“to educate,"

“Develop a passion for learning. If you do, you will never cease to grow.”

Anthony J. D’Angelo
TAMAM project
Official secondary school Shweir

A LEAP FORWARD

SABAH MOUJAES
NADA SAWAYA
LENA KASSARDJIAN
RITA GHAREEB
School Background & Vision:

Situated in one of the most beautiful areas in Mount Lebanon, our school has been able to be elite in all the other public schools in the country. It was established in the year 1979 with secondary sections and English as a first language starting with ten students at that time. Later on, it became a bilingual secondary school and a few years later three intermediate sections were added: grades 7-8-9. The school’s student attendance continued to grow dramatically due to the trust and qualifications it has proved; from 10 students to 370 students within the period of 33 years. Every year, the school receives special recognition for its students’ results, who have occupied high ranks in the official exams and for the contribution it has offered to make the school a target for those who want to pursue good education with high standards. Throughout the years, the school has been able to offer its students amazing opportunities. Ever since 2003, three of our students get the chance to have a full scholarship at The American University in Dubai (AUD), and local scholarships at LAU and other prominent universities. This year the school was able to participate and be recognized in a seminar in Strasbourg; that was offered by the European Union for 10 students under the supervision of one of the school’s teachers. In addition to participating in the EuroMedScola 2011, where the students were able to discuss and debate important issues worldwide related to the environment and others.

What gives our school a special facet is the warm, family atmosphere among its teachers, students and administration which paves the way to envision the following:

- **Preparing a person to be a good citizen knowing that all that he has and acquires is to promote his society.**
- **Making use of all the human resources in school in order to acquire knowledge and skills for a varied and more productive life.**
- **Using motivational means and efforts in order to achieve a continuous and enjoyable learning process.**
- **Well-trained patriotic students responsible towards promoting these acquired skills in the service of their society and country.**
- **A more defined concept of freedom and responsibility within the school context.**
- **Developing teachers’ techniques and methodology through different and recent methods and approaches among which is the ICT.**
- **Creating a self motivated group of teachers ready to adjust and experiment with new methodologies and are educationally contagious which will pave the way for other teachers to pull in and participate in this development process.**
Beginning of our Journey with TAMAM:

It just feels like yesterday, Tuesday, April 14, 2009, when we first met with AUB -TAMAM team, where they explained to us about TAMAM: Dr. Rima Krami, Dr.SaoumaAbouJaoude, Dr. MuradJurdak, Dr. ZalfaAyoubi, Ms. Nadia Rizk and Ms. Mary Saad.

Imagine six enthusiastic persons facing you, eager to show you that an educational revolution can be done and it is all in our hands, six persons with a combined concern of educational reform were explaining how this change can start from our school. Six persons proud to introduce TAMAM to us as their baby born: watch it and handle with care!

” TAMAM is a collaborative school-based educational reform project involving schools in the Arab World. Unique in the region, it presents a new paradigm for school reform. TAMAM’s name is derived from its purpose. It consists of the initials of “school-based reform” in Arabic (Al-Tatweer Al-MustanidIlAl-Madrasa).

TAMAM is an inquiry-based project at two levels: First, it promotes inquiry and evidence-based decision-making at the school level while building capacity for improvement. Second, it aims at developing a theory of change by investigating factors which hinder or enhance educational change in the Arab schools.”

On the other hand:” TAMAM is structured to promote “top down support for bottom up change.”

The TAMAM team was so excited about the idea of school reform and we were there, proud to have our PUBLIC school chosen by such a program, proud to take part in this EDUCATIONAL REFORM and thinking: Oh God! So easy! Trust us and we, the Shweir team, will be giving you the solution next meeting.

We went out sure that we will come with a WAW step, a brilliant idea which will render the required steps in TAMAM to minimum. No worries. And we will do our best to be pioneers of the “bottom- top change”.

Yes, simply challenging, because we, in PUBLIC schools, have a ministry of education to report to, and which in its turn, is responsible of the “top-down support” stuff. Nevertheless, we got the ministry’s blessing provided by Ms. Elham Komaty.

And here we are: Ms. Sabah William Mjaess (Principal of the school), Ms. Lena Sarkis Kassardjian (Math teacher), Ms. Rita Jamil Ghareeb (English teacher) and Ms. Nada Emile Sawaya (Chemistry teacher), sitting together in our first meeting, looking at the data handled to us by the team with joy.
Our TAMAM-Shweir Team:

Sabah William Moujaes:
Graduated with a BS in Chemistry, in 1986, Ms. Sabah started her career as a Chemistry teacher at the very same school she heads now. She took lead of the school’s administration as the principal in the school year 2001-2002. She has attended many local and international academic workshops and seminars to reinforce her career as a leader and educator. She was able to take first rank among 150 other principals and proved her competency at a Leadership seminar that was supervised by the University of Calgary in Canada in the year 2005. She has also participated in many educational fields and was awarded many certificates from the ministry and other institutions. In the year 2007, she was assigned to represent Lebanon at an educational seminar in China. She was also awarded a significant Certificate of Achievement at a training session for educational administrators in the year 2009. She also participated at Microsoft Worldwide Innovative School Program which took place in Tunisia in 2010.

Lena Sarkis Kassardjian:
In the year 1995, she graduated with a B.S in Math and Statistics with a teaching Diploma. She has been an intermediate and Secondary Math teacher at Shweir Secondary School ever since. She has attended and participated in different workshops at AUB, LU (faculty of Education) and IC.

Nada Emile Sawaya:
In the year 1986, she graduated with a B.S in Chemistry with a teaching Diploma. She has been teaching Chemistry and Math (when there was need) at the Shweir Official Secondary School and at St. Joseph in Cornet Chehwan as well. She has attended and participated in different workshops at different schools and universities including AUB, IC, and others.

Rita Jamil Ghareeb
In the year 1999, she graduated with a B.A in English Literature and Language with a Teaching Diploma. She has also been certified as a CELTA (Cambridge English Language Teaching for Adults) teacher from Cambridge University. Rita has been an active teacher in different public schools in Lebanon and an ESL teacher for adults at the American L. Language Center in Sin-El-Fil. She has also attended and participated in different workshops at different schools and universities in Lebanon.
Those team members were selected to work together by Ms. Sabah Mjaes. Her choice was based on many criteria. Two of the most important is the ability to comprehend and communicate in good English and the second criterion is the proactive role they play in school and their eagerness to see it grow and develop.

**Developing Our Focus:**

The school’s vision, shared earlier, is put and we knew that there are shared concerns among the four teachers involved. These concerns were communicated to the school’s principal prior to TAMAM’s project, which were based on the school’s need to improve and work on students’ underachievement.

The TAMAM AUB team asked our team to choose a concern that we will work on in TAMAM project. Out of the various concerns that we shared, the team decided to work on one concern: Student Underachievement.

For this reason, we, with the help of the TAMAM team brainstormed about various reasons lying behind this concern, and came up with an idea: To improve students’ performance in our school, we need to implement and improve the use of more and more advanced technological means, even the latest in our teaching methods. It felt like: That’s it! Our school will be saved from all the problems we are facing at all levels. We were looking forward to astonish the members of TAMAM team.

So prior to our first presentation to the TAMAM AUB team which included our first proposal (E-learning and communication) (See Appendix 1), we had a meeting with AUB team in the school to discuss our concern, May, 8, 2009. Questions of the AUB team were trying to put us face to face with our concern, helping us to focus on it and putting us in front of challenges we didn’t think of.

“What do you really think that a student will find it more interesting to watch a chemical experiment rather than to manipulate it?” Here came Dr. Saouma’s question. We were certain that E-learning was the solution; nevertheless this was not based on evidence that would come from our students.

Reflecting on our answer of “no” paved the way to think of different ways and the need to base our project on more evidence based data. These type of questions and more of; pushed us to reflect on our project but we were still convinced that the use of the ICT is the ONLY solution.

Our first proposal was focused on applying ICT techniques and up-to-date methodologies to motivate students learning and teachers’ willingness to take part in applying these techniques in teaching. All this has been suggested in order to improve students’ results with the help of students’ areas of strength.
This meeting was followed by at least four others, either with Dr. ZalfaAyoubi or with the AUB-team, to discuss our proposal and what to modify in it based on so many questions such as: How do you know this is what you need to work on? What did you base your project on? Is there any data that you have collected showing that ICT is the answer? These questions were too challenging, but the purpose was to help us in our research in selecting our focus and the appropriate solutions to our concern. Therefore; a second proposal was written where we focused on two facets of our concern: Students' lack of interest and motivation in the traditional learning process, and Teachers' readiness to apply the acquired techniques and methodologies. The ICT became just a means to assist teachers in achieving our concern. (See Appendix 2)

The research idea was based on teachers' self-evaluation through conducting a questionnaire (developed solely by our team) in order to involve the teachers in this project's course of action which also paved the way to conduct a questionnaire for students for further involvement. (See Appendix 3)

The results of the questionnaire were surprising and didn't intersect with the vision of the major problem we envisioned earlier. (See Appendix 4)

- 72.98% of the teachers considered that the academic results in the year 2008-2009 were above average.
- Only 13.53% of the teachers considered that the results deteriorated.
- 97.3% considered their class to be student-centered.
- 100% of them are ready to improve their performance using new teaching techniques and methodologies. (This was pretty surprising!!!!!)
- 86.49% of them are ready to use various technology, available means at school.
- 86.49% are ready to participate in a project that develops the learning and teaching process.

As a result, where we stand now gives us a better vision for our next plan of action. Our main aim cannot be based anymore on motivating the teachers to use various teaching techniques including ICT since what was envisioned earlier was not what the questionnaire results have revealed where students were also concerned in the process of motivation and responsibility. We need to reach a common point. Our concerns didn’t intersect with those of the teachers’. Nevertheless, we cannot neglect the evidence we had within our hands which was the students’ grades in the past year. (See Appendix 5)

During this period we were not aware that we were indirectly taught the process of action research. A period which extended till November, 3, 2009, where our first proposal was discussed, revised and edited so many times, after which we prepared a questionnaire addressed to the students in order to take another perspective and insight and help us take the right action (See Appendix 6).

The first draft of the student questionnaire was developed after workshop three which trained us on how to prepare and construct a questionnaire and then refined based on the AUB team feedback. This questionnaire focused on the causes behind students’ deterioration and if they have any suggestions to improve their present status. The students gave many causes among which are: their carelessness, the required condensed materials, psychological pressure, stress and many others. As for the suggestions students came up with were mainly: providing more reading days for the
exam period, minimizing the number of students in each class, working on communication between students and administration, supervisors and teachers and others. (See Appendix 7)

We started doubting and reflecting. Add to this, we had new questions in mind to answer, but still we didn’t pay attention that until this time we have learned three main things: posing questions, reflecting on answers and collecting data.

Meetings went on (Nov. 19, 2009 till Jan. 15, 2010), a meeting every two weeks.

Discussions and comments from the AUB teams forced us to change our plan of action. Our leap forward in our second proposal had to be supported by strong efficient strands based on collecting more data.

All along, our work was closely followed up; we were acquiring new skills which helped us have a wider and focused vision of our plan of action. And we were taught in the workshop, which took place at AUB, March 20, 2010 a new technique of how to conduct a focus group in order to collect data.

At this stage of data collection, we decided to conduct two focus groups in order to collect as many data as needed from the two parties we have already questioned:

The first one was addressed to 8 students who were selected randomly from grade 11 classes in all sections. From each class, two students were chosen to have more accurate answers. It was conducted by Ms. Sabah, the principal. The students’ feedback was:

- Excess in materials required for the term tests
- Inability to manage their studying time
- Lack of positive communication with some teachers.

TAMAM team was optimistic about our latest findings and they encouraged us to sit and plan our next course of action. The second focus group was addressed to a number of teachers and conducted by Ms. Rita, the English teacher. We had already as a team explained our research and project with TAMAM and we had 12 volunteers of teachers teaching different subjects. Their feedback for students’ underachievement was mainly attributed to students’ weak academic background. As a solution the teachers suggested an entrance exam for the new comers. However, based on school’s data (the grades) underachievement wasn’t restricted to those new students.

No kidding!!!! Back to back, from scratch.

Another plan for the same concern!
We learned how to organize and be more definite in our concern. We had to look at our concern with a different approach. More concise and targeted! We still had the same concern: Student Underachievement but we decided to focus on grade 9 in our school which consisted of 32 students due to the following signs:

- Decline in results as mentioned earlier throughout the last year where 25% of grade 9 passed. The decline was also quite noticeable in the official exam which wasn’t expected. (See Appendix 5)

- Teachers’ input in the focus group done earlier pointing at challenges at this grade level.

**Our Intervention:**

As a first step, we chose 5 subjects to focus on. We met with the teachers who teach grade 9 and explained our concern to them. They all welcomed the plan (see Appendix 8) and promised us weekly feedback. As we proceeded with this plan, we were confident that this would give us fruitful results. Nevertheless, we felt that time was running and we are not able to assess or follow up on these 5 subjects, so we decided to narrow our areas of concern on two subjects: English and Math since the teachers teaching them were part of the team. We decided few changes on the plan based on a discussion with the AUB team. (See Appendix 9)

The changes were mainly the following:

**Roles:**

- **Administration (Sabah):** meet with the parents and students.
- **Nada:** The teacher in charge of Math.
- **Rita:** The teacher in charge of English.
- **Lena:** Coordinator and in charge of statistics.

**Communication:**

- Meet together as a team every month to follow up on the results and report our new findings.

After a continuous follow up by the TAMAM team and brainstorming meetings among our team, a more detailed plan of the intervention concerning the teacher’s role was prepared. The activities of the intervention were developed based on each member’s expertise and successful practices inside the classroom.
**Final Refined Plan of Intervention:**

1- List the prerequisites (skills) related to the unit that a grade 9 student should master prior to the chapter itself;
   - Specify the competencies of the lesson
   - prepare a diagnostic test tackling the prerequisites
   - based on the results

   a- if 90% or more of the students were capable of achieving the prerequisites then correction of the test will be done in class (collectivity) and the chapter is started.

   b- If 70% to 90% of the students didn’t acquire these skills, then the correction is accompanied by a revision tackling the common mistakes and an extra work is given.

   c- If <70%; a re-teaching of the prerequisites is a must in addition to one support by sending extra work by mail.
      ---> Start teaching tackling and follow up in consideration the leftovers of the unacquired prerequisites.

2- An evaluation test is prepared with an evaluation sheet to assess students understanding of the competencies of the lessons (as well prerequisites skills.)

**The Teacher:**

- Corrects the test filling the evaluation sheet.

- An analysis of the evaluation sheet is done based on the indicators of success for each competency or skill.

- If all the indicators of success were met, then a new unit will be started in the same way and method.

- Otherwise if the unacquired skills or competencies will be tackled individually that is :

   1- If they were from the prerequisites then the student must follow specified extra sessions and a follow up is done between the teacher of the extra session and the class teacher.

   2- If they’re from the skills or competencies of the new chapter then the teaching method and the test done are to be evaluated.
The evaluation will be based on 1st thinking of approaching the topic in different ways and using new strategies of reteaching (videos, research, real life situation …) followed by a test measuring in a specific way the targeted skills.

- If the results of the test were satisfactory according to the indicators of success then time to pass to another chapter.
- If the results weren’t satisfactory then these students are sent to extra sessions where a follow up is done between the teacher of the extra session and the class teacher.

Going through this intervention wasn’t easy, due to the decision we took to assess each student which requires a lot of time on behalf of the teachers. We had other responsibilities to work on in our school and deadlines, which didn’t make this work as enjoyable as it should have been.

Each of us, Nada and Rita, worked on two areas (assessment based on competency & skill): that we had already learned at a workshop at AUB that focused on collecting and analyzing data.

**What results did we get after implementing our intervention?**

**Rita’s Experience:**

Being the English teacher, I started my quest in analyzing the students’ needs by an assessment test that was addressed earlier to the students in the previous plan of intervention. I evaluated it based on the prerequisite and acquired skills a grade 9 student should have according to the governmental curriculum, and found out that there are many battles to go through. These battles were related to students’ comprehension of text analysis, developing ideas into clear comprehensible sentences and grammatical concepts and rules.

As a first step, based on what we had set earlier in our intervention, I decided to dedicate the first 10 minutes of my 55-minute class to going through the basics of grammatical rule then I would assign some extra work to be done for the coming day when it will be corrected and mistakes will be addressed to the whole class. This plan worked well but the writing issue wasn’t tackled. As a result, in April I decided to focus on the writing skill.

I devised a competency and skill grid (See Appendix 10 & 11) for grade 9 writing which was divided into prerequisite and required skills that a grade 9 student is expected and required to master. I also specified some indicators of success that would coincide with the competencies. The AUB team welcomed my plan and they encouraged me to have more realistic indicators of success.

The first writing was given on March 14, 2011. It was corrected and evaluated and the grid was filled according to the competencies of each student, into three qualifications entitled as (A) acquired, (P/A) partially acquired and not acquired (N/A) then in percentage term to be more accurate and precise. Before the 2nd writing was given, students were addressed and given some writing basics such as how to write a topic
sentence and Thesis Statement and how to organize an essay into paragraphs. The time span between the 2 writings was 1 month so that I would have enough time and periods to work on their weaknesses and all the students stand at the same level. Then 2nd writing was addressed on April 11, 2011. This writing showed some progress in some competencies. The final writing was part of the final exam. I took few weeks in summer to compare between the three writings. I also set indicators of success for my intervention and they are the following: (See Appendix 10)

- 80% of students of this class acquired the pre-requisite skills.
- 60% of students totally acquired G1.
- 50% of students totally acquired C1/ T1 & L2.

The three written exams have shown, in some areas a noticeable improvement. If we were to take a close look at the Final exam results, we would be astonished by the slight or great improvement.

- 36% of the students have totally acquired G1. The indicator was concerned with the acquired skills but I felt it would be fairer, according to my students’ level and educational background, to appreciate the partial improvement as well. 56% of the students partially acquired G1. I would be satisfied with the result since the students have shown partial improvement instead of no improvement at all!
- 50% of the students totally acquired C1. Whereas the partially acquired is 33%. The totally acquired meet my indicator for C1 and it is more satisfactory if I add to it the partially acquired. This shows 33% more than the indicator of success set!
- 62.81% of the students totally acquired T1 and 32.5% partially acquired it. Also the totally acquired ones have definitely met the indicator. I’m also satisfied with the result!

Almost 47% totally acquired L2. 42% partially acquired L2. The indicator of success is 50%. This makes the totally acquired 3% less than the indicator. It would be satisfactory as well adding to it the partially acquired.

Since I don’t teach the grade 10 students who were my grade 9 ones, I decided to dedicate my time to new students where I will be, hopefully, following the same experience with.

**Nada’s Experience:**

As for my intervention in math the first thing I did, as we agreed, was a diagnostic test to check the students’ skills. The results of this test which included so many skills which should have been acquired from the grade eight were not satisfactory since I was expecting at least 80% of the students to have acquired them.
Based on these results I decided to focus on a chapter I have reached by this time of the year. It was the chapter: System of first degree equations in two unknowns.

The prerequisites, skills and competencies of this chapter were listed and grouped. (See appendix 12)

- Solving correctly an equation of the first degree in one variable.
- Reduce similar terms in an algebraic expression.
- Organize the given of a word problem and transform them correctly into an equation of the first degree and solve it.

For this, a quiz including all types of equations of first degree in one variable was given. The analysis of this test’s results should match with the prepared grid. (See appendix 13). The results were analyzed and I had around 60% of the students in grade nine who were not capable of completing correctly all the quiz. A detailed correction of this test was carried, followed by a drop quiz. This drop quiz has shown a noticeable improvement in the results. Left were few details which required simply re-teaching such as equations which included fractions and radicals.

At this level, tackling all types of equations was acquired by 60% of the students. The 40% were given extra work to be done including specified equations targeting the main points they were still weak in.

To be added that a continuous follow up was conducted with all students by an extra work sent to them by mail with more challenging equations to prepare and to be presented and corrected prior to the introduction of the solving a linear equation.

Out of the left 40% of the students, remain around 20% presenting basic weakness, and who will be followed by extra sessions.

This work would take not more than two consecutive periods since the grade nine class presents by itself the challenge of official exams and deadlines of covering the entire curriculum should be respected.

With all this hard work and after the explanation of the chapter and when included in a test the results came rewarding specially when with challenging problems I had 60% of the whole class capable of:

- Identifying and solving correctly, and by any method (elimination, substitution, comparison) a system of two equations of the first degree in two unknowns.
- Organizing the given, transform into a system, solve and check the validity of the solutions.

**What did the team learn from participating in TAMAM?**
Sabah Moujaes:

Leaders are learners. They learn from their failures as well as their successes.” James M Kouzes and Barry Z Posner, 1995

I still remember when the Ministry of Education involved our school in TAMAM project. I planned immediately who will be the team the ones more involved to realize high standards for student performance. I engaged them, implement ideas and resources to put into practice the activities necessary to promote academic and social learning. Yes everything was going smooth, no limits, and continuous work aiming to set our goals. Two consecutive years of hard work full of confidence and hope .But unfortunately the team is overloaded (no free hours from the ministry, endless preparation of class work, extra work, tutoring due to the economic status in our country).

OUPS! What shall I do and the dream of “LEAP FORWARD” started vanishing? No solution! Trying to ask the ministry for a space of work but the reality and the aim are linked by a huge gap and that’s why I am more and more convinced in the change from down to up.

Finally, this is what we have done in the first phase of TAMAM. Hope we were able to light somewhere. Leaving now the TAMAM project does not mean that we are going to turn back to where we started, indeed the spirit of TAMAM is going to be our vision in the coming school projects.

Nada Sawaya:

If I am to count what I really learnt, from working in TAMAM project and with TAMAM AUB-team, I would need pages to fill but I would try to think that I can try to summarize the main ideas in the following:

- Believe in a change I can make.
- Try a plan of action, reflect on and then decide if to go on or modify.
- Be patient.
- Share success with others.
- Learn from failures.
- Listen to and learn from advices.
- Document everything.
- Collect based – evidence data.
- Organize the collected data.
- Make use of every information.
- Always reflect and after every step taken.
Enjoy the results after the hard work and frustrations.

**Lena Kassardjian:**

As a teacher, complaining from students’ underachievement, I was continuously searching for different teaching methods and ways for motivating the learners. All of the effort I used to put was not subject to a real evaluation and was not documented.

Working in the TAMAM project was a great opportunity for me. I had the chance to attend many workshops that improved my skills in collecting and analyzing data in order to draw conclusions as well as evaluating the success of the plans and suggestions made to solve a problem faced. In other words, I learned how to choose the appropriate, evidence based, solution for a given problem.

**Rita Ghareeb:**

I would describe it as a roller coaster experience! Everything was sudden, surprising and unexpected! This has made it a memorable experience through which I had the opportunity to learn major life-changing lessons as an educator and a generation builder! When I was first asked by my school principal, Ms. Sabah Mjaes to join the team, I felt how much I was believed in, to join such a project. But I was confused and concerned when I heard that it was about ‘action research’ because I had never worked or heard of such a term before! The sound of it was interesting and practical and this was what I’ve yearned for as a public high school teacher for years. When we first met as a team, I was enthusiastic and looking forward to what I will be able to offer our school and help it to be a model for other schools as well. I always had the chance to be effective in our school due to the administration’s support and encouragement and to my willingness and keenness on enhancing my teaching skills, methodologies and techniques. But this time it was different and on a bigger scale, it involves the entire ministry! This means that I’m going to be more exposed and maybe I will be able to make a difference with the humble experience that I have.

I enjoyed meeting together the four of us a team and learned how to work with teachers of different backgrounds, teaching different subjects than mine. I learned their approaches and ways of thinking and I grew wiser when seeing the whole picture and not only the one I was focused on. I was able to see the school’s need and not only those related to my classes. This made me more understanding and involved in being a “decision maker” someone who can make a difference in his surrounding! I had always had those ideals but I was never able to picture them as a reality.

As the work started, it was new and fun. The workshops were very encouraging, supportive and informative. I learned many new things but among those that were extremely beneficial to me, were how to collect and analyze data. I had already known the traditional ways of collecting data but the new one that was introduced to me was collecting it through focus groups. I had the chance to conduct the focus group that was addressed to the
teachers. It was a challenging task, since most of the teachers were years older than me in age and experience. I was humbled by their support and I felt that more eyes were open to the action research and on the team working in this school. They had high expectations yet doubts that all the issues outside the ‘school realm’ would be tackled, addressed and solved. I also learned how to deal with qualitative and quantitative data.

Work has become more challenging, more reports about our findings had been asked and deadlines had to be met. I started to get frustrated since we had scarce time to finish all what we decided to do and the documentation that we had to submit. It was challenging and beyond my capacity (time wise) to implement what we had decided, document, attend workshops and meet deadlines with all the work I had to do at school and the deadlines I had meet at school whether in preparing, exams, grades.... The guilt of not being able to meet all this has made it even more frustrating for me and I believe to our team as a whole. Action research was a new thing to me yet I wanted it to be done with most accuracy and professionalism. This was getting me more and more tired and wanting to give up. We had tried to communicate our situation to TAMAM and the ministry representative Ms. Elham Komaty. It would have been much easier for me personally if we were dealt with as a special case from the ministry. I would have appreciated more time from our weekly working hours would be dedicated to TAMAM and the action research. We tried to express this need but there was no response. This has made me more concerned about where we stand as a team and as an individual teacher according to the ministry. I felt it as another project that would end and go back to our schools unrecognized and forgotten by time. I was hoping that the ministry would be supportive and consider this ‘plea’ so that we will be able to be encouraged to move on with this project, but unfortunately this wasn’t the case! I believe our ministry has to work on their ‘own action research’, identify their concerns and work on their own intervention! I don’t mean any offense in saying this but being born in Lebanon has taught me to be honest and solution-oriented! My eagerness and jealousy for the Lebanese public schools to be the elite in all the other schools in Lebanon has led me to say this and I’m willing to participate in anything that would contribute to making it as such! I believe that TAMAM has offered me the chance to voice my personal concerns which is to fill this gap that has been created ever since my professional career has started in teaching in public schools. I believe that most of the teachers around me share this concern. Enthusiasm to change things fades away when a child sees his parents uncaring and not responding. This is what creates a generation gap between parents and their children and I believe this is a close image to what has happened with me and my experience with MEHE through TAMAM. I pray and I hope that a bridge will be built to unify our concerns with that of the MEHE’s and we would work together to avoid any lack of enthusiasm and identify the causes that would result in such an attitude. I apologize if I were offensive in any means and I thank all those who have participated and supported in making me a better person with a clearer and positive perspective for my future and that of my country’s as well!
APPENDICIES

Appendix 1

First Proposal:

Why us?

- The school’s direction has always been eager to use up-to-date motivating methods to create an educational incentive for teachers, students and staff.
- The ICT program had already started in 2005 and progressed to reach the time that the school was chosen to participate in TAMAM project by The Ministry of Education.

Our Visions:

As where we see our school heading in the coming years is based both on the learning and teaching process. We envision:

- Preparing a person to be a good civilian knowing that all that he has and acquires is to promote his society.
- Making use of all the human resources in school in order to acquire knowledge and skills for a varied and more productive life.
- Using motivational means and efforts in order to achieve a continuous and enjoyable learning process.
- Well trained patriotic students responsible towards promoting these acquired skills in the service of their society and country.
- A more defined concept of freedom and responsibility within the school context.
- Developing teachers' techniques and methodology through different and recent methods and approaches among which is the ICT.
- Creating a self motivated group of teachers ready to adjust and experiment with new methodologies and are educationally contagious which will pave the way for other teachers to pull in and participate in this development process.
First Proposal:

- **Students' lack of interest and motivation in the traditional learning process:**

  The school has witnessed during the last 5 years a gradual decline in the passing average and in class participation. Based on that, the research has been processed in up-to-date techniques and tools that are appealing and motivating to students since this is the era of technology.

- **Teachers' readiness to apply the acquired techniques and methodologies:**

  Teachers wanted to reflect on their practices so that they can improve them. They chose an area of focus and developed action plans in their classrooms and methodologies.

- **Building on students' strength and enforcing their weaknesses:**

  The school has realized that it can play a major role in promoting students' character, personality and self-confidence which plays a major role in education.
Appendix 2

A Leap Forward

A- The Edited Vision:

As where we see our school heading in the coming years is based both on the learning and teaching process. We envision:

- Preparing a person to be a good civilian knowing that all that he has and acquires is to promote his society.
- Making use of all the human resources in school in order to acquire knowledge and skills for a varied and more productive life.
- Using motivational means and efforts in order to achieve a continuous and enjoyable learning process.
- Well trained patriotic students responsible towards promoting these acquired skills in the service of their society and country.
- A more defined concept of freedom and responsibility within the school context.
- Developing teachers' techniques and methodology through different and recent methods and approaches among which is the ICT.
- Creating a self motivated group of teachers ready to adjust and experiment with new methodologies and are educationally contagious which will pave the way for other teachers to pull in and participate in this development process.

B-Proposal's Background and Basis:

The research idea was based on teachers' self-evaluation through conducting a questionnaire in order to involve them in this project's course of action. However, certain concerns are aroused. These concerns could be attributed to the following:

- Students' lack of interest and motivation in the traditional learning process:
  The school has witnessed during the last 5 years a gradual decline in the passing average and in class participation.

- Teachers' readiness to apply the acquired techniques and methodologies:
  Teachers' will to participate and reflect on their methodologies and practices in class.
**a- Steps Followed:**

- A recent questionnaire was conducted to self-assess teachers' performance and awareness of the school's current situation: a noticeable decline in student results, their teaching techniques, and their will to improve their styles and developing their skills in using various techniques and technological tools supplied by the school.

- As a next step after assessing the results, we have decided to meet with a selected number of teachers and have a one-on-one interview to consolidate further our vision and to involve them more in the project's course of action.

**b- Current Results:**

The results of the questionnaire were surprising and didn't intersect with the vision of the major problem we envisioned earlier.

72.98% of the teachers considered that the academic results in the year 2008-2009 were above average.

- Only 13.53% of the teachers considered that the results deteriorated.
- 97.3% considered their class to be student-centered.
- 100% of them are ready to improve their performance using new teaching techniques and methodologies. (This was pretty surprising!!!!!)
- 86.49% of them are ready to use various technology, available means at school.
- 86.49% are ready to participate in a project that develops the learning and teaching process.

**c- Our Conclusion:**

- Creating a new vision for the school's development and creating a leading dynamic within students and the staff as a whole.
- Witnessing an inclination in student average.
- Involving teachers in the development process through self evaluation and group work.
C- Current Situation:

The results of the questionnaire have caused a noticeable deviation in the team's main vision for our original proposal.

As a result, where we stand now gives us a more vision for our next plan of action. Our main aim cannot be based anymore on motivating the teachers to use various teaching techniques including ICT since what was envisioned earlier was not what the results have revealed. We need to reach a common point. Hence, our conclusions were set:

1- Invite teachers to participate in the project by encouraging them to share their own personal teaching techniques and strategies that they have already applied with others.
2- Establish the habit of teacher continuous self assessment and evaluating their teaching strategies.
3- Encourage teachers to apply the teaching techniques and strategies acquired by others in their classes.
4- Help teachers improve their skills in operating the different technological means supplied by the school.
5- Provide teachers with the tools needed for their teaching techniques.
6- Appreciate teachers’ participation.

D- Research Questions:

We brainstormed together and we came up with Questions related to the teaching-learning process:

- How can we involve and motivate teachers to participate in the project and share their teaching techniques?
- How can we, as a team, help teachers improve their skills in order to use different and creative teaching techniques?
- How can we evaluate the efficiency of their techniques in the learning process?
- How can we highlight the new techniques and encourage other teachers to apply them?
- How far will this exchange in teaching techniques improve students' participation and academic results?
- How far will active learning help in improving the students' personality and prepare him/her to become a self-learner and a researcher?
- How would it improve qualitative and quantitative students' results?
- How forward would this leap go?

"Striving for Excellence… Failure is not an option…"
Appendix 3

The questionnaire

What is your method or approach to teaching:
- collaborative work
- internet
- field trips
- other

Have you attended any training on field trips? (Yes/No)

Do you use the following technology in teaching: (Yes/No)
- LCD
- retroprojector

If yes, what is your level of comfort with:
- computer
- internet
- field trips
- other

If you have attended any training on teaching the internet, please provide details:

If you have attended any training on teaching with technology, please provide details:

Have you been a teacher for over 10 years? (Yes/No)

What is your experience level with teaching the internet? (Beginner/Intermediate/Expert)

What is your experience level with teaching with technology? (Beginner/Intermediate/Expert)

Do you believe that learning is an active process? (Yes/No)

Do you believe that technology is an effective tool for teaching? (Yes/No)

Do you believe that collaborative work is important in the classroom? (Yes/No)

Do you believe that field trips are necessary for learning? (Yes/No)

Do you believe that technology should be integrated into all subjects? (Yes/No)

Do you believe that the internet should be used for all subjects? (Yes/No)

Do you believe that collaborative work is effective for learning? (Yes/No)

Do you believe that field trips are important for learning? (Yes/No)

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Appendix 4
هل أنت على استعداد لاستعمال التكنولوجيا المتوفرة في المدرسة في التعليم؟

هل ترى فائدة في استعمال التكنولوجيا لتطوير عملية التعليم وتحفيز الطلاب؟

استعمال الحاسوب:

- جيد: 45
- وسط: 30
- دون الوسط: 25

LCD استعمال:

- جيد: 20
- وسط: 35
- دون الوسط: 45
هل ترى أن مستعد للاشتراك في برنامج تطوير العملية التعلمية في الثانوية؟

Usage of Overhead Projection

Usage of Video
## Appendix 5

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<td>29</td>
<td>10</td>
<td>29</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>17</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>35</td>
<td>4</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>34</td>
<td>5</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>37</td>
<td>2</td>
<td>37</td>
<td>20</td>
</tr>
</tbody>
</table>
Appendix 6

تقييم نتائج إمتحان الفصل الأول عن العام الدراسي 2009 / 0202

حضرت الطالب في الصف ........................................................ المحترم

الإسم: (اختياري): ........................................................

بناءً على نتائج إمتحان الفصل الأول عن العام الدراسي 2009 / 0202 نطلب من جانبكم تعبئة هذه الاستمارة.

رأيكم مهم لتحسين العملية التربوية في المدرسة.

1- هل اطلعت على معدل النتائج التي وضعت من قبل الإدارة لكل مادة؟
   أ- نعم
   ب- كلا

2- إختر الإجابة المناسبة

<table>
<thead>
<tr>
<th>إذا كلا، حدد المواد</th>
<th>هل أسئلة الإمتحانات المطروحة واضحة من حيث الطبع؟</th>
</tr>
</thead>
<tbody>
<tr>
<td>هل كانت أسئلة الإمتحانات من ضمن الدروس المعطاة من بداية السنة حتى تاريخ الإمتحان؟</td>
<td></td>
</tr>
<tr>
<td>هل كان وقت المسابقات كافياً؟</td>
<td></td>
</tr>
<tr>
<td>هل كانت أجواء الإمتحانات هادئة؟</td>
<td></td>
</tr>
</tbody>
</table>
3- كيف تحضرت للإمتحانات؟

_____________________________________________________________

4- كيف كانت نتائجك في الإمتحان الفصلي مقارنة بنتائج السعيين الأول والثاني؟

أ- متقدمة
ب- متراجع
ج- ثابتة

5- هل أنت راضٍ عن نتائجك في الإمتحان؟

أ- نعم  لماذا ؟
ب- كلا  لماذا ؟
ج- جزئيا  لماذا ؟

6- ما هي برأيك أسباب التغيير في نتائجك بين السعي والإمتحان؟
7-إلى أي مدى تعاني من مشكلة فهم مع أساتذة المواد؟ أوردها بالتفصيل.

8-إلى أي مدى تعاني من مشكلة تعبير مع أساتذة المواد؟ أوردها بالتفصيل.

9-هل تعاني من ضغوطات خلال فترة الامتحانات؟ أوردها بالتفصيل.

10-ما هي الخطة التي ستتبعها شخصياً لتحسين أدائك ونتائجك خلال ما تبقى من الفصل الثاني؟
ما هي الإقتراحات التي تتوجه بها للإدارة والتي من شأنها تحسين العملية التربوية في المدرسة؟ أوردها بالتفصيل.

شكراً لتعاونكم.
## Appendix 7

### Questionnaire Data Collection & Analysis

**Classes:** 2nd secondary (Literary & Scientific) (French & English Sections)

**Number of students randomly selected:** 40 students

#### Question #1:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35 students</td>
<td>87.5%</td>
</tr>
<tr>
<td>No</td>
<td>2 students</td>
<td>5%</td>
</tr>
<tr>
<td>No answer</td>
<td>3 students</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

#### Question #2:

**Part A:**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16 students</td>
<td>40%</td>
</tr>
<tr>
<td>No</td>
<td>0 students</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>22 students</td>
<td>55%</td>
</tr>
<tr>
<td>No answer</td>
<td>2 students</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Part B:**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35 students</td>
<td>87.5%</td>
</tr>
<tr>
<td>No</td>
<td>2 students</td>
<td>5%</td>
</tr>
<tr>
<td>Partially</td>
<td>3 students</td>
<td>7.5%</td>
</tr>
<tr>
<td>No answer</td>
<td>0 students</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Part C:**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16 students</td>
<td>40%</td>
</tr>
<tr>
<td>No</td>
<td>2 students</td>
<td>5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>22 students</td>
<td>55%</td>
</tr>
<tr>
<td>No answer</td>
<td>0 students</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Part D:**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25 students</td>
<td>62.5%</td>
</tr>
<tr>
<td>No</td>
<td>6 students</td>
<td>15%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>9 students</td>
<td>22.5%</td>
</tr>
<tr>
<td>No answer</td>
<td>0 students</td>
<td>0%</td>
</tr>
</tbody>
</table>
### Question #3:

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared seriously</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>Insufficient preparation</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>Unprepared</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Question #4:

<table>
<thead>
<tr>
<th>Results</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced results</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>Deteriorated results</td>
<td>31</td>
<td>77.5%</td>
</tr>
<tr>
<td>Stable results</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Question #5:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>22.5%</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>57.5%</td>
</tr>
<tr>
<td>Partially</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Question #6:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carelessness / Required condensed materials</td>
<td>22</td>
<td>55%</td>
</tr>
<tr>
<td>Psychological pressure &amp; stress</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>Good preparation</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>More chance to make up for grades in the daily than in the Mid-term.</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Insufficient time for studying</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>No answer</td>
<td>1</td>
<td>2.5%</td>
</tr>
</tbody>
</table>
### Question #7:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face problems</td>
<td>20 students</td>
<td>50%</td>
</tr>
<tr>
<td>Have no problems</td>
<td>20 students</td>
<td>50%</td>
</tr>
<tr>
<td>No answer</td>
<td>0 students</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Question #8:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face problems</td>
<td>10 students</td>
<td>25%</td>
</tr>
<tr>
<td>Have no problems</td>
<td>27 students</td>
<td>67.5%</td>
</tr>
<tr>
<td>No answer</td>
<td>3 students</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

### Question #9:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face problems</td>
<td>31 students</td>
<td>77.5%</td>
</tr>
<tr>
<td>Have no problems</td>
<td>9 students</td>
<td>22.5%</td>
</tr>
<tr>
<td>No answer</td>
<td>0 students</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Specify Pressures:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress</td>
<td>12 students</td>
<td>30%</td>
</tr>
<tr>
<td>Short studying period</td>
<td>8 students</td>
<td>20%</td>
</tr>
<tr>
<td>Condensed materials / Assignments during the studying period</td>
<td>7 students</td>
<td>17.5%</td>
</tr>
<tr>
<td>No preparation</td>
<td>2 students</td>
<td>5%</td>
</tr>
<tr>
<td>No answer</td>
<td>2 students</td>
<td>5%</td>
</tr>
</tbody>
</table>

### Question #10:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To concentrate in class &amp; study on daily basis</td>
<td>39 students</td>
<td>97.5%</td>
</tr>
<tr>
<td>To work on minimizing stress</td>
<td>1 student</td>
<td>2.5%</td>
</tr>
</tbody>
</table>
**Question #11:**

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>12 students</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions</td>
<td>28 students</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Suggestions:**

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>9 students</th>
<th>22.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimizing the number of students in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing the communication between students and administration</td>
<td>6 students</td>
<td>15%</td>
</tr>
<tr>
<td>Planning more field and educational trips</td>
<td>5 students</td>
<td>12.5%</td>
</tr>
<tr>
<td>Improving communication between students and supervisors</td>
<td>4 students</td>
<td>10%</td>
</tr>
<tr>
<td>Providing more reading days</td>
<td>4 students</td>
<td>10%</td>
</tr>
<tr>
<td>Minimizing suspending students</td>
<td>3 students</td>
<td>7.5%</td>
</tr>
<tr>
<td>Following up on teacher’s work</td>
<td>2 students</td>
<td>5%</td>
</tr>
<tr>
<td>Improving communication between teachers and students</td>
<td>1 student</td>
<td>2.5%</td>
</tr>
<tr>
<td>Minimizing studying hours</td>
<td>1 student</td>
<td>2.5%</td>
</tr>
<tr>
<td>Increasing the break hours</td>
<td>1 student</td>
<td>2.5%</td>
</tr>
</tbody>
</table>
Plan for Action

1- **Concern:** Student underachievement in school.

2- **Rationale:** Our concern was based on the following signs:
   - Decline in results throughout the last 2 years. (Especially in school and in the official exams which weren’t as supposed to be and expected.)
   - 25% of grade 9 students passed in school.
   - Teachers’ input in the focus group done earlier.

3- **Goal for improvement:** Working on underachievement in school.

On the base of the correction English/Arabic/Math/Chemistry/Physics/Biology.

4- **Intervention:**
   - **Goals of the intervention:** Student acquisition of the fundamental and basic skills a grade 9 student should have.
   - **Activities:**
     1- Each teacher identifies the skills and competencies of the subjects he teaches in order to prepare the diagnostic test.
     2- Teachers prepare the diagnostic tests of their subjects that measure students’ acquisition and knowledge of the earlier identified skills.
     3- Students sit for the assessment.
     4- Assessment test is corrected by teachers who evaluate each student according to his/her competency. This diagnostic test is continuous which means that it will not only be at the beginning of the year but throughout the year.
5- Based on the results after the correction, the following steps will be taken:

- If 40% of the students didn’t not acquire a certain competency, then the teacher would go through a general review with the whole class at a time teacher decides that he sees is appropriate.

- Another assessment test will be addressed for this competency and will be corrected and evaluated if this same percentage remains, students will be given extra handouts as extra practice and will be given the answer key to check his work. He is also encouraged to refer to the teacher for any questions.

- When the problem persists, students will be asked to take extra courses after school to seek extra help. And with students with severe cases, one-one tutoring will be recommended.

- An optional intervention could be that teachers would mail extra practice for students to work on and students would mail the answers in return.

- The administration will be meeting with the parents of weak students that will take extra help after school to explain on what we based the intervention of extra work after school. Knowing that parents and students were informed at the beginning of the year of this procedure.

5- **Roles:**

- **Administration (Sabah):** meet with the parents and students.
- **Nada:** Follow up on the teachers that teach Chemistry and Math
- **Rita:** Follow up on the teachers that teach English and Arabic
- **Lena:** Follow up on the teachers that teach Biology and Physics.

6- **How do we communicate?**

- Meet with the teachers every month to follow up on the results.
- Ask teachers to report to us their new findings.

7- **Additional Resources:**

- Since our school has been added to the innovative schools in Lebanon and observed by Microsoft, Teachers research website with the help of the ICT department and use the active board to motivate and encourage students to work and improve themselves.

- The school will try to search for financial support for the students who are not able to pay for the extra tutoring.

8- **Obstacles:**

- Parents might not be responsive to the whole intervention and might not want to pay.

- Teachers might not want to put extra time and unpaid effort.

- Time.

- Absence of student seriousness.

- Failure of the intervention.

9- **Strategy:** Continuous evaluation whose results will be observed in the tests and the terms.
Appendix 9

Plan for Action

1- **Concern:** Student underachievement in school.

2- **Rationale:** Our concern was based on the following signs:
   - Decline in results throughout the last 2 years. (Especially in school and in the official exams which weren’t as supposed to be and expected.)
   - 25% of grade 9 students passed in school.
   - Teachers’ input in the focus group done earlier.

3- **Goal for improvement:** Working on underachievement in school.

   On the base of the correction English and Math.

4- **Intervention:**

   - **Goals of the intervention:** Student acquisition of the fundamental and basic skills any grade 9 student should have.
   
   - **Activities:**
     1- Each teacher identifies the skills and competencies of the subjects he teaches in order to prepare the diagnostic test.
     2- Teachers prepare the diagnostic tests of their subjects that measure students’ acquisition and knowledge of the earlier identified skills.
     3- Students sit for the assessment.
4- Assessment test is corrected by teachers who evaluate each student according to his/her competency. This diagnostic test is continuous which means that it will not only be at the beginning of the year but throughout the year. This assessment is not only related to unacquired previous skills but to the current ones tackled.

5- Based on the results after the correction, the following steps will be taken:

- If 40% of the students didn’t acquire a certain competency, the teacher would go through a general review with the whole class at an appropriate time, the teacher decides.

- Another assessment test will be addressed for this competency and will be corrected and evaluated if this same percentage remains, students will be given extra handouts as extra practice and will be given the answer key to check his work. He is also encouraged to refer to the teacher for any questions.

- If the problem persists, students will be asked to take extra courses after school to seek extra help. And with students with severe cases, one-one tutoring will be recommended.

- **An optional intervention** could be that teachers would mail extra practice for students to work on and students would mail the answers in return.

- The administration will be meeting with the parents of weak students that will take extra help after school to explain on what we based the intervention of extra work after school. Knowing that parents and students were informed at the beginning of the year of this procedure.

6- **Roles:**

- **Administration (Sabah):** meet with the parents and students.

- **Nada:** The teacher in charge of Math.

- **Rita:** The teacher in charge of English.

- **Lena:** Coordinator and in charge of statistics.

6- **How do we communicate?**
- Meet together as a team every month to follow up on the results and report our new findings.

7- **Additional Resources:**

- Since our school has been added to the innovative schools in Lebanon and observed by Microsoft, Teachers research website with the help of the ICT department and use the active board to motivate and encourage students to work and improve themselves.

- The school will try to search for financial support for the students who are not able to pay for the extra tutoring.

8- **Obstacles:**

- Parents might not be responsive to the whole intervention and might not want to pay.

- Time.

- Absence of student seriousness.

- Failure of the intervention.

9- **Strategy:** Continuous evaluation whose results will be observed in the tests and the terms.
Appendix 10

I. Writing Skill:

*The student will*

1. Use a process of writing that includes independent writing, drafting, revising, and editing to produce unified, coherent, and well-developed paragraphs and essays that support the expressed or implied controlling idea which is the Thesis Statement.

   The competencies required to meet the expectations above are:

   - **C1:** Analyzing the topic given by writing a Clear Thesis Statement (Topic & Subtopic(s)) that interprets his/her understanding of the topic given.
   - **C2:** Writing body paragraphs that explain and illustrate the Topic Sentence. And providing examples to support the Topic sentence which is the main idea in the paragraph.
   - **C3:** Starting a body paragraph by a Topic Sentence derived from the Thesis Statement.

2. Write under time constraints imposed by school and official exams.

   The competencies required to meet the expectations above are:

   - **T1:** Students are able to manage their time by developing each essay part in a complete manner (Introduction, body paragraph(s), and conclusion).
   - **T2:** Students are able to develop their ideas and supporting them by examples which shows that they gave time to each idea introduced.

3- Use connectors to link paragraphs and ideas together.
The competencies required to meet the expectations above are:

- **L1**: Using correct transitions to move from one paragraph to the other.
- **L2**: Using varied and correct coordinators and subordinators to develop their ideas in a rich manner.

4- Use of correct language and grammar related to the topic given.

- **G1**: Students are consistent in their use of tenses. They don’t jump from one tense to the other within the same paragraph.
  
  Students as well use the correct tense that is related to the topic. For example, they shouldn’t use the present tense to narrate an embarrassing event in their life.

5- Use correct punctuation and Capitalization.

- **P1**: Beginning sentences with a capital letter.
- **P2**: Capitalizing titles.
- **P3**: Capitalizing Proper nouns.
- **P4**: Using periods at the end of sentences.
- **P5**: Use commas and semi colons correctly.

As for the skills that should be mastered by grade 9 students (prerequisite skills) are the ones highlighted with yellow.

As for the indicators of success for each competency are as follows:

- 80% of students of this class acquired the pre-requisite skills.
- 60% of students acquired improvement G1.
- 50% of students totally acquired C1/ T1 & L2.
## Appendix 11

<table>
<thead>
<tr>
<th>C1</th>
<th>Acquired</th>
<th>Partially Acquired</th>
<th>Not Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has written both the topic and subtopic (s).</td>
<td>Student has written either the topic or subtopic.</td>
<td>Student has written none and the Thesis Statement is not related at all to the topic given by the teacher.</td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>Student mentions the subtopic(s) derived from the Thesis Statement.</td>
<td>Student writes an incomplete Topic sentence that's not clearly related to the Thesis Statement.</td>
<td>Student writes a Topic Sentence that is not related to the Thesis Statement if the student wrote one anyway.</td>
</tr>
<tr>
<td>C3</td>
<td>Student explains and supports the topic sentence by giving examples relevant.</td>
<td>Student either explains or supports the Topic Sentence.</td>
<td>Student neither explains nor supports the Topic sentence by examples.</td>
</tr>
<tr>
<td>T1</td>
<td>Student has written all the parts: Intro, body paragraph(s) and conclusion.</td>
<td>Student introduces only the intro or the conclusion with the body paragraph(s).</td>
<td>Student has written only the body paragraph(s) or the intro or the conclusion.</td>
</tr>
<tr>
<td>T2</td>
<td>Student gives complete examples to support his main idea which makes his whole body paragraph coherent.</td>
<td>Student has given examples but not related to the Topic Sentence.</td>
<td>Student has given Topic Sentence but with no supporting details or irrelevant to the main idea.</td>
</tr>
<tr>
<td>L1</td>
<td>Use the Transitions such as: first, to start with, on the other hand,... to move from one paragraph to another.</td>
<td>The use of transitions is not clear &amp; evident in all paragraphs.</td>
<td>The use of transitions in not evident at all.</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>L2</td>
<td>Student uses varied coordinators and subordinators with the same meaning of but, and, yet...</td>
<td>Student uses only a few and repeats the same coordinators over and over.</td>
<td>Student doesn't use other subordinators and coordinators and is stuck to using some.</td>
</tr>
<tr>
<td>G1</td>
<td>Student uses the right tense consistently throughout all the essay.</td>
<td>Student partially confuses between the tenses and they commit mistakes partially (50%) in the essay.</td>
<td>Student confuses and gets mixed up between the tenses throughout all the essay.</td>
</tr>
<tr>
<td>P1</td>
<td>Student begins all the sentences with capital letters.</td>
<td>Not all sentences begin with capital letters.</td>
<td>No sentence begins with capital letters.</td>
</tr>
<tr>
<td>P2</td>
<td>Titles are capitalized correctly.</td>
<td>Titles are partially capitalized.</td>
<td>Titles are not capitalized at all.</td>
</tr>
<tr>
<td>P3</td>
<td>Proper nouns are all capitalized.</td>
<td>Not all proper nouns are capitalized but 50% of them.</td>
<td>Proper nouns are not capitalized at all.</td>
</tr>
<tr>
<td>P4</td>
<td>Student uses periods at the end of all sentences.</td>
<td>Student uses periods on 50% of the sentences.</td>
<td>Student doesn't use periods at all or he moves from one sentence to another with very few periods.</td>
</tr>
<tr>
<td>P5</td>
<td>Student mostly uses commas and semi colons to separate listing words, after connectors, linking words.</td>
<td>Student doesn't separate using commas and semi colons all the time but most of the sentences.</td>
<td>Student uses run-on sentences and doesn't insert commas or semicolons at all or very rarely.</td>
</tr>
</tbody>
</table>
Appendix 12

Chapter of systems of two equations of Two Unknowns of the first Degree:

The domains covered in the chapter and the corresponding competencies are:

**D1. Calculation activities:**

**C1.** Perform different types of calculation with or without a calculator.

**C2.** Solve equations and inequalities.

**D3. Problem Solving and Communication:**

**D1.** Select relevant information presented in various forms.

**D2.** Explain procedures, validate and interpret results.

As for the skills that should be mastered by grade 9 students prior to dealing with this chapter are:

**S1:** Know the properties of equalities.

**S2:** Perform necessary operations to determine the value of a variable in simple equations of the first degree.

**S3:** Know how to translate a word problem to an algebraic equation and then solve it.
S4: Know how to manipulate operations with different types of numbers.

**Appendix 13**

<table>
<thead>
<tr>
<th></th>
<th><strong>Acquired</strong></th>
<th><strong>Partially Acquired</strong></th>
<th><strong>Not Acquired</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong></td>
<td>Student is capable of performing any type of mathematical operations with or without a calculator and without any mistake even sign mistake.</td>
<td>Student is capable of performing correctly mathematical operations with some types of numbers while being not capable of performing same operations with different types of numbers</td>
<td>Student cannot perform correctly any type of operations with any type of numbers</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>Student is able to solve any first degree equation in one unknown</td>
<td>Student shows difficulties at the procedural level while solving the equation</td>
<td>Student shows difficulties at both conceptual and procedural levels when solving equations</td>
</tr>
<tr>
<td><strong>P1</strong></td>
<td>Student is capable of defining the key words which helps in understanding the problem and selecting the information presented in various forms: that is the student knows how to interpret such information and relate them</td>
<td>Student might understand the problem and its key words but is not capable of interpreting information and relate them.</td>
<td>Student neither understands nor is capable to select the relevant information and relate them.</td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>Student selects relevant information and knows how to translate a word problem to a</td>
<td>Student might be capable of translating part of the word problem correctly.</td>
<td>Student cannot select relevant information and translate them correctly</td>
</tr>
<tr>
<td></td>
<td>correct algebraic expression and even solve it correctly.</td>
<td>to an algebraic expression.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong></td>
<td>Student is capable of exposing clearly the steps conducting different types of reasoning required to solve a problem</td>
<td>Student might be capable of conducting different types of reasoning but does not know how to solve correctly.</td>
<td>Student is not capable of reasoning, explaining procedures and interpreting results.</td>
</tr>
<tr>
<td><strong>D1</strong></td>
<td>Calculation Activities:</td>
<td>C1: Perform different types of calculations with or without a calculator</td>
<td>C2: Solve equations</td>
</tr>
<tr>
<td><strong>D3</strong></td>
<td>Problem Solving and communication:</td>
<td>P1: Select relevant information presented in various forms.</td>
<td>P2: Shift from one mode of representation to another.</td>
</tr>
<tr>
<td></td>
<td>P3: Explain procedures, validate and interpret results.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicators of Success:**

As for the **indicators of success** for each competency are as follows:

- 80% of students of this class acquired the pre-requisite skills (S1, S2, S3, S4)
- 70% of students totally acquired C1, C2.
- 60% of students totally acquired D1, D2.