide variety of lenses. (0 to 3 out of 9)	Team member(s) make statements (verbal or written) listing the benefits of a diverse team and validating the different individual experiences, background and culture that help view problems from a wide variety of lenses. (4 to 6 out of 9)	Team member(s) make statements (verbal or written) listing the benefits of a diverse team and validating the different individual experiences, background and culture that help view problems from a wide variety of lenses. (7 out of 9)
21. Team member(s)	Team member(s) do not respect and abide by the ethical code of	Team members comply with the agreed upon ethical code of conduct but feel the need to make	Under all circumstances, team member(s) comply with the

respect and abide by the ethical code of conduct agreed upon as a team (P2.12) *A*	conduct agreed upon as a team	exceptions according to unjustified circumstances.	agreed upon ethical code of conduct
Pillar # 10 Mentoring Approach			
1. Team members understand that mentoring is helping people progress in their profession through a relationship of trust and respect (P10.1).*K*	Team member(s) make statements (verbal or written) that mentoring is helping people progress in their profession ***and*** that it requires/ necessitates/ is completed through a relationship of trust and respect. (0 to 1 out of 5)	Team member(s) make statements (verbal or written) that mentoring is helping people progress in their profession ***and*** that it requires/ necessitates/ is completed through a relationship of trust and respect. (2 or 3 out of 5)	Team member(s) make statements (verbal or written) that mentoring is helping people progress in their profession ***and*** that it requires/ necessitates/ is completed through a relationship of trust and respect. (at least 4 out of 5)
1- 2. Mentor(s)	1. Mentor(s) listen by giving mentee(s) time to express their ideas/ goals/	1. Mentor(s) listen by giving mentee(s) time to express their ideas/ goals/ aspirations	1. Mentor(s) listen by giving mentee(s) time to express their ideas/ goals/

practice effective listening to mentee(s) ideas, goals and aspirations (P10.2a) *S*	aspirations 2. Mentor(s)' questions and responses show that they are validating the mentee(s)' emotions and feelings. 3. Mentor(s) demonstrate caring, empathy and respect toward their mentee(s) (facial/nonverbal expressions, statements). (0-1 out of 3)	2. Mentor(s)' questions and responses show that they are validating the mentee(s)' emotions and feelings 3. Mentor(s) demonstrate caring, empathy and respect toward their mentee(s) (facial/nonverbal expressions, statements). (2 out of 3)	aspirations 2. Mentor(s)' questions and responses show that they are validating the mentee(s)' emotions and feelings 3. Mentor(s) demonstrate caring, empathy and respect toward their mentee(s) (facial/nonverbal expressions, statements). 4. (3 out of 3)
3. Mentor(s) motivate their mentees (P10.2b) *S*	Mentor(s) make positive encouraging statements and take motivating actions (0 to 39% of the time) such as: - Reassuring gestures/looks - Rewarding mentees with something meaningful to them Showing appreciation at the right time and occasion	Mentor(s) make positive encouraging statements and take motivating actions (40% to 74%) such as: - Reassuring gestures/looks - Rewarding mentees with something meaningful to them - Showing appreciation at the right time and occasion	Mentor(s) make positive encouraging statements and take motivating actions (at least 75% of the time) such as: - Reassuring gestures/looks - Rewarding mentees with something meaningful to them - Showing appreciation at the right time and occasion
4. Mentor(s) guide mentee(s) to put ideas into actions (P10.2c) *S*	Mentor(s) : 1. give constructive directives on how to proceed **2.** provide guidance through different means (tips, sharing experience, explicit directives) (1 out of 2, 40% to 74% of the time) Or (2 out of 2, or 1 out of 2, 0 to	Mentor(s) : 1. give constructive directives on how to proceed **2.** provide guidance through different means (tips, sharing experience, explicit directives) (1 out of 2, at least 75% of the time) Or (2 out of 2, 40% to 74% of the time)	Mentor(s) : 1. give constructive directives on how to proceed **2.** provide guidance through different means (tips, sharing experience, explicit directives) (2 out of 2, at least 75% of the time)

	39% of the time)		
5. Mentor(s) walk alongside with mentee(s) continuously interacting with them (P10.3) *S*	1. Mentor(s) have weekly/ monthly scheduled meetings with mentee(s) built into the mentors and mentees schedule, 2. Mentor(s) explicitly announce and promote an open door policy, 3. Mentor(s) follow up on mentee(s) through classroom visits/ email correspondences/ text messages/ phone calls, ***and*** 4. Mentor(s)communicate their availability to provide support 0 to 1 out of 4 Or At least 2 out of 4, 0 to 39% of the time	5. Mentor(s) have weekly/ monthly scheduled meetings with mentee(s) built into the mentors and mentees schedule, 6. Mentor(s) explicitly announce and promote an open door policy, 7. Mentor(s) follow up on mentee(s) through classroom visits/ email correspondences/ text messages/ phone calls, ***and*** 8. Mentor(s)communicate their availability to provide support (at least 3 out of 4, 40% to 74% of the time) OR 2 out of 4, 75% or more of the time	9. Mentor(s) have weekly/ monthly scheduled meetings with mentee(s) built into the mentors and mentees schedule, 10. Mentor(s) explicitly announce and promote an open door policy, 11. Mentor(s) follow up on mentee(s) through classroom visits/ email correspondences/ text messages/ phone calls, ***and*** 12. Mentor(s)communicate their availability to provide support (at least 3 out of 4, 75% or more of the time)
6. Mentor(s) and mentee(s) ask effective questions (P10.4) *S*	Mentor(s) and mentee(s) askClarifying questions closely related to the topic/theme discussed. (0% to 39% of the time)	Mentor(s) and mentee(s) askClarifying questions closely related to the topic/theme discussed. (40% to 74% of the time)	Mentor(s) and mentee(s) askClarifying questions closely related to the topic/theme discussed. (at least 75% of the time)
7. Mentor(s) seek to understand	Mentor(s) ask questions that encourage mentee(s) to express	Mentor(s) ask questions that encourage mentee(s) to express and explain their point of view/	Mentor(s) ask questions that encourage mentee(s) to express

the mentee(s)' perspectives (P10.5a) *S*	and explain their point of view/ perspectives. (0% to 39% of the time)	perspectives. (40% to 74% of the time)	and explain their point of view/ perspectives. (at least 75% of the time)
8. Mentor(s) encourage mentee(s) to share their views (P2.5b) *S*	Mentor(s) make encouraging statements for mentee(s) to share their views(0% to 39% of the time)	Mentor(s) make encouraging statements for mentee(s) to share their views. (40% to 74% of the time)	Mentor(s) make encouraging statements for mentee(s) to share their views. (at least 75% of the time)
9. Mentor(s) challenge their mentee(s) by providing constructive critique(P10.6) *S*	Mentor(s) provide constructive criticism that are information-specific/ issue-focused/ based on observations (0% to 39% of the time)	Mentor(s) provide constructive criticism that are information-specific/ issue-focused/ based on observations. (40% to 74% of the time)	Mentor(s) provide constructive criticism that are information-specific/ issue-focused/ based on observations. (at least 75% of the time)
10. Mentor(s) challenge their mentee(s) by providing critical evaluation and feedback (P10.6) *S*	Mentor(s) 1. Give direct inputs about an effort well done 2. focus on addressing what needs correction/ improvement as concerns. 2out of 2, 0% to 39% of the time OR 1 out of 2, 40% to 74% of the time Or 0 out of 2	Mentor(s) 1. Give direct inputs about an effort well done 2. focus on addressing what needs correction/ improvement as concerns. 1 out of 2, at least 75% of the time OR 2 out of 2, 40% to 74% of the time	Mentor(s) 1. Give direct inputs about an effort well done 2. focus on addressing what needs correction/ improvement as concerns. (2 out of 2, at least 75% of the time)
11.Mentor(s) challenge	1. Mentor(s)	1. Mentor(s) challenge	1.Mentor(s) challenge mentees by

mentee(s) by setting high expectations and continuously raising the bar for them (P10.7) *S*	challenge mentees by setting high expectations 2. Mentors introduce a new higher level of expectations after mentees have satisfactorily performed the previous ones. (0 out of 2)	mentees by setting high expectations 2. Mentors introduce a new higher level of expectations after mentees have satisfactorily performed the previous ones. (1 out of 2)	setting high expectations 2.Mentors introduce a new higher level of expectations after mentees have satisfactorily performed the previous ones. 2 out of 2
12. Mentor(s) provide mentee(s) with necessary support and relevant resources to help them acquire new knowledge, skills and attitudes (P10.8) *S*	Mentor(s) provide mentee(s) with emotional and professional support by: 1. addressing mentees()' fears/ anxieties/ challenges/ obstacles related to the job 2. provideing them with articles, books, guides, or internet resources. 2 out of 2, 0% to 39% of the time OR 1 out of 2, 40% to 74% of the time OR 0 out of 2	Mentor(s) provide mentee(s) with emotional and professional support by: 3. addressing mentees()' fears/ anxieties/ challenges/ obstacles related to the job 4. Providing them with articles, books, guides, or internet resources. 1 out of 2, at least 75% of the time OR 2 out of 2, 40% to 74% of the time	Mentor(s) provide mentee(s) with emotional and professional support by: 1.addressing mentees()' fears/ anxieties/ challenges/ obstacles related to the job 2.provideing them with articles, books, guides, or internet resources. (2 out of 2, 75% of the time)
13.Mentor(s) build a relationship of	Mentor(s) and mentees: 1. Exchange ideas without hesitation and mentors and	Mentor(s) and mentees: 1. Exchange ideas without hesitation and mentors and mentees	Mentor(s) and mentees: 5. Exchange ideas

trust with mentee(s) based on respect of each other's expertise, autonomy, and commitment (P10.9) *5*	mentees 2. make explicit statements recognizing each other's expertise/ autonomy/ commitment. 2out of 2, 0% to 39% of the time OR 1 out of 2, 40% to 74% of the time Or 0 out of 2	2. make explicit statements recognizing each other's expertise/ autonomy/ commitment. 1 out of 2, at least 75% of the time OR 2 out of 2, 40% to 74% of the time	without 6. make explicit statements recognizing each other's expertise/ autonomy/ commitment. (2 out of 2, 75% of the time)
14.Mentor(s) take time to understand mentee(s)' personality and professional capabilities and guide them accordingly (P10.10) *5*	There is no evidence that mentors take time to understand mentees' personality and professional capabilities and guide them accordingly 0 to 3 out of 3, 0% to 39% of the time Or 1 out of 3, 40% ot 74% of the time	Mentor(s) can: 1. describe mentee(s)' learning style/preferences 2. and describe mentee(s)' professional strength and 3. give constructive directives on how to proceed 1 out of 3, 75% of the time Or 2 out of 3, 40% ot 74% of the time	Mentor(s) can: 7. describe mentee(s)' learning style/preferences 8. describe mentee(s)' professional strength 9. give constructive directives on how to proceed (at least 2 out of 3, 75% of the time)
15.Mentor(s) act as role	Mentor(s):	Mentor(s):	Mentor(s):

models (P10.11) *A*	1. make passionate and inspiring statements about their beliefs, are able to 2. describe and give examples of how they apply their values in their daily practice and 3. show a commitment to the school community through their membership and/or attendances in different school committees 0 to 3 out of 3, 0% to 39% of the time Or 1 out of 3, 40% ot 74% of the time	1. make passionate and inspiring statements about their beliefs, are able to 2. describe and give examples of how they apply their values in their daily practice and 3. show a commitment to the school community through their membership and/or attendances in different school committees 1 out of 3, 75% of the time Or 2 out of 3, 40% ot 74% of the time	10. make passionate and inspiring statements about their beliefs, 11. describe and give examples of how they apply their values in their daily practice and 12. show a commitment to the school community through their membership and/or attendances in different school committees (at least 2 out of 3, 75% of the time)

16. Mentor(s) and mentee(s) view conflict and disagreement as opportunities for understanding and professional growth(P10.12) *A*	Mentors and mentees' behaviors show that: 1. they acknowledge disagreements, 2. they accept conflict when it arises, 3. engage in negotiating a solution 4. positively note the learning that took place during the resolution process0 to 1 out of 4 Or At least 2 out of 4, 0 to 39%	Mentors and mentees' behaviors show that: 1. they acknowledge disagreements, that 2. they accept conflict when it arises, 3. engage in negotiating a solution and 4. positively note the learning that took place during the resolution process (at least 3 out of 4, 40% to 74% of the time) OR 2 out of 4, at least 40% or more of the time	Mentors and mentees' behaviors show that: 13. they acknowledge disagreements, 14. they accept conflict when it arises, 15. engage in negotiating a solution 16. positively note the learning that took place during the resolution process (at least 3 out of 4, 75% or more of the time)