CHARACTERISTICS OF EFFECTIVE SCHOOLS: A CASE STUDY OF A RELIGIOUS SCHOOL

by

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DEDICATION

To my precious family

To my mom who encouraged me and inspired me with her love and affection.

To my dad who always believed in me and supported me to continue learning.

To my brothers for their loving support and encouragements.

God bless them all, and all those who have been and will be touched by this work.
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ABSTRACT

For over twenty years, the effective schools research has been growing and employed by many schools as a framework for school improvement. Effective religious schools are regarded as academic and faith communities that foster the academic, religious, and value development of their students. Through a case study methodology, the author identified and analyzed the characteristics of an effectiveness religious school in Beirut, to gain a better understanding of how its characteristics contributed to achieving and sustaining its effectiveness. The data were collected at the school through semi-structured interviews, questionnaires, observation checklists, and existing school documents, records, and artifacts. The qualitative data were analyzed using a model that encompassed three essential components: school culture, curriculum and instructional practices, school leadership. From the case analysis the following conclusions were drawn. First, the religious school A.B. is effective due to the interaction of all its characteristics. Second, the school’s safe and orderly environment, shared mission, home – school relationship, and the staff’s high expectations for student success led to improved achievement and motivation. Third, the curriculum committees and the relationships that enabled the staff to work together were essential to increase achievement. Fourth, the school’s religious and instructional leadership in terms of goal focus, curriculum alignment, formation of the school’s faith community, well – planned staff development, and test data analysis helped to support the school’s efforts and to increase its effectiveness. The results in this study represented a model of an effective religious school with its variables that can be used to understand how to create a school that demonstrates quality and effectiveness.
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CHAPTER ONE

Introduction

The Issue

Effective education has become a primary issue for the successful functioning of our society. The reform and restructuring of the school became the major educational focus for most private and public schools in Lebanon. Literally thousands of programs and projects were conducted to improve one aspect or another of the school curriculum and the educational system. Reformers’ attention was turned to independent schools as models for school reform (Harris & Bennett, 2001; Mortimore, 1993; Reynolds, 1996; Bollen, 1996). Because many private religious schools are subject to criticism by many groups of people in the European, American, and Lebanese societies, the researcher in this study believed that religious schools need to be examined by educators and people who care about education (Jackson, 2003; Dronkers, 2001, Salibi, 1965). Grave doubts and concerns have been raised about the effectiveness of these schools (Mason, 2003; Glenn 1999; Dronkers, 2001). High dropout rates, poor attendance, ineffective curricula, poorly trained teachers, and low graduation rates are often associated with these religious schools (Jackson, 2003; Boffetti, 2001).

The researcher in this study attempts to update what is known about religious schools, clarify certain myths and misconceptions of religious education, and support that these schools have a direct impact on students’ achievement. Moreover, the researcher tries to raise the awareness of the accomplishments of religious schools and discusses the model of quality education that one religious school provides. Since the researcher
believes that religious schools have made a contribution to its students and the society, then religious schools must become part of the discussion on education and must be viewed as complementary to - and not replacements for - public and private secular schools. The researcher in this study didn't make the argument that religious schools are by nature higher performers than schools that are not faith schools, and that every religious school is effective and all secular schools are not. The argument is a different one. Religious schools are confident in their value base, and tend to have positive relationships with families. Moreover, there are some possible causal relationships that the study will explore between the religious schools' values, attitudes and practices and their pupils' academic achievement.

A religious school is not simply a place where lessons are taught; it's a spiritual community within an academic community. It is a community of learners and teachers, administrators and parents, staff and resource people. Such schools are maintained by a number of religious groups including Catholics, Orthodox Jews, Muslims, or Evangelical Protestant churches (Jeynes, 2003; Coleman & Hoffer, 1987; Grant & Hunt, 1992). Series of studies had been conducted to study religious schools, their religious atmosphere, and academic performance (Grant & Hunt, 1992; Coleman et al., 1982; Jeynes 2002a).

Effective schools are defined as schools that are successful in educating all students regardless of their socio-economic status or family background (Levine & Lezotte, 1990). School effectiveness is also defined as the production of desired outcomes as a result of personal and organizational efforts contributing to student achievement (Mortimore, 1991; Bollen 1996; Levine & Lezotte, 1990). School effectiveness is perceived in terms of both the quantity and the quality of the outcomes valued by the organization (Johnson,
1991). Based on this definition several studies had shown that religious schools were
effective in educating students providing more effective learning environments, and
offering more effective civic education (Coleman et al., 1982; Telushkin, 1991; Convey,
1989; Syed, 2001). These studies attributed the better performance of students in
religious schools to the strong discipline, high expectations of the teachers, and structured
curriculum that characterized these schools. Religious schools provided a safer and more
disciplined environment than non-religious schools. Students of religious schools had
higher rates of attendances, did more home work, and generally achieved better in
academic subjects than students in non-religious schools (Edwin, 1997; Tauhidi, 1995;
Dronkers, 2001).

A few years ago, the researcher found a teaching job in one of the religious schools
in Beirut, the A.B. School. A significant controversy was thought by the researcher and
was presented by the question of whether this religious school can be effective. The
researcher became interested in studying the characteristics of this school. Over a three
year period of teaching in that school, it was noticed that this religious school was widely
perceived by parents, partner schools, and the community as successful and effective.
This perception was grounded in several positive accomplishments that included
improved Brevet and Baccalaureate test scores (see Appendix E, Documents E40-E41),
increased parents' participation and satisfaction, shared decision-making between
teachers and administration, spirit of collegiality and commitment among staff, safe and
orderly climate, student satisfaction, and strong religious leadership.

Moreover, three types of achievements caused this religious school to stand out,
from the researcher's perspective, as a successful school. The first achievement was that it
went yearly to 100% success in official exams since the year 1975. Students’ scores kept improving since that time. Second, the school ranked first in the science fair held at the American University of Beirut among all other Lebanese private and public schools for four consecutive years (see Appendix E, Documents E42). The third important aspect was the researcher’s perception of the overall attitude of the teaching staff and the school’s positive culture portrayed in the high degree of commitment of the teachers, students, and parents. Based on the researcher’s observations during that period at A.B. School, it was obvious that there was a distinct focus by the staff on creating strategies that would provide a positive academic focus for all children. The staff formed a community with support, enthusiasm, and volunteerism. They agreed on goals, objectives, and priorities. Although it was noticed that the students in this religious school were diverse in their social class and family background, they were relatively homogenous in the commitment to learning, the community life of the school, and the humanistic values espoused there. This also contributed to the positive climate. By then it was convincing that this religious school is something special, and the researcher had to find out why.

The researcher believes that A.B. provides an opportunity to study this religious school and its characteristics that led to creating and maintaining its success. Thus, the researcher became involved in this study to find what elements determine the school’s effectiveness, and which type of school environment supports both learning and instruction. The researcher needed to identify which structures facilitate parent–teacher communication, and what enables the teachers to deliver quality instruction and consistently seek to improve their skills. In short, a description of the school’s
characteristics, structure, and educational programs should help to set an example to other private schools.

*Purpose of the Study*

The primary purpose of this study is to explore the characteristics that contribute to achieving and sustaining effectiveness in a private religious school in Beirut in order to come up with a model that is a viable framework to use for school improvement.

From this overall purpose, the following two complementary purposes emerge:

- Identify the characteristics that are associated with the effectiveness of the religious school.
- Propose a model of how the effectiveness variables interact in the religious school context to produce higher student achievement.

*Research Questions*

To address the purposes of the study, the following research questions will be answered.

1. What are the qualitative characteristics in the religious school’s professional culture that can be used to explain the level of school effectiveness?
2. What are the curricular and instructional practices that contribute to this school effectiveness?
3. What are the characteristics in the school’s leadership style that can be used to explain the level of school productivity?
Significance of the Study

The significance of the study can be understood from a variety of perspectives. The findings in this study are important for their contribution to the knowledge base by clarifying the relationship between the school characteristics and school effectiveness.

This study examines three major components that impact the school under study: school culture, curriculum and instructional practices, and school leadership. This study attempts to link these characteristics of the religious school, its effectiveness and the ways these conceptions translate into strategies for school improvement. Moreover, this study is important due to the lack of research in this area. The resulting information provides school administrators with new insights and direction on ways to create more effective schools.

Assumptions

The following assumptions are made for the purpose of this study:

- It is assumed that the information recorded on cumulative folders of students, and school documents give accurate information about the school.
- It is assumed that each interviewed participant has the ability to understand each question in the interview instrument and is willing to provide the answers that the participant thinks best fits the situation.
- It is assumed that the subjects in this study give honest responses to the instrument.
Organization of the Study

Five chapters are presented in this study. Chapter 1 described the background of the study, and its theoretical framework. The significance of the study, the overall purposes, and the statement of the problem were also discussed. Chapter 2 reviews the literature that is utilized in developing the ideas and concepts generated in this study. It provides a review of the related literature and research in the field of religious school effectiveness and religious schools' characteristics. Chapter 3 describes the methodology and the design of this study, the process of data collection, and the description of the method of analysis along with the limitations of the study. Chapter 4 provides an analysis of the data collected. Chapter 5 presents findings, conclusions, implications and recommendations based on the information contained in Chapter 4.
CHAPTER TWO

Review of Related Literature

Introduction

Schooling involves more than transmitting the acquired knowledge to students and developing in them the intellectual skills they need to function well in the society. Education also entails developing sense of values, encouraging just attitudes and prudent behavior, and fostering social relations. Promoting such a commitment makes serious demands to develop the intellectual, creative, and moral aspects in the human person; thus schools must be communities by themselves (Grant & Hunt, 1992; Levine & Lezotte, 1990; Mortimore, 1991; Dronkers, 2001).

This chapter provides the reader with an overview of the literature that has been integrated and used to frame the study. The first part of this overview presents the history of schools in Lebanon along with a brief summary of the history of different religious schools (Catholic, Protestant, Jewish, and Islamic) to give a clear understanding of these educational communities. Next, studies on the effectiveness of religious schools, their strengths and weaknesses are presented. The third part focuses on the characteristics of effective religious schools and their contributions to school effectiveness. The final part focuses on the impact of the religious schools on students' outcomes. The literature review forms the basis of this study which seeks to determine the factors that are present in religious schools that distinguish them, make them more effective, and provide great educational values and outcomes for their students.
History of schools in Lebanon

In many respects Lebanon can be considered the most educated state in the Arab world; not only does it have the highest literacy rate and the greatest rate of people who received higher education but it also has the greatest number of schools in its capital Beirut (Hitti, 1970). Education in Lebanon owes its rise and development to French, American, British, Danish, Italian, German, and Russian private denominational schools. These schools speeded up the educational development of the Lebanese system far beyond what would normally be expected; for each type of schooling produced a generation that was foreign in aims, aspirations, loyalties and outlook to others (Antippa, 1954).

There are currently four different types of schools in the Lebanese educational system: private foreign schools, parochial schools, local private schools, and public schools. The first two of these have their roots far back in Lebanon’s history. Under the Ottoman rule, the nations of the West found in Lebanon a country, which because of its accessibility and cooperative population could easily serve as a foothold in the Middle East. Thus, France became the protector of the Maronites in Lebanon, England served the same function for the Protestants, and Russia championed the interests of the Orthodox. In order to protect their religious clientele and convert others to their faith, the western nations founded schools staffed by their own missionaries (Babikian, 1936).

It was not until the nineteenth century that the Catholic missions, whose activities had been mainly missionary, began advanced educational work in Lebanon as well. In 1834 the college at Ayn Turah was re-opened (Matthews & Akrawi, 1949). Not long
after, the Jesuits established a Catholic seminary and a secondary school at Ghazir, to the
northeast of Beirut. However, the capstone of the Catholic educational institutions came
with the founding of Saint Joseph’s University which was first established as a seminary
in Beirut in 1875. Since its creation, St. Joseph’s has become one of the finest educational
institutions in Lebanon and the Middle East (Hitti, 1961). The French missionaries
established schools not only in large cities such as Beirut and Tripoli, but also built
elementary schools in remote villages (Matthews & Akrawi, 1949; Salibi, 1965).

American missionary connections with Lebanon began in 1822 with the arrival of
two Protestant missionaries to Beirut (Babikian, 1936). However, it was not until 1839
that the American missionaries began their educational work in earnest. The American
missionary established a school which was probably the first institution of its kind in the
Ottoman Empire that provided education for young women. Although this school had
some forty pupils in its first years, but it served as an important landmark in the education
of women in a country where female education was almost universally neglected. By
1942 – 1943 American Schools made up 11% of all foreign schools and educated about
the same proportion of pupils (Antippa, 1954).

It was not until the latter part of the century that some Muslim schools began to
draw inspiration from Western sources. These innovative schools were established by the
Muslim Society of Benevolent Intentions (Jam‘iyat – al – Maqasid al – Khayriyya al –
Islamiyya). This organization, which was founded by a group of prominent Sunnis from
Beirut in 1878, became, in time, the richest and most active organization of its kind in
Lebanon. Its first aim was to spread instruction among young Muslims of both sexes, and
later on they founded colleges for men and women and opened a medical school in Sidon and Tripoli (Salibi, 1965).

By the year 1960 an outstanding achievement in the field of education occurred in Lebanon. An increase in the number of public schools was noticed; and the number of public schools reached a total of 1354 schools (Ragland, 1968). The aims of these schools were to give children the basic skills required for the development of character, intellect and physical ability and to help them take on the responsibilities of citizenship. The expansion of public schools in Lebanon was accompanied by an increase in the number of schools in the private sector from 1,233 in 1959 to 1,483 in 1965 (Ragland, 1968). The growth of private schools (foreign and local) showed that a high percentage of the Lebanese prefer this type of institution. In fact, in a survey taken in 1968, 53% of the schools were private. The percentage of students attending private schools was even higher; 56% were enrolled in private schools while only 44% attended public schools (Hitti, 1970). Therefore, despite the Ministry of Education’s efforts to promote public schools, education in Lebanon became mainly a private affair. Some of these private schools were religious institutions that had a dual purpose: academic and religious; and some were secular operated by individuals which have no particular orientation. These secular schools were operated on a commercial basis, and had as their major aim the preparation of students for the Lebanese official examinations. Some of these schools were obtained to provide quality education for their students; others were operated mainly for profit (Salibi, 1965; Ragland, 1968).

A striking feature of the educational development in Lebanon was that it made Lebanon the first modernized land in the Middle East; and the most literate country in the
Arab world. In addition to this contribution, many private schools have provided a high quality of education which has not only resulted in the training of many of the nation’s leaders but has served to inspire the improvement of teaching in many other public schools.

*History of Religious Schools*

A brief review of the history of religious schools clarifies the concept of the religious identity and the faith community in these schools. A religious school is an educational institution run by a religious body who could be Muslims, Catholics, Protestant, or Jews, which offers instruction in the secular subjects in addition to a religious-based curriculum (Mason, 2003; Macmullen, 2004). It is a faith community with a special mission that integrates religious instruction, value formation, and faith development into the academic education of the students (Thomas, 1990; Doyle, 2004; Coleman et al., 1982). According to Edwin, "it is an academic center that has an operative educational philosophy, attentive to the students' needs and illumined by a religious message" (1997, p. 11).

*Protestant, Catholic, and Jewish schools*

The history of Protestant schools starts in the Middle Ages, where grammar schools were developed. Schools for basic writing and arithmetic had been established as early as the 13th and 14th centuries (Grant & Hunt, 1992; Sutherland, 1915); but this changed as a result of the 16th and 17th centuries Protestant reformers who began to develop schools that focused on offering instruction to young people mainly in reading
and religion. Those Christian schools had the Bible study as their curriculum, the Bible principles as the guide of the student’s life, and the Bible spirit as the inspiration of the school (Sutherland, 1994; Grant & Hunt, 1992; Sikkink, 2001).

Catholic schools have existed in Europe since the 17th century to shape the minds of learners to conform to the Catholic religious views and induct members into their religious community (Edward, 1994, Edwin, 1997). During the nineteenth century, Catholic elementary and secondary schools began to evolve with a religious curriculum that emphasizes the Catholic doctrine along with a secular curriculum (Coleman et al., 1982; Convey, 1989; Doyle, 1997). By the twentieth century Catholic schools were viewed as unique institutions with two purposes: developing quality human education and offering effective religious education (Dronkers, 2001; Edward, 1994; Robert, 1998; Altonji et al., 2002).

Jewish education dates back to the eighteenth century when the Jewish congregation established the first educational school in which Hebrew was taught (Rosen, 2004; Wikipedia Encyclopedia, 2001). High value on comprehensive Jewish education included the study of Tanakh (Bible) and the Talmud (Rabbinic Commentaries on the Tanakh), as well as the study of Biblical Hebrew.

In the year 1848, the Hebrew Education Society established English grammar schools for general instruction along with instruction in Hebrew and in Jewish religion. These schools were mainly carried on by volunteer teachers, and their main aim was to unify the Jewish community and to broaden the interests of its members in the Hebrew education (Telushkin, 1991; Rosen, 2004).
By the year 1950 a new vision of Jewish education was established. Schools provided an integrated program of Jewish and secular studies during regular school hours. According to Steinhardt (2000) the main purpose of Jewish schools by then was to inculcate the students with the Jewish identity and values necessary to affect a true renaissance of the Jewish life, and to steer the community in the coming decades.

During the early twentieth century, Jewish educators worked on upgrading their schools by providing superlative education and promoting Jewish literacy to attract parents who wanted this education for their children (Roso, 2004; Telushkin, 1991; Steinhardt, 2000).

Islamic schools

Education is the birth right of every Muslim and Muslimah. Islam puts considerable emphasis on its followers to acquire knowledge. The traditional Islamic schools were divided into two groups (Blanchard, 2005; Hitti, 1970). The first was called the “Kuttab” (the writers) and aimed at teaching children the basic principles of Islam and religious knowledge – study of Kuran, Hadith (the sayings of the prophet Mohammad), and Fiqh (jurisprudence and law). The second was called “al – Madrasah” (the school) which was generally associated with the mosque. It was first built in Baghdad during the eleventh century A.D. and offered its students food, lodging, and free Islamic education in its traditional manner (Hitti, 1970; Mathews & Akrawi, 1949; Blanchard, 2005). “Al – Madrasah” then spread rapidly throughout the Muslim world; although its curriculum varied from place to place it was always religious in character. These Islamic schools were intended to prepare future Islamic scholars (Ulama) for their work. They offered
instruction in Islamic subjects including, but not limited, to the Kuranic recitation, Arabic language, Seerah (the study of the Prophet Mohammad’s life), Fiqh, Islamic history, and related subjects. Historically, “al – Madrasah” was distinguished as an institution of higher studies and existed in contrast to more rudimentary schools that taught only the Kuran. Later on, “al – Madrasah” promoted Islamic – based curriculum focusing on the Kuran and Islamic texts along with teaching secular subjects (Blanchard, 2005; Hitti, 1970).

During the nineteenth and early twentieth centuries, secular institutions came to supersede religious schools in importance through the Islamic world. Muslim parents concentrated on imparting only secular education to their children. By then, Muslims became aware of the importance of their religious identity and wanted to acquire both Islamic and secular education, what is now known as Integrated Education (Tauhidi, 1995; Sarwar, 1989). When they lacked the number and resources they sent their children to private schools during the week and to the Mosque or Islamic center during the weekend. As the number of Muslims grew and they acquired sufficient resources, Muslims worked on opening full time Islamic schools from kindergarten to the 12th grade. These Islamic schools applied an integrated curriculum, which aimed at building students’ Islamic personality along with balancing their academic, physical, and social skills (Syed, 2001; Tauhidi, 1995).

Islamic schools in the twenty first century have a new vision of effective Islamic education. They work on inculcating the moral and Islamic teachings, in addition to the academic and social skills. These schools focus on preparing students with critical
thinking and problem-solving skills needed to function successfully as Muslims in their society (Syed, 2001; Johnson & Castelli, 2003).

Effective Religious Schools Research

Effective religious schools research was attempted to examine the impact of religious schools on students’ outcome, and the features that these schools have in common. The aim is to gather knowledge of what contributes to the effectiveness of the religious school, i.e. the relationship between conditions in the school and factors affecting achievement (Convey, 1989; Dronker, 2001; Edward, 1994). Since 1965 the debate in the educational community has centered on the issue of whether religious schools make a difference in student achievement. Reports for and against religious schools have dominated the literature.

Although this study focuses on identifying the list of characteristics that distinguish the effectiveness of a religious school in Lebanon, yet the literature review of both view points cannot be discarded. This literature will consider the studies on religious schools that revealed the effectiveness and the strengths of religious education, and studies that considered some of its weaknesses too.

While proponents of religious schools tried to show that those schools can significantly affect children’s achievement in a positive way and that these schools do make a difference (Jeynes, 2002b, Boffetti, 2001, Edwin 1997), opponents of religious schools accused these schools of not providing effective learning environments to the students. Studies were conducted with arguments against the existence and expansion of
religious schools, and for a positive and inclusive alternative (Mason, 2003; Jackson 2003; Dronker, 2001).

The greatest social critique of religious education in general and religious schools in particular was that they isolate their students from a diverse society. Another critique that religious schools instill social and religious prejudices in its students was also discussed. These critics assume that religious education doesn’t produce good citizens, because graduates of religious schools have not participated in the shared experience of non-religious schools (Mason, 2003; Glenn, 1999; Jackson, 2003; Boffetti, 2001). Opponents of those critics believed that some degree of isolation in religious schools might be detected since building a self-contained community in religious schools is part of its educational success. Those religious schools defenders argued that religious schools are able to educate many children and help them to become good citizens. Their studies showed that religious schools teach children the language and the social, cultural, and political ways of their country within a religious context (Jeynes, 2003; Macmollen, 2004; Denig, 1996).

Other studies conducted by Vexen (2003), Marples (1978), and Jackson (2003) found that religious schools were heavily socially biased in their intake, which completely accounts for their superior academic performance and lower record of absenteeism. Devanny (2002) and Thiessen (2001) argued that any selective school can achieve better than average results, and that secular schools can be as selective as religious schools. Devanny (2002) also argues that it might be true that religious schools take less than their share of deprived children and more than their share of the children of
ambitious and choosy parents, but this selection doesn't necessarily go towards explaining their apparent academic success.

Among the arguments against faith schools, is that they are underperforming schools (Humanist Philosophers' Group Religious Schools, 2001; Marks, 2001). John Marks (2001) warns parents that they need to check religious schools, and not assume that all have high standards. He claims that the problems of bad teaching and low performing rates are often correlated with religious schools. On the other hand, in the studies conducted by Devanny (2002) and Schagen et al. (2002) opinions differed over whether faith schools are academically better. These studies assume that faith schools are achieving well. Schagen et al. (2002) argues that the reasons for this success may be related to the ability and attitudes of their pupils and parents; and may be a result of the nature of the leadership and the strong religious ethos.

Coleman, Hoffer, and Kilgore (1982) conducted a study that focused on the differences between Christian and non-religious schools. Their analysis revealed that students in Christian schools attained higher academic achievements than did their counterparts in non-religious schools. Coleman and his associates (1982) attributed the better performance of students in Christian schools to the strong discipline, high expectations of the teachers, and the structured curriculum that characterized these schools.

Studies were also interested in the social and personal outcomes of Christian schools as well as their organizational effectiveness. These studies showed that these schools were concerned with constant and careful attention promoting in their students
social values, superior behavior, and just attitudes to produce the best quality of academic, social, and value outcomes (Convey, 1989; Edwin, 1997; Denig, 1996; Thomas, 1990).

Other studies were conducted to portray Islamic schools as models of effective schools (Tauhidi, 1995; Sarwar, 1989; Johnoson & Casteli, 2003). These studies showed that Islamic schools had better academic outcomes, more effective discipline, more structured curriculum, a greater sense of collegiality among faculty, and a higher sense of community than did non-Islamic schools.

Findings of other studies (Ezzeldine, 2004; Tauhidi, 1995; Sarwar, 1989) showed that teachers at Islamic schools experienced a deep sense of community, and demonstrated a high level of agreement and commitment to the school's mission. Teachers' role at the Islamic schools played an important role in creating a caring environment in the school, fostering a strong emotional bond with the students and staff, and thus affecting students' academic achievement positively (Ezzeldine, 2004; Tauhidi, 1995).

More studies focused on the unique characteristics of Jewish schools and their effectiveness. A positive disciplinary climate, high academic expectations, and equal treatment of students are cited as the curricular factors to explain student’s high academic achievement (Roso, 2004; Telushkin, 1991). These studies on effective Jewish Schools showed that the school curriculum had a great influence on students' outcomes, and the development of their sense of community (Rosen, 2004; Steinhardt, 2000).

This was an overview of the major studies published between 1965 and 2004 regarding the effects of attending religious schools on students' academic achievement.
Common results were established, and they indicated that students at religious schools performed better academically than those who didn’t. In addition to the academic success, these studies reported social, spiritual, intellectual and personal gains at religious schools as well. It was noted that religious schools had fewer problems with students' discipline and school violence. Teachers in these schools reported greater job satisfaction and commitment than do non-religious school teachers (Denig, 1996; Ezzeldine, 2004; McMillen, 1990).

**Characteristics of Effective Religious Schools**

Many studies were conducted to show that religious schools have it within their power to successfully educate any child, and that the schools' efforts do make a difference in the educational achievement of students. A closer look at effective religious schools revealed a set of overlapping characteristics that distinguished them from other schools (Edwin, 1997; Convey, 1989; Dronkers, 2001; Coleman et al., 1982). School characteristics refer to school factors leading to effective schools (Reynolds, 1996; Levine & Lezotte, 1990). Those characteristics encompassed the following factors: religious instructional leadership, shared mission and values, frequent monitoring, safe and orderly environment, professional and committed teaching, high expectations of success, focused and aligned curriculum, and home-school partnership (Sammons et al., 1995; Boffetti, 2001; Tauhidi, 1995; Creemers, 1996; Scheerens, 1992).
School culture.

Research had shown the importance of the climate and culture of the school as a significant contributor to its effectiveness (Pawlas, 1997; Sammons et al., 1995; Levine & Lezotte, 1990). According to Mortimore (1991) and Convey (1989) there is a difference between the two concepts, however both climate and culture are related to school effectiveness. School culture was defined and represented as the combination of values, norms, and beliefs that shape and determine the behavior of the school community members formally and informally. The culture is perceived in the rites, rituals, myths, metaphors, symbols, heroes, and heroines of the organization (Schein, 1997; Stolp, 1994); where as climate is defined as the product of the individual's interaction with the outcomes of the school's values, beliefs, and norms (Peterson & Deal, 1998; Mortimore, 1993). As to Convey the school's climate includes its ecology, milieu, and social system. To define each term, "ecology" refers to the school's physical and material traits, such as its size, the features of its building, and its facilities; while "milieu" is defined as the characteristics of the people in the school such as the administrators, teachers, and students. Finally the "school's social system" is indicated as the relationships among its administrators, teachers, and students (1989, p. 87).

Although there is a variation among some researchers related to the definitions of school "culture" and "climate"; however there is also an agreement in the research literature which has combined and confused these two terms (Peterson & Deal, 1998; Sergiovanni, 2001; Stolp, 1994). In this study the researcher focused on the relationship between these two concepts "culture" and "climate" with school effectiveness but identified both as the "school culture" component. In studies of effective religious
schools, school culture has been identified as an important component that contributes to its effectiveness (Boffetti, 2001; Coleman & Hoffer, 1987; Jeynes, 2003). These studies argued that some important characteristics related to the religious schools' culture are: emphasis on discipline and order, development of a faith community, and collegial relationships between teachers, students, and administrators.

Convey (1989) and Coleman et al. (1982) in their studies of effective religious schools found that certain variables associated with the school's milieu and its social system, and virtually every variable associated with the school's culture, had an influence on students' outcomes. The significant cultural variables are the teachers' and students' morale. The quality and the type of relationships of teachers with administrators and students; teachers' spiritual connection; and shared decision making are important social system variables related to the school outcomes. On the other hand, the most prominent variables are consensus on school goals, emphasis on academics, high expectations for teachers and students, teacher commitment, and the students' norms and values which, as Jeynes (2003) noted, are influenced to a considerable extent by the schools' culture.

Effective religious schools have been found to have safe, orderly, and positive learning environment (Sammons et al., 1995; Creemers, 1996). In general, the literature seems to indicate that effective religious schools maintain a safe and orderly culture through clear, well-defined school and classroom rules. For example, Denig (1996) in his review of effective schools literature found that issues of discipline were handled differently in religious and non-religious schools. Religious schools generally have fewer behavioral problems and fewer instances of disruptive behavior than do non-religious schools.
Another recurrent theme in the research of effective religious schools is establishing a sense of faith community within the school culture, which has a positive effect on the quality of life of both teachers and students. Faith community is defined as the spirit that has brought teachers, administrators, students and parents in a religious school together to form a unity with a common vision, values and beliefs (Roso, 2004; Coleman & Hoffer, 1987). It is the religious spirit that supports them and unifies their mission and goals (Thomas, 1990; Edward, 1994; Tauhidi, 1995). Teachers and administrators in such a community share the sense of worth of the individual, trust and cooperation among each other, and faith and commitment to the school (Edwin, 1997; McMillen, 1990; Johnson & Castelli, 2003).

The above study findings indicate that creating such a faith community at the religious schools has a positive influence on pupils' progress and development and on staff effectiveness as well.

*School mission & values.*

With the current trend in educational research, members of the academic communities agree with the importance and benefits that a clear established mission statement can provide (Sergiovanni, 2001; Sammon et al., 1995). An educational mission is defined as the reason for operation of the school, and if implemented correctly, it is an essential driving force behind every decision within this educational organization. It should be developed with the participation of the organization's members, and should identify within its context the organizational common purpose (Pawlas, 1997; Stolp, 1994).
The mission of religious schools is what makes it unique from other forms of educational institutions, since it encompasses both the spiritual and academic growth of its students. It becomes a unique force that gives power to those who become participants in the religious educational community (Macmullen, 2004; Edwin, 1997).

A review of the literature indicates that a clear religious school mission has repeatedly been identified as a characteristic present in effective schools. Studies on religious schools have shown that some of the clear benefits of establishing a clear mission within religious educational organizations include employee loyalty, ease of recruitment and promotion, greater cooperation and trust among individuals within the school community, and a clear value framework for making consistent judgments (Boffetti, 2001; Convey, 1989; Jeynes, 2003).

Giambri (2003) found that in effective religious schools there is a clear articulated school mission through which staff members share an understanding of and commitment to the instructional goals, priorities, assessment procedures and accountability. They accept the responsibility for achieving the school's essential academic goals related to student's opportunities to learn, high expectations, and achievement.

Moreover, Coleman and Hoffer (1987) in their study reported that along with the emphasis on academic goals, religious school's mission has a measurable effect on teachers' and students' behavior and values. In their study they reported that effective religious schools have specific goals and values that teachers share with students and staff. These schools place religious and social values in the hierarchy of its goals, where teachers share the commitment to these goals and values with students and staff.
Curriculum & instructional practices

Curriculum and instructional practices represent an important determinant of the school effectiveness. A review of related literature has shown that the academic focus, curriculum alignment, and the classroom instructional strategies are the main variables associated with the research on effective teaching (Levine & Lezotte, 1995; Fullan, 1990; Mortimore, 1993). Curriculum alignment is defined as the process by which the written curriculum is matched to the stated instructional objectives and the test used to measure achievement (Levine & Lezotte, 1995; Mortimore, 1993).

Studies on religious effective schools have shown that although religious values are integrated within the schools' curriculum, yet the academic focus and the emphasis on basic skills acquisition is an integral part of the schools' developmental process. In addition to the schools' academic goals, a consistent curriculum at religious schools plays an important role in determining effectiveness (Edward, 1994; Boffetti, 2001; Coleman & Hoffer, 1987).

Studies have shown that religious schools' curriculum assists students to grow in all areas of life: academic, affective, social and physical. High priority is given to the religious development of the students in addition to the excellent academic education (Edwin, 1997; Jeynes, 2002a). Principals at those schools play an important role to insure that the curriculum is aligned, that learning time is maximized and consistently protected from interruption, and that effective practices are used in the classroom (McMillan, 1990; Giambri, 2003).

Convery (1989) has found that religious schools have also been described as having consistent instructional practices throughout the school. These practices include
high rates of time-on-task, direct instruction to heterogeneous groups combined with cooperative learning strategies, use of mastery learning strategies, and an emphasis on higher order cognitive skill.

More recent studies found that supportive behaviors were observed at religious schools including teachers' high expectations, positive reinforcement, and staff's efforts to create an attractive learning environment. These supportive behaviors were identified as key features of most effective religious schools (Roso, 2004; Dronkers, 2001; Ezzeldine, 2004).

Religious instructional leadership.

School leadership is the relationship among the principal, school staff, students, community, and parents, that intends to bring changes, directions, emphasis, and support to the school's instructional program, student achievement, school culture, and the organization of the school so that there will be significant gains and achievement for the school (Fullan, 2002; Sergiovanni, 2001; Snowden & Gorton, 2002; Razik & Swanson, 2001; Peterson, 1995).

Research had shown that religious school teachers reported positive views regarding the principal leadership. Those teachers had higher evaluations of their principals' support, encouragement, and leadership than did non-religious school teachers (Ezzeldine, 2004; Convey, 1989). Principals in religious schools are perceived as religious leaders for being active in the religious program to give credibility to the fact that religion is a unique value in the school program (Tauhidi, 1995; Thomas, 1990). They are in a position to be most effective in creating the school's religious
climate, forming a religious community, and contributing to the spiritual formation of the students and teachers.

Moreover, studies had also shown that principals at religious schools act as instructional leaders and effectively communicate that mission to the staff, parents, and students (Roso, 2004; Glickman, 2002). These principals were frequently referred to as instructional leaders indicating that they focus some of their attention on planning, monitoring, and evaluating instructional issues and students' learning. They work in setting the tone of the school, help to decide on instructional strategies, and organize and distribute the school's resources (Denig, 1996; Convey, 1989). Those instructional leaders spend considerable time personally monitoring the activities at the school, supporting teachers, and securing resources to improve the instructional program (Razik & Swanson, 2001; Fullan, 2002). The effective schools' literature indicated that principals of effective religious schools were pictured as unique leaders, since they have the ability to communicate the school's vision, take initiative, and express a high degree of self-confidence and openness to others (Edward, 1994; Boffetti, 2001; Jeynes, 2003).

Giambri (2003) found that principals of high achieving religious school were strong leaders. They participated more freely in instruction, had higher expectations of themselves, their teachers, and their students, and were oriented toward cognitive goals. They communicated their desires to staff, let them know their expectations, and placed a high priority on creating a caring environment.

Other studies were conducted on principals in effective religious schools to study their actions and behaviors (Edwin, 1997; Coleman & Hoffer, 1987; Ezzeldine, 2004).
They identified the following characteristics of these principals as effective instructional leaders: (a) a tendency to set clear goals and to have these goals serve as a continuous source of motivation; (b) a high degree of self-confidence and openness to others; (c) a tolerance for ambiguity; (d) a propensity to test the limits of interpersonal and organizational systems; and (e) the ability to be in charge of their jobs (Edwin, 1997; Ezzeldine, 2004; Coleman et al., 1982). Schulte (2005) described similar attributes, and noted that in effective religious schools principals also emphasized achievement and evaluation of basic objectives, spent time in classrooms, gained community support, and organized staff development that extended the skills of the staff. In addition to focusing on instructional issues, the literature indicated that effective principals played a critical role in selecting new staff members, evaluating teacher performance and removing or transferring teachers who were considered to be blocking progress (Convey, 1989; Glickman, 2002).

The review of studies on religious effective schools indicated that the principals' support for and recognition of teachers contributes to the teachers' performance and their sense of unity and cooperation. Their relationship with their teachers is particularly important in creating an effective teaching process (Snowden & Gorton, 2002; Stolp, 1994).

Committed professional teachers & staff.

The religious school nature and its mission require religious teachers to fulfill a special role. In order to serve the faith community and direct the educative process effectively, these religious teachers should have special qualifications such as: being
witness to the faith, committed to helping their students develop religious beliefs and values, and willing to model for their students how these beliefs and values shape and inform spiritual, moral, and life style choices. Commitment is defined as the strong emotional bond and attachment to a religious institution resulting from the belief in its mission and purpose. As to teachers in religious schools it is described as the attachment and loyalty to the professional aspects of teaching and the interest in student achievement – derived from their desire to work in this religious educational environment, love of teaching, and their faith and belief in the school’s philosophy, values and mission (Ezzeldine, 2004; McMillen, 1990; Edwin, 1997).

Committed religious school teachers must constantly be alert for opportunities to initiate the appropriate dialogue between culture and faith. Research had shown that teachers who are highly attracted to religious schools are often motivated by more than a job or position, by the spiritual connection, faith, and perceptions of school culture (Ezzeldine, 2004; Johnson, 1991). Most of these teachers stay in religious schools whereas the turnover rate of non-religious school teachers might be twice as high. This strong commitment to the school, students, and teaching results in a special loyalty to the school and great sacrifices in the teaching career. Moreover, it leads to strong emotional bonds with students and often personal caring and concern (D'Amico & Frericks, 1989; Glickman, 2002).

Research had shown that quality education in religious schools involves people of faith. Faith is an important element, but teachers and staff should be professional and competent as well. McMillen (1990) reported that effective teaching practices were associated with professional religious teachers in effective schools where learning time was
maximized, test results were used to direct and monitor pupil progress, and staff development was structured to address the needs of these teachers. The findings of Edwin (1997), and the review of religious school literature by Ezzeldine (2004), indicated that the staff development in effective religious schools is another key factor that determines school effectiveness. Staff development programs were conducted in these schools to provide committed professional teachers to their students. Staff development was typified by the following characteristics:

1. Staff development activities were designed around school goals and identified needs.
2. The entire staff participated in the staff development training or in-service activities.
3. The staff development activities were integrated into the classroom instructional program and additional support and training were provided when necessary.
4. There is a strong collegial relationship among staff members in the implementation of in-service programs, and individual staff members often lead the training or in-service for their colleagues.
5. Staff members had an opportunity to grow professionally through observing their colleagues, and through staff and grade level meetings to coordinate the curriculum, plan programs, and share instructional techniques and strategies.

Finally, McMillen (1990) and Convey (1989) reported that teacher relationship with other teachers is another critical element associated with professional religious teachers in effective religious schools. Collaboration and strong collegial relationship among staff
members make teachers more effective and satisfied. Teachers' collaboration is defined as the process of working jointly with others, willing to help each others and exerting efforts in order to personally and collectively benefit all students and staff. With collaborative teachers there is a team mentality of working together on common instructional goals, decision making process, and carrying out the school mission (Fullan, 1990; D'Amico & Frericks, 1989). While collegial teaching is defined as a dynamic process through which teachers professionally share and learn from each others, help each others when problems arise, and provide suggestions and share classroom experiences for the purpose of enhancing teaching and learning. Some other examples of collegial teaching and learning include: collaborative work, shared planning, personal and group reflection, dialogue among teachers, and the incorporation of educational research (Harris & Bennett, 2001). Studies conducted by Convey (1989) and Ezzeldine (2004) showed that religious schools teachers exhibits high commitment, which is associated with a high level of collegiality, collaboration, and a strong sense of community. This combination of factors provides support for teachers and is likely to make them more effective by increasing their professionalism, satisfaction, and sense of efficacy, thereby contributing to students' achievement.

Home-school relationship.

Home-school relation is the way in which the school communicates with and involves parents in the education of their children. Researchers believe that the increased involvement in religious schools flow from the ownership and commitment that parents
feel for schools to which they have entrusted their children and in which they have invested their tuition money (Sammons et al., 1995; Levine & Lezotte, 1990; Mortimore, 1991).

Most religious schools offer a variety of opportunities for parents to become directly involved with the school. Researches had shown that parents of religious schools students have higher expectations for their children and monitor their children's work and out-of-school activities more than do non-religious school children. Furthermore, these parents are more supportive of and involved in the school than parents of non-religious school students (Convey, 1989; Himmelfarb, 1986).

Edwin (1997) found that parents' involvement had a significant impact on students' performance. Parents' involvement includes parenting, communicating, volunteering, learning at home, decision making and collaborating with community. More recent work by Macmullen (2004) has shown that when parents are actively involved in their children's education, their achievement is higher. Parental involvement in the life of the school includes help in the classroom, educational visits, and attendance at meetings to discuss children's progress. Growing body of research showed in more effective religious schools high levels of parent-teachers and parent-principal contacts had a positive impact on the students' learning process (Dronkers, 2001).

Studies and experience had shown that parent-teacher relations contribute to the fullness of the educational experience for the child. Children develop best when they find love and care both at home and at school (Sammon et al., 1995; Dronkers, 2001). Hence, more religious schools are asking parents to share information about their children with teachers, and teachers are comparing their perceptions of the children with parents. Studies also showed that parents at effective religious schools are given opportunities to experience
the school’s community of faith, participate in special religious celebrations, attend social
events at the school, and sometimes be personally involved with co-curricular activities
(Edward, 1994; Boffetti, 2001; Syed, 2001; Glenn, 1999).

In Summary, the literature had shown that the family makes critical contributions to
student achievement, from earliest childhood through high school, and that efforts to
improve children’s outcomes are much more effective if they encompass their family.
When parents are involved at school, children achieve much better and stay in school
longer (Levine & Lezotte, 1995; Bollen, 1996).

**Frequent monitoring of students progress.**

Frequent monitoring is the regular and frequent assessment of student progress in
mastering the intended curriculum. This aids the teacher in planning, re-teaching or
developing new strategies for remedial, accelerated, and enriched instruction (Glickman,
2002; Levine & Lezotte, 1995).

Effective schools that focused on developing complex monitoring systems of basic
skills often found that valuable teacher time was taken up with the monitoring task.
Multiple assessment methods such as teacher-made tests, samples of students' work,
mastery skills checklists, criterion referenced tests, and norm-referenced tests are
conducted, and the results are used to improve the instructional program (Harris & Bennit,
2001; Sammons et al., 1995).

Convey (1989) found that in effective religious schools the academic feedback has
been identified as an essential variable associated with students' high achievement. In other
studies of effective schools, frequent monitoring also has been regarded as very important;
it included both checking pupil progress and using test results to modify the instructional program (Coleman & Hoffer, 1987; Jeynes, 2002a). The significance of frequent monitoring is further supported by Jeynes (2003) in his study of effective religious schools. He reported that when these schools engage in frequent monitoring and analysis of test results, enhanced delivery of instruction and increased amount of interactive learning time emerge as typical improvement targets.

Rosso (2004) found that effective religious schools provide immediate feedback to students on their progress. Moreover, teachers rely on achievement and diagnostic test results to measure pupil's progress and to formulate daily lesson plans. Edward (1994), however, found that effective religious schools use test results to shape the school's academic focus and guide the formation of improvement objectives.

Finally, Mortimore (1993) indicated that monitoring needed to be viewed as both an instructional leadership strategy as well as a classroom strategy. At the school wide, instructional leaders use test data analysis for setting the academic focus, and for altering the instructional program when indicating achievement results. At classroom level, teachers use the information to guide their own teaching practices.

*High expectations for success.*

High expectations are the beliefs and attitudes of the staff that all students can learn and that the staff has the capacity to teach all children the intended curriculum. High expectations are illustrated in the school's goal, academic curriculum, and instructional practices. By raising teachers' expectation for students' performance, students would show higher academic gains and positive influence upon their progress.
and development (Levine & Lezotte, 1990; Sammon et al., 1995; Mortimore, 1991; Schereen, 1992).

Research conducted on teacher expectations in effective religious school had revealed that teachers form expectations for student, students respond to behavioral cues of their teachers, and that student performance is shaped by these expectations (D'Amico & Frerick, 1989; Fullan, 1990; Macmullen, 2004). These studies pointed out that setting clear academic goals was an essential step towards actualizing high expectations. Successful teachers are those who produce more than the expected achievement gains and possess beliefs that they could teach and that all their students could learn.

Studies related to teachers' expectations on for students' performance in effective religious schools outline a series of practical considerations for teachers. These studies found out that those teachers (a) pay more to students' ideas and interests, (b) involve them in the role of assessing their own performance, (c) provide students with accurate and detailed feedback, (d) increase opportunities for students to participate actively in lessons, (e) ask questions that require analysis, synthesis, and evaluation, and (f) focus on the positive aspects of learning (Johnson, 1991; Roso, 2004; Coleman & Hoffer, 1987).

Religious Schools Outcomes

In most studies of school effectiveness, researchers concentrate on outcomes of an academic nature when examining the effects of schools on students. Typically, the outcomes focus on academic achievement in terms of basic skills in subject matters,
performance on standardized tests, and perseverance in the school (Shepard et al., 1996; Smith & Rottenberg, 1991; Reynolds, 1996; Creemers, 1996). Religious schools are academic institutions, so these academic outcomes are important to consider when examining the effectiveness of religious schools, however, these schools do more than simply teach academic subjects. Religious schools are faith communities that strive to develop in their students an understanding of faith, commitment to the practice of their religion, and set values that will influence the students' present and future lives (Sarwar, 1989; Steinhardt, 2000; Denig, 1996). Thus, the examination of the effectiveness of religious schools must go beyond the traditional academic outcomes and include the effects of religious schools on the religious education and value development of their students.

Academic outcomes

Academic achievement.

Schools commonly use achievement tests to monitor the progress of their students. The reviewed research on effective religious schools demonstrated that religious schools had been instrumental in producing high quality academic outcomes.

The results of national and local studies had shown that children from religious schools outperform children from non-religious schools on standardized tests of achievement (Babikian, 1936; Boffetti, 2001; Jeynes, 2002b; Altonji, 2002; Coleman & Hoffer, 1987). In other series of studies, researchers documented that the performance of students in religious elementary schools on standardized achievement tests had revealed that these students scored better than students from secular schools despite their diversity
in their family background and relevant personal characteristics that may affect students' test scores (Jeynes 2002a; Edwin, 1997; Coleman et al., 1982).

Additional evidence for the superior performance of students from religious elementary schools comes from Dronkers's study (2001). Results of this research had shown that religious school students had a substantially lower dropout rate from the sophomore to the senior years, compared with those who attended secular schools in most European countries.

Religious outcomes

Religious outcomes often are more difficult to assess than traditional academic outcomes. The measurement of most religious outcomes, such as the practice of one's religion and moral values and attitudes, relies on the self reports of the individuals involved. However, evidence does exist to support the effectiveness of the contribution that religious schools make to the religious practice, knowledge, and attitudes of those who attend these schools (Convey, 1989; Edwin, 1997).

Coleman & Hoffer (1987) had conducted a systematic examination of religious schools and religious outcomes. This research demonstrated that religious schools attendance had a significant impact on the religious behavior and attitudes of young people and adults.

Roso (2004) found that religious schools had another important advantage over secular schools in terms of children's ultimate development as religious individuals. The systematic religious instruction and supportive atmosphere of faith in religious schools were the best means to insure that the children of religious parents will have an adequate
understanding of their family's religion, so that it can be the object of an informed choice in their future as religious individuals.

*Religious practices.*

Most studies that examined the religious outcomes of religious schools included a measure of religious practice. In general, the rates of religious practices reported by religious school students tended to be higher than the rates found in secular educational institutions (Fisherman, 2004; Edward, 1994).

Other studies also had shown that most students and graduates of religious schools reported the regular practices of their religion and were more likely to do so than those who did not attend religious schools (Syed, 2001; Macmullen, 2004).

Similar findings were established by Tawhidi (1995); for example, she found that students in religious schools tended to be more religious and more devotional to religious events than those who attended secular schools.

*Religious knowledge.*

Several studies involving religious schools (Boffetti, 2001, Edwin, 1997) included measures of religious knowledge among their outcomes. Extensive examinations of the religious knowledge of elementary and secondary students occurred in religious schools. Both studies provided rich sources of information concerning the religious knowledge of young people.

In addition to religious practice and religious knowledge, some studies employed other measures of religiousness to examine the effects of religious schools. For example,
Roso (2004) found that students at religious schools acquired their religious identity by developing the faith and commitment from the school. Students acquired this religious character and it could be measured by their personal devotion, organizational involvement, and financial contributions to religious institutions. Religious school attendance was strongly associated with this religious identity.

Furthermore, the importance of religion increased for religious school seniors as noted in Convey's study (1989). He reported on the self-evaluations of religious sophomores and seniors, compared with those who attended other schools, were slightly more likely to rate themselves as very religious. Similarly as Maemullen (2004) found that seniors in religious schools viewed religion as more important in their lives than did seniors who attended secular schools. The importance of religion was a significant predictor of the students' concern for others, and their favorable attitudes toward the school, family, and society.

Value outcomes

Religious schools are faith communities that teach religious and academic subjects in a value-oriented context. Indeed, the specific mission of the religious school is to bring into harmony faith, culture, and life. Since the teaching of values is an explicit objective of the religious school, both the curriculum and the environment of religious schools are designed to help students to develop these values (Tauhidi, 1995; Sayd, 2001). Values are defined as principles, standards or qualities that a person perceives as "good", considers it being worthwhile and desirable, and develops a preference and a commitment to it. A
person's values are influenced by his or her culture, heritage, and environment — family, school, peers, and community (Fullan, 1990; Pawlas, 1997).

While theorists readily acknowledge that values are formed largely by interactions that occur in the home, the school plays an essential role in value development. The communication of value is at the very essence of education. Research had shown the importance of the school's reinforcement of the discipline, beliefs, standards and norms of the family, society, and religion (Thomas, 1990; Denig, 1996). Wide agreements exist that values are part of learning and that they should infuse in every classroom at the school.

Instruction in religious values is an integral part of the program of the religious school, not only during the time set aside for the teaching of religion, but also in all classes. Classes at religious schools provide students with the opportunity to examine values and to reflect on their meaning in their daily lives. As the teacher teaches a skill to help students learn the content, they also provide opportunities for students to act in consistent ways with their values (McMillen, 1990). Research had shown that the special relationships at religious schools between teachers and their students allow them to reinforce discipline, standards, and norms of their religion and to espouse, model, and reinforce religious values in them (Thomas, 1990).

*Family values.*

A constant theme in the research on religious schools is the affirmation by religious schools students of the importance and priority of values relating to the family. Religious schools generally give family values importance, even more than other
potential life goals and, in particular, more than goals that equated success in life with having a good job and making a lot of money (Edward, 1994).

A number of consistent studies on family values and religious schools found that students from religious schools generally adopt family related values more than students from other schools do (Convey, 1989; Coleman & Hoffer, 1987). The importance of family values had been related to the student’s religiousness and was higher for girls in religious schools than for boys. Students who were more religious demonstrated a higher family orientation than did students who were less religious. Other studies had found that graduates of religious schools were more religious in their values concerning marriage and the family than students who did not attend religious schools (Roso, 2004; Coleman et al., 1982).

Social values.

A number of studies involving religious schools had included some measures of social values. Most students demonstrated high levels of concern for others; they rejected attitudes that reflected a self-centered viewpoint and they were more likely than other students to acknowledge the importance of making a contribution to the society (Boffetti, 2001; Thomas, 1990).

Convey (1989) found that seniors from religious high schools indicated that they participated in community affairs and volunteer work more than did seniors from secular high schools. Based on the results of other studies regarding social values, religious schools established great efforts to teach the principles of social justice and to help their students be more oriented towards community service. It was reported that the following
changes were made to reflect better religious social doctrines: (1) addition of in-service projects; (2) development of activities that infuse justice-related values, concepts, and skills into the curriculum; (3) addition of new social teaching courses; and (4) staff development programs on social teachings of the schools' religion (McMillen, 1990; Schulte, 2005; Giambri, 2003).

Also teachers in religious high schools promoted the development of appropriate attitudes in their students and thought their schools were doing a good job in emphasizing them. More than half of the teachers indicated that helping students to develop commitment, promoting social values, and encouraging students to participate in-service projects were extremely important goals (Ezzeldine, 2004; Johnson, 1991).

In summary, although the religious behaviors and value orientations of religious school students often are related to the religiousness of their parents, the research suggested that attending a religious school had a measurable effect on the behaviors and values of students over and above the influence produced by parental religiousness (Tauhidi, 1995; Boffetti, 2001; Edwin, 1997).

Chapter Summary
Chapter Two presented an overview of the related literature and research. The literature is organized into several sections. The first section included an overview of the history of the Lebanese schools. Then the definition and the history of religious schooling in the Christian, Jewish, and Islamic communities were discussed as well. The second section contained a critical review of the major studies on effective religious schools.
In the third section multiple perspectives on the characteristics that had an impact on student achievement were shared. The review of literature had shown that the religious school culture, the development of the faith community, and the school mission are important characteristics that determine the religious school effectiveness. In addition, the review indicated that school leadership, especially actions of the principal in conjunction with the school staff, was the means for impacting the school effectiveness as well. Finally, the literature examined the characteristics of religious school teachers. Studies on the teachers' professional preparation, commitment, perceived quality, and their high expectations for success were examined. Research on parental involvement in effective religious schools and its impact on students' achievement were discussed as well.

The final section in this literature contained a review of the research concerning the three types of religious outcomes: academic, religious, and values. The academic outcomes included academic achievement, attendance, dropouts, and success of religious schools students. The research on religious outcomes mainly involved religious practices and religious knowledge. The review on value outcomes concentrated on family values as well as social values. When possible, comparisons between the outcomes of religious schools and non-religious schools were included.

Chapter Three describes the method approach that is used to examine the case study which is presented in this research.
CHAPTER THREE: METHODOLOGY

Introduction

This chapter describes the approach that is utilized in this study. The following sections present the methods that are used to collect and analyze data. The research methodology and design, sampling, instrumentation, data collection and analysis, and research limitations are presented.

Case Study Methodology

The purpose of this study is to explore and analyze the characteristics that contribute to achieving and sustaining effectiveness in a private Islamic school in Beirut. The questions that are addressed in this study lend themselves to a case study approach. Yin (1994) defined a case study as an empirical inquiry that “investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (p. 20). It is an approach that aims to understand a particular unit such as a community, a school, a student, a family group, an event, or even an entire culture by using a variety of methods such as interviews, questionnaire, observation, documents, or records as major tools for investigation (Cohen & Manion, 1994; Walford, 1991). Through a case study design and by using a variety of data sources, a qualitative research method is used in this study to explain why the selected religious school is able to achieve and sustain effectiveness for all its students.
This qualitative research focuses on understanding events, actions, and the social context from the participants’ perspectives. In other words, how individuals – principals, teachers, support staff, administrators, parents, and students – perceive and construct meaning in their school is critical to understand how the school works. By listening to the meaning that participants attach to the school and its accomplishment, it may be possible to identify and understand thoroughly the factors that contribute to its effectiveness.

As Yin (1994) stated, “the case study’s unique strength is its ability to deal with a full variety of evidence – documents, artifacts, interviews, and observations” (p. 23). This implies that the use of school documents, artifacts, and records in this case study combined with interviews and observations result in a clear description of the school. In addition, the characteristics of this religious school result in the production of a model for a high performing private religious school.

*Research Design*

The proposed research is a descriptive case study using qualitative and quantitative methodology. It’s a study of a single private religious school that is perceived as effective. Hypotheses were not proposed before the investigation, but they are expected to be derived from the data gathered. In order to understand the school’s contribution and effectiveness, it is necessary to examine the characteristics that have been developed within the school and which have supported the implementation of effective practices to meet the needs of its students.

This study is about an effective school in Beirut. Research has established the effective characteristics of schools in general (Jeynes, 2003; Altonji, Elder & Taber,
2002) but less often focused on religious private schools. While this has been helpful, it is important to probe more deeply and explicitly into the characteristics that contribute to the effectiveness of this successful religious Lebanese school.

This case study design involved several steps: data collection, data reduction and writing a case report, data analysis and interpretation, and the writing of the case summary. The case study also included: an introductory letter explaining the purpose of the study, teacher consent form, the interview questions, observation checklist, and questionnaire. In order to conduct this research, the first step undertaken was data collection which comprised gathering information from four major sources: the principal and four teachers who were interviewed in this study, the questionnaire that was completed by the school’s teachers, the observations that were conducted, and finally the reviewed school documents, records, and artifacts. The second step in the research design was to analyze the data gathered in this case study, and to write a case report. The critical third step was to discuss the findings from the analyzed data. Finally, the fourth step was to prepare the case summary, conclusions, and recommendations based on what was learned from this case report.

Sample selection.

In this research, the participants and the case study school were selected on the following bases:

Site selection.

After a three year period of teaching at the A.B. School in Beirut, the researcher noticed that this religious school was highly regarded by parents, partner schools and the
community as successful and effective. Its several positive accomplishments included improved Brevet and Baccalaureate test scores (see Appendix E, Documents E40-E41), increased parents' participation and satisfaction, shared decision-making between teachers and administration, spirit of collegiality and commitment among staff, safe and orderly climate, student satisfaction, and strong religious leadership.

The researcher selected A.B. School since it represented a typical religious school which offers instruction in the secular subjects in addition to a religious-based curriculum. It’s a faith community with a special mission that integrates religious instruction, value formation, and faith development into the academic education of the students. The researcher noticed that there is always a two-fold purpose in this religious school: Learning and believing. As learners, students are encouraged by this community to cultivate all their intellectual and creative potentials; and as believers they are encouraged to grow in faith and develop their religious values.

**Participant selection.**

**Sample for the questionnaire.**

For the purpose of this study, A.B. School was the unit of the study. The population for this survey consisted of all the teachers at A.B. School. The total number of teachers at this school is seventy-eight certificated teachers, seventeen of whom work as part timers. Of the seventy-eight teachers, fifty-three teachers volunteered to participate in this study, and the data were collected from their answers on the survey questions.
Sample for the interviews.

To conduct the semi-structured interviews for this study, the school principal and four teachers were selected to be interviewed separately. Teachers who were invited to participate in the one-hour interview session were chosen based on the stratified sampling technique (Yin, 1994; Fraenkel & Wallen, 1996) based on the following criteria: The principal was asked to select teachers who represented the following groups: (a) teachers that represented the different grade levels in the school, (b) teachers that worked with different academic subjects, (c) a teacher that had been at the school for a long time, and (d) a teacher who was new to the school. These categories were not mutually exclusive; often one teacher represented several categories. The number of the teachers and the categories chosen were selected because the researcher believed that the interviews with these teachers are sufficient to identify common themes and present a clear picture of the school’s characteristics that contributed to its effectiveness.

Instrumentation and Data Collection Procedures

The data collection for this case study was guided by Yin's (1994) three principles. The first principle was to collect multiple sources of evidence, the second was to develop a case study database, and the third principle was to maintain a chain of evidence so that the issues of validity and reliability are addressed.

The concept of reliability considers whether the obtained data is accurate, dependable, predictable, and stable. If the collected data are reliable, then we can depend on them since errors are relatively absent, and the data are accurate and consistent (Fraenkel & Wallen, 1996; Cohen & Manion, 1994; Kreugar, 1994). Following Yin's
principles to maximize the benefits of the data collected in this case study, the staff interviews, questionnaires, observation checklists, and the school documents, records and artifacts, provided multiple sources of related information and were used to develop the case study database. To improve reliability and enable others to replicate this work, the steps and procedures were clearly explicit and well documented in this final report.

Along with reliability the subject of validity is very important in a case study. The validity of information gives indication of how well a test or an instrument predicts or measures a given area or a certain performance, under certain circumstances, and with a given group (Fraenkel & Wallen, 1996; Yin, 1994). To establish validity multiple sources of data collection instruments were used, along with a detailed account of how this case study was carried on. The detailed procedures that were followed by the researcher in the semi-structured interviews, observations, questionnaires, documents, and the appropriate interpretations were included as well.

Semi-structured interviews.

For the purpose of this study, semi-structured interviews were conducted. A semi-structured interview is a face to face interaction and exchange of ideas and information between the researcher and the participant. An interview guide may be developed for some parts of the study without fixed wording or fixed ordering of questions so that the content focuses on the crucial issues of the study (Yin, 1994; Cohen & Manion, 1994; Fraenkel & Wallen, 1996). This type of interviews allowed the researcher to spend greater time with the teachers which increased the harmony and trust between the interviewer and respondents. Moreover, it permitted greater flexibility and more accurate
responses from the teachers' perspectives on their perceptions, experience, and the school's situations as expressed in their own words.

Interviews were conducted separately with the principal and four teachers at the school. The questions in the interviews were designed to probe and explore more fully those characteristics that contribute to achieving effectiveness in A.B. School. The sixteen items in the interview questions were derived from the literature and previous research on effective religious schools (Sammon et al., 1995; Sergiovanni, 2001; Reynold, 1996; Mortimore, 1993). Appendix B contains the items used in this study. Each semi-structured interview lasted approximately one hour with each participant. The principal and the four teachers were told that the study included tape-recorded sessions unless there was an objection (see Appendix A -Table A2). Two participants declined to be taped and their wishes were honored.

Teachers were asked to sign a consent form with a statement of assurance that the information collected would be used only for educational purposes (see Appendix A-Table A2-continued). They shared their perceptions, beliefs and opinions related to the series of questions designed for the semi-structured interviews. Notes about any personal reaction that was experienced during the interview sessions were also taken. The taped interviews were later transcribed. Views of the school staff who were interviewed were protected by maintaining anonymity. No individual teacher was identified in the study. A pseudonym was assigned to the school. The school staff who had been interviewed expressed no reluctance to participate in the study once they were assured that their anonymity would be protected. The interview data provided a rich data base to analyze.
The validity and reliability of this instrument was given much attention when conducting this study. The validity of the interview questions was established through a review of the literature on effective religious schools and related literature dealing with aspects of leadership, school culture, and effective teaching and learning (Coleman & Hoffer, 1987; Convey, 1989; Sammons et al., 1995; Ezzeldine, 2004; Mortimore, 1991). The obtained data was relevant to these previous studies. As to reliability, it was checked by building some redundancy into the interview sessions. That is, items on the same topic were rephrased and repeated to check the consistency and stability of the answers as well (Kreugar, 1994; Cohen & Manion, 1994).

**School questionnaire.**

The school questionnaire was the second instrument that was used to collect the data for this case study. It involved the application of a set of questions to indicate the individual's degree of favorability towards a certain topic or object in each question. It was used to measure the faculty's perceptions of effective characteristics of their school. The advantage of the survey method is that it is easy to prepare and conduct, and it allows to collect data from a relatively big number of participants. Moreover, it is based on data that regards the teachers' responses rather than their subjective opinions.

A questionnaire following the Likert method was established (Yin, 1994; Fraenkel & Wallen, 1996). It involves the selection of a set of attitude statements to which the teachers are asked to indicate their agreement or disagreement along a five-point scale, ranging from "strongly agree" to "strongly disagree". The teachers' score was tabulated by assigning a numerical value to each of the answers, ranging from 1 for the
alternative at one end of the scale to 5 for the alternative at the other, and then determining the frequencies for the major variables involved in this survey (see Appendix C, Table C1- C2). This instrument assesses the teachers' opinions in three key areas: school culture, curriculum and instructional practices, and school leadership. The items on the questionnaire were derived from the literature and previous research on effective religious schooling (Coleman et al., 1982; Convey, 1989; Edwin, 1997; Sammons et al., 1995; Ezzeldine, 2004). Significant accommodations were made for the survey after the questionnaire items were judged by the Math, Science, and English coordinators at the school to modify certain terminology and wording of statements for clearer understanding.

To conduct this survey, an introductory letter was mailed to the school principal to explain the purpose of the study and to request her approval for participation (see Appendix A, Table A3). Once approval was obtained from the school principal, she was asked to support the study by returning the name of a contact person willing to assist in the distribution, collection, and return of the survey package.

The survey package included enough faculty questionnaires for all faculty members with at least one year of experience in the school, instructions for distribution and completion, time lines for completing the survey, and an envelope for return mailing. The contact person was contacted by follow-up phone calls thanking her for assistance after one week. The teacher questionnaires included a cover letter to teachers with instructions and indicated one week time line for returning the survey, assurance of anonymity, and the statement that participation was purely voluntary. Appendix A (Tables A4, A5) and Appendix C (Tables C1, C2) contain samples of each of these items.
To check the validity and reliability of this instrument the following procedures were followed. The data that were obtained from the questionnaires showed similarities with the actual behaviors and responses of the subjects who were observed and interviewed at the school. Moreover, the questionnaire items produced more homogenous answers and increased the probability that a common attitude was measured, thus validity and reliability were reasonably high (Yin, 1994; Walford, 1991).

School observation.

The third instrument used in conducting this case study was non-participant observation. It involves watching what is happening and recording events during the field visits on the spot (Walford, 1991; Fraenkel & Wallen, 1996). The advantage of the school observations is that the observed teachers' behaviors are purposive and expressive of deeper values and beliefs. Field visits provided an opportunity to observe conditions of the school environment, make it possible to record behavior as it occurs, and to document the findings. Of interest were physical and cultural artifacts that could be attributed to the quality of school leadership, collegiality and professional commitment, religious beliefs and the level of academic achievement.

The observations included observation of the school setting, students and teachers in their classrooms, parent-teacher meetings, teacher-administrative meetings, and staff development workshops. The observation visits were also conducted to observe the conditions of the school equipment, the teachers' lounge, conditions in the hallways, actions in the computer lab and the library, and auxiliary classes. Additional data were collected by also observing the faculty behaviors, how the staff greet each other, how
they divide into subgroups in the staff’s room while having a coffee break, campus behaviors, and playground activities of the students and custodians. Particular attention was given to the importance placed on academic success as reflected by the overt and covert messages suggested by the kind and location of the displayed awards and posters. These impressions and perceptions added to the flavor of the context and to the possible events that may need further study by the interviews and questionnaires. Notes were taken and an observation checklist was used during every field visit to explore the characteristics that may help to contribute to school effectiveness. The observation checklist was derived from the literature and previous research on effective religious schools (Convey, 1989; Levine & Lezotte, 1990; Edward, 1994; Sammons et al., 1995; Ezzeldine, 2004). Appendix D shows the checklist used in this study.

In total, about 46 hours were spent in the school setting during the one and half year period from the time the researcher launched this case study. It is believed by the researcher that this amount of time and the report developed by the researcher about the school served to increase the validity of the data produced. Moreover, throughout the interviewing process, teachers were asked to give detailed examples for all statements made. Data were systematically examined for validity and reliability within all formal and informal observations.

_School documents, records & artifacts._

In addition to all the instruments mentioned above school documents and other archival records are used as well. School documents include letters, agendas, minutes, administrative reports, files, photographs, the school’s curriculum, student’s tests and
textbooks. These documents are important as another way to corroborate evidence from other sources. Appendix E contains samples of each of these items.

These documents were collected and analyzed to provide a comprehensive portrait of the case study school. Artifacts included tools, work of art and computer printouts. Artifacts and school documents provided additional information about embedded dimensions of the school's culture. Moreover, it provided an independent source of data and description of the school programs, strengths, and weaknesses.

In sum, the semi-structured interviews, questionnaires, observations, and the school documents and records helped ensure consistency of the collected data and enhanced the data analysis process.

Data Analysis

In discussing the case study data analysis, it is important to note that data collection and data analysis occurred to a large extent simultaneously. As each piece of information was collected it was used as a basis for refining and guiding further data collection.

Notes derived from the semi-structured interviews, questionnaires, observations, and documents were written, and typed on computer discs, audio tapes, and notepads. An annotated bibliography of documents was built up as they were collected. Narratives taken verbatim from the semi-structured interviews were analyzed directly as they were conducted. Observation data were transcribed and organized chronologically.
After the data collection process was accomplished the material was filed according to its relevance to the three main categories: (1) school culture, (2) curriculum & instructional practices, and (3) school leadership.

The survey was completed by the teachers, and the results were analyzed by frequency counts. The analysis was to see if there were significant differences between the frequencies of the major variables related to the effectiveness of this religious school.

As to the semi-structured interviews, data were analyzed in two ways: First, a tape-based analysis was used to prepare an abridged transcript approximately 6-8 pages long for each teacher interviewed. The transcribed data were classified and categorized under the three main categories previously mentioned. The researcher highlighted all the terms and sentences about the different variables discussed during the interview sessions such as school mission, high expectations, teachers' commitment, instructional leadership, etc., and grouped them under the categories: school culture, curriculum & instructional practices, and school leadership. The categorized data permitted analysis, comparison, contrasts, and insights within each component made and demonstrated (Yin, 1994; Fraenkel & Wallen, 1996). Second, the results of the interviews were compared with the survey results using each of the three components measured on the survey. Similarities and differences in the teachers' perceptions between the interview sessions and questionnaires were noted.

Similarly, the collected data during the site visits along with the school documents were analyzed by grouping related items together under the three categories classified in the survey and interview data analysis. The classified data were compared with the staff survey and interview responses to test validity and reliability. After completing this task,
a case analysis was undertaken in an effort to expand and refine existing assumptions about effective religious schools.

Credibility.

The case study database that was developed as a result of this study contains the original field notes, physical artifacts noted, tape recordings, and final reports. Credibility of the study conclusions was enhanced by referencing the multiple sources of information made available during this study (Fraenkel & Wallen, 1996). Documents were properly labeled and cited within the report (see Appendix E). Time, location, and dates were marked on the collected evidence.

Triangulation.

To improve the validity of the collected data in this case study triangulation was also used. Triangulation is defined as the use of two or more methods of data collection in the study of some aspects of the participants behaviors (Yin, 1994; Fraenkel & Wallen, 1996). The triangulation technique of both the quantitative and qualitative data in this research provided the comparative analysis for a three-fold process. First, interview questions with the school teachers and observational checklists were completed. Second, profiles for the school included the results from the quantitative data of the survey and the qualitative data collected during the site visits and the school documents were categorized, compared, and contrasted. The information was helpful in clarifying the responses provided and in giving a clear look at the themes discussed. The triangulation technique contributed to the verification and validation of the qualitative analysis by
checking out the consistency of findings generated by the different data collection methods used in this research, and by checking out the consistency of different data sources within the same method.

Transferability.

Some qualitative researchers refer to transferability as the generalizability of results (Yin, 1994; Krueger, 1994). Care was given to provide accurate descriptions of the school context and of teacher perceptions in order to enhance the transferability of the findings and the analyzed results. Though the sample was considered adequate for this single case study, limits may be placed on the generalizability of the results due to the contextual nature of the study (Fraenkel & Wallen, 1996; Yin, 1994; Krueger, 1994).

Trustworthiness.

While bias cannot be completely eliminated, Krueger (1994) has offered seven guidelines to reduce bias. To aid in analyzing interview data and reducing systematic bias, thus improving the trustworthiness of the study, some of these guidelines were followed in this study. All information that is relevant to school effectiveness was included. Any information that reinforces existing information is mentioned but rejected if the reinforcement is merely redundant. Finally, new information that tends to explain other information already known was also used and added.

The data were analyzed, synthesized, and reported as a case study. The report consists of a summary of the interview and survey results, the noteworthy school
elements that were observed, and the profile of the school documents. Particular attention was given to trends and patterns for each research question stated earlier in this study. The case report was then written and presented in the following chapters.

Limitations of the Study

In most studies, certain limitations must be acknowledged. Stating the limitations will help the reader understand conditions under which this study was undertaken and cautions to be exercised when reading results. There are four major limitations to this case study. First, the small sample size, the limited number of interviews, and the limitation of the study to one religious school restrict the ability to generalize the findings of this study.

Second, the participation in the study is voluntary. Thus, there is the potential failure to capture the perceptions of teachers and parents who represent those that were less involved.

A third limit of the study stemmed from the nature of case study methodology which allows the researcher to make only analytical, rather than statistical, generalizations by linking particular events to a broader theory (Krueger, 1994; Yin, 1994). If the case study had been drawn from a larger sample size, it would have been possible to make statistical generalization that might have corroborated the case study findings.

A fourth limitation arose from the nature of qualitative research which presents significant problems in maintaining reliability and validity because it depends heavily on the interviewing, observational and interpretive skills of the researcher (Krueger, 1994;
Fraenkel & Wallen, 1996). The opportunity to explore issues in depth and to examine substantive aspects does not overcome the limitations, but it might counterbalance them.

Chapter Summary

Chapter Three presented the procedures followed to complete this study. The research methodology and design, instrumentation, sampling techniques, data collection and analysis procedures utilized, and research limitations were presented. The next two chapters attempt to make sense of the wealth of data that were collected for this study, and to present it in a way that will increase understanding of the complex nature of organizational development of the religious school that is working to increase student achievement. Chapter Four presents the results and analysis of data.
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

Introduction

This study was conducted to examine the characteristics that are associated with an effective religious school that had an impact on students' outcomes and achievement. Using the data gathered from staff interviews, questionnaire, school observations, and school documents, a case study was proposed for the religious school involved in this research. To answer the questions posed by this study, the data collected will be organized and analyzed in four sections: (a) The Setting that describes the school’s physical and material traits (such as size, facilities, and features of its building); (b) School culture, which encompasses the school's shared mission, the community at the school, safety and discipline, home – school relations, recognition and rewards for students and staff, and teachers' expectations for students; (c) Curriculum and instructional practices which include the school’s academic and religious curriculum, practices for maintaining students' progress, and professional preparation and experience; and finally (d) School leadership, which includes the role of the principal in guiding and shaping the culture, curriculum, and instruction.

The school questionnaire, the observation checklist, school documents, and the semi-structured interviews with the principal and teachers will be used to explain how the school's characteristics have increased its effectiveness.
Data Presentation & Analysis

The setting.

The A.B. School is located in Beirut, in an area that is well known for schools. The newly constructed building of the school is located next to a paved parking lot that is spacious and clean, and is designated for A.B.'s teachers and staff. The front gate remains locked all day long except when students arrive or leave the school. Teachers are present every day at the front of the school gate to greet and direct students arriving on the campus. Interactions among students and those teachers are pleasant and friendly. Doors leading to the school's office open into a wide foyer. Trophies are displayed in the foyer reflecting the academic success of the school's students. Glass doors of the main offices allow office personnel to view activities taking place in the foyer. This gave the observer a sense that extra security is being provided.

A.B. School staff consists of seventy eight certificated teachers, seventeen of whom work as part timers. The school also has several additional personnel including a full time reading specialist, a nurse, a part time social worker, and a speech therapist. Throughout the year the school teachers are assisted by several student-teachers from local universities. Moreover, the principal has a specialized team of five full-time professionals: three assistant principals for academic affairs, personnel, and discipline; a director of development; and a business manager. Her administrative staff assist her in her day to day aspects of finance, discipline, and routine personnel functions.

When entering the school a sense of warm and safe atmosphere is felt. Hallways are wide, clean, and free of debris. There are no hallway lockers at the school. Bulletin boards in classrooms and hallways contain samples of Islamic posters, artwork, students'
writings and positive evaluations from various competitions. Janitors are observed continuously busy cleaning hallways and unused rooms while students are in class. It was later learned that janitors clean three times a day. In fact, the janitors are perceived as "great with the kids" as a source of encouragement. The restrooms are clean and well supplied. The total building is in a good shape with no visible need of repair.

This attractive modern looking school consists of a main building for the elementary, mid and high school, and a separate kindergarten building. The main building has 32 classrooms, a library center, and a room for educational resources, an auditorium, a well equipped computer lab, a praying area, a health office, and a teachers' lounge.

The library is used by students and teachers. During the seven visits to the library on different occasions, the students are observed there working actively and silently. They are seen very impressed with the library's resources, and share responsibility for maintaining and keeping them in good repair; teachers are observed in the library informally sharing ideas with each other during blocks of time in which there are no classes. The library is not in use at the time of the visit, but conditions are clean and equipment and books appeared to be in good condition.

The computer lab on the other hand, provides current equipment (less than five years old) and is utilized daily. The lab is always busy, and student engagement is observed. Friendly teacher-student relationships are evident; students freely ask the teacher questions from their seats and all are very involved in the activity that is assigned. Faculty to student interaction, casually observed in the hallways, is friendly and mutually respectful. For example, one teacher was observed complimenting a student for a task
completed earlier. The teacher was making plans with that student for class activities later in the day.

There is no cafeteria at the school, only a candy shop located at the playground where students stand in line to buy sweets. A special room is prepared for praying where students are given extra (10-15 minutes) after the second recess to attend the prayers. Students are encouraged but not forced to pray during that time.

At A.B. School a sense of care of the school is conveyed. Teachers chose various approaches to decorate their classrooms. Bulletin boards often display posters, diagrams, and colored pictures relevant to the current instructional unit. Items encouraging a strong school spirit are common, as are slogans expressing pride in the school: "We are the A.B.'s Students. May the Force Be with Us". Students' art collages, their projects for religion classes, and samples of their writings are also prominently exhibited in classrooms. These displays convey two clear images: we are a community, and individual contributions are valued here. In addition, extra touches to the appearance and multiple positive visions for the school are reflected in the library, computer lab, hallways, and teachers' lounge suggesting aspirations for even greater success. The atmosphere conveys a strong sense of orderliness. That is, everyone seems to have a place and appears highly engaged. The interactions among students, as well as those between teachers and students convey a sense of congeniality and respect.

_School Culture_

Cultural variables associated with effective religious schools include organizational values, beliefs and practices which promote high expectations for student
achievement and behavior, safety and order, the faith community at the school, recognition and rewards, shared mission, and home-school communication.

In this section, these cultural variables are described through the participant survey responses and by using a variety of interactive methods including interviews, the school visits, and examination of school documents and records.

*Shared mission.*

When asked about the mission of the school, the principal reported that A.B.'s school mission is to build the Islamic identity of the students and develop effective religious education; to form a Muslim who is proud of his Islamic religion and Lebanese nationality, prepared for the social and professional life, who has a sense of values, and has the ability to judge rightly. Al-Bayader School must be able to produce Muslim youth with a level of understanding, commitment, and social responsibility that will both motivate and enable them to serve Islam and humanity effectively. In order to accomplish this mission the following procedures are implemented:

1. First, A.B. School placed a heavy emphasis on basic academic classes (Mathematics, Science, English, and Social Studies) and special attention was given to the Arabic language since it is the language of the holy Kuraa. It reflects the Islamic personality and identity of the students as well.

2. Second, the religious curriculum, which is the most visible way in which this Islamic School differs from other counterparts, has been given much importance in the choices of teaching personnel, content, and pedagogy.
3. A.B. School strives to hire only highly qualified and experienced staff that shows great patience and success in guiding students and providing appropriate support to help students achieve well. Both their language and behavior reflect a strong sense of commitment to individual students and to the school life permeated with the Islamic values.

4. A.B. School attaches great importance to the students' personal and moral development, using many different channels for character formation through religious lessons, morning assembly, counseling, discipline, civic education, moral education, and extra-curricular activities. The goal is to teach students to be well rounded and have a good personality to get along with others rather than to teach every student to get eight or nine A's.

5. Finally, A.B. School designed plans to strengthen communication between parents and teachers. The aim of these plans is that the parents will have a better understanding of the goals and operation of the school, and assist the educational work of the teachers with deeper insight.

By following these procedures and integrating life with learning, A.B. School will be able to graduate Muslim youth that are able to identify, understand, then work cooperatively to solve the problems that face their community and the world in which they live and for which they are responsible (Principal Interview, 2005).

These goals were clearly stated in the school's documents and the teachers' interviews as well (see Appendix E, Document E1). The interviews with the staff revealed three significant points. First, the teachers stated that they know what the school's mission is. One teacher mentioned that the mission is "A combination of
religious, academic, and personal-development goals which we should accomplish." Another teacher reported that: "Our school mission is to provide our students with the religious, moral, and social ethos to produce well educated Muslims." A third teacher stated that "Our students should become moral individuals by cultivating their minds and hearts and by having opportunities to actually see and apply the Islamic values in practice."

Second, 99% of the teachers expressed a strong belief in the unique religious component of the school's mission. A.B. School teachers have a distinctive advantage of working together with the same core values and philosophy, which promotes a unity of purpose and respect for individuals. As one teacher indicated that "teachers at A.B. School share the same values and purpose that have connectedness to the school's mission; this produces commitment to the school and teachers' personal satisfaction."

Third, most of the interviewed teachers felt that parents also share the school's mission. Teachers felt that with the weekly contracts they send to the parents they are reflecting and communicating the school's mission (see Appendix E, Documents E9, E10, E11 & E17). They noted that they hold the school's values, promote the religious and academic goals for students, and spread the school goals through regularly communicating these contracts to the parents.

In sum, 94% of the teachers at A.B. School showed commitment to the prescribed mission, and 96% said that the leadership strategies helped to empower the members of this community (teachers, parents, and students) to apply and adopt this mission.
The school as a community.

The culture at A.B. School could be described as warm, friendly, and positive. The cultural norms of the school stress on the development of a community in the school. The school's traditions and rituals encourage a sense of belonging that ties students to the school community.

Based on the analysis of data collected at A.B. School, it was clear that the foundations of this community are derived from several sources:

The first and primary source is the religious nature of the school, which provides the school with its unique mission. It implies that A.B. School excels in the areas of academic process, and the development of a faith community. The principal at A.B. School indicated that A.B. gives priority to the faith development and emphasizes it as much as the academic and social development of the students. The interviewed teachers recognized the efforts of their principal to create this community; they described it as "a caring community", and "like a family community". 95% of the teachers in the school questionnaire agreed that a strong Islamic community existed in the school, 91% were satisfied with the community that existed among faculty and students, and 97% viewed the faith community of the school and their desire to help create a Muslim community as important reasons why they stay in this school.

The second source of the community is the teachers' commitment. The school's questionnaire showed that 96% of the teachers do so because of the type of environment in the school, and their desire to serve this faith community. The interviews with the teachers showed that the teachers view their work as a mission and their role as one of forming children both academically and spiritually. In the interviews about their views of
their role within A.B. School, their reason for teaching in an Islamic school, and their feelings about their work, virtually every teacher saw her work as extending beyond the five-class, seven-hour day. Although committed to teaching, class preparation, and the importance of the instructional programs, they also emphasized the personal values and the sense of community at their schools. One teacher described her work: "I don't view it as a job. What I see here, and one of the reasons I am here, is for the education of Muslims... I think the importance of this work is not only in the academics but also because we teach personal, social, and Islamic values and we are concerned about meeting students' needs as part of what we do."

Another faculty member responded to the question by saying: "I see what we do as teachers on three levels. We are role models, in that we are living examples of the beliefs that are taught in religion classes. We also have an obligation to teach values. I used to think that I was a French teacher. Now I know that my values are at least as important as the content I teach. Finally, I remind myself that we play a three-year part in these students' lifetimes... What we have to transmit is a vision for the future to help them mold themselves into the kind of persons they want to become."

One more teacher stated a view that was expressed by others: "Even if we teachers don't teach religion, we teach by example of who we are. We strive to make students more conscious of the world around them and how they fit into it". According to these interviews and the school's documents most of the teachers at A.B. School make special efforts to integrate religious and moral values into their courses (see Appendix E, Documents E7 & E8). They attempt to further the faith community of the school by their specific actions and by their interactions with their students.
Finally, the shared values of the parents who send their children to A.B. School are the third source of this community. Parents have specific expectations regarding the quality of the academic program offered by the school and the school's program of religious education. According to the teachers' interviews, for most parents who consider A.B. School for their children, the quality of the school's academic program is a necessary condition, but those parents also select A.B. School on the basis of the religious environment that exists there.

Safe and orderly learning environment.

Discipline and orderly environment characterize A.B. School. They are the natural outgrowths of the commitment of the religious school community, where the principal, the staff, and parents place a strong emphasis on discipline and order. During the school visits, the incidence of students' cutting classes, refusing to obey instructions, and talking back to teachers were rarely observed. The absence of disruptive behavior is further complemented by student attitudes that are very positive about their school and teachers. Observations that are corroborated by survey data showed that A.B. School has extensive codes of conduct and elaborate systems for judging misconduct. For example, in confronting particular incidents of misconduct, one of the school staff was observed discussing with the student the meaning of membership in the school community and how his personal behavior had violated its norms: "You are a member of this community, and your behavior affects others".

When teachers were asked to describe the physical environment at the school, 96% of them agreed that the school environment is safe and secure. The school buildings
are neat, clean, and kept in good repair. The school staff believed that their property was secure, even after when students are dismissed. No vandalism problems occur.

During the interviews, these teachers reported that the school had a school wide discipline plan (see Appendix E, Document E2 & E3). They stated that students were treated with respect and were taught the school rules. They believed that students felt the rules were reasonable and appropriate. 90% of the teachers also agreed that students were held accountable for following these rules, responsible for maintaining them, and were rewarded and praised for following them (see Appendix E, Document E45). The staff felt that the principal supported them in dealing with discipline matters and that they were also treated respectfully and never subjected to mistreatment.

Having a written document on the school's policies and discipline, most of the interviewed teachers indicated that they didn't tolerate deviations from the disciplinary code of the school. Virtually all of the school has a dress code for the students, and students are prohibited from leaving the school grounds during the school day (see Appendix E, Document E2). When teachers were asked if there was a systematic process of resolving discipline problems, almost all of them mentioned that they followed the school's discipline plan that was planned by the teachers and the administration (see Appendix E, Document E4). The principal reported that some teachers deal with discipline plan problems in their classrooms, and very few had to send their students to the principal's office in critical cases.

The school questionnaires revealed that 96% of the teachers reported that they and their students feel safe at the school and rare interruptions interfere with their learning and teaching process. 90% of the teachers reported that there are very rare cases of
students cutting classes, talking back to teachers, not obeying teachers, or getting into
fights due to the school policies and disciplinary code taught to the students.

*Recognition and rewards.*

Obviously there is a critical and cyclical link among student achievement, student
recognition and rewards, and sense of self-esteem. The school in this study recognized
and rewarded student achievement. According to the school questionnaires, 86% of the
teachers felt that they were recognizing and rewarding their students. The observation
checklists, and the review of school documents, indeed, showed that students earned
recognition for improvement and growth in academic areas as well as behavior (see

In the interviews with the staff one teacher reported that: "A.B. School is unique
in the enormous variety of rewards that students receive. Awards are given for
participation in school wide curricular activities such as Math Day, Book Parade, Science
Fair, Kuranic Competition, and so forth..." The principal reported that: "Students are
rewarded for small gains and accomplishments as a way to focus on their achievement, to
impact their self esteem, and to motivate them to work harder. For example, the school
set monthly principal's awards that focus on academic areas such as math, reading,
writing, science, problem-solving, and religious knowledge; in addition to the recognition
programs for grade specific extracurricular activities such as student helpers, student
council, religious competitions, homework awards, tri-annual awards, and physical
fitness awards."
In the 17 classes visited by the researcher, many classroom recognition activities and awards were observed. These awards included recognition for improvement and growth in an academic area (see Appendix E, Document E46), recognition for positive behaviors (see Appendix E, Document E45), and the staff's program to inform parents at home with positive messages. The extensive amount of recognition, especially the focus on achievement in specific academic areas, contributed to creating a climate of achievement at A.B. School.

As to teacher recognition, the visits to the teachers' lounge during breakfast and lunch breaks and the teachers' conversations revealed that many staff members at A.B. School feel that the amount of student recognition is sufficient, but teacher recognition is minimal. In the interviews, some teachers stated that they are recognized for extra efforts, but few felt that there is no sufficient recognition of their teaching. Even though these teachers felt they are recognized for both teaching and extra efforts, one teacher concluded by saying that "Given the type of job we have, being asked to give so much, we can always be recognized more than we are." Another interviewed teacher expressed this idea by saying, "There is a need for more teacher to teacher and principal to teacher recognition. The principal needs to take the initiative in recognizing teachers and patting them on the back." But the interview with the principal revealed that the principal tried her best to recognize teachers' work. She believed that she uses teacher recognition for small students' gains and accomplishments as a way to focus on achievement, to impact teachers' self-esteem, and to motivate teachers to work harder.
High expectations.

Establishing a safe and orderly learning environment and recognizing students are necessary but not sufficient to increase school effectiveness. Increasing expectations for student achievement is another key ingredient.

The idea that all students should achieve high in academic classes is shared by 94% of faculty members, and 90% agreed that all students should master the curriculum. The school documents reflected how A.B. School consistently holds high academic expectations for the students by setting high criteria for success and expecting students to be successful in school work (see Appendix E, Document E38, E39, E40, and E41). The apparent message at A.B. School is that an academic core curriculum is appropriate for all students, regardless of their backgrounds. During the school visits these beliefs were also reflected in the formal organization of the curriculum and the teachers' attitudes. An emphasis on academic pursuits, with a school and classroom environment that is structured toward these ends, is a common characteristic of A.B. School.

Teachers' high expectations for their students' success was also reflected with less able students. For instance, the school made some accommodations, which usually involved remedial work and some adjustments to the pace and intensity of instruction (see Appendix E, Document E16 & E29). A portion of remedial sessions were typically required to complete remedial work in basic subjects. During the 11 visits to these sessions, classroom instructions emphasized drill work and extra practices until students master the essential academic skills. Moreover, teachers employed a programmed text with a variety of individualized work that they regularly checked. Although the initial academic experiences of these students were somewhat different from those of their
better-prepared peers, the structure of their academic program was based on a common school goal: to move all students as far as possible to a high standard of achievement. There was more emphasis on remedial classroom instructions, but expectations about homework and the level of student's efforts remained similar to those found in sections for average students.

Most of the interviewed teachers felt that they held consistently high expectations for students, and that they are responsible for students learning the basis. They mentioned that they can successfully teach all students regardless of their academic level, socio-economic status, or home background. One of the teachers stated that: “I don’t write off any child. I do believe that I can make a difference even in the worst scenario. My greatest motivation in my career is my belief that all children can succeed regardless of any background.”

Data from questionnaires showed that 98% of the surveyed staff members echoed similar sentiments and stressed the high standards they set for all students. Furthermore, the principal stated that she has an important role in developing such high expectations and creating a culture of success at A.B. School. Her strategy to help the staff be concerned with achievement is to begin recognizing achievements of all types. At lunch time, on classroom visits, and in assemblies, the principal is observed spending time giving encouraging notes to students about what they have accomplished and how they can continue to grow; thus creating an ethic of achievement. Moreover, she does this by linking the students' successes back to their efforts and to their teachers whenever they win in any academic competition.
**Home-school relationship.**

Much energy on the part of the principal was devoted on school wide basis to improving home-school relations. The principal believes that the interrelationship and interaction between home and school is another key variable that is part of the cultural component of school effectiveness. The school principal is positive about parent-school relations, and parents' involvement as she noted, "When parents suggest changes, we consider them and implement them if we think they meet the students' needs and fit into our programs."

Similar to the faith community percentages, data from questionnaires showed that home-school relations were consistently an area of high agreement. 91% of the teachers were positive about their own behavior and efforts in reaching out to parents. Classroom teachers at A.B. School instituted a number of ways of staying in touch with the parents. Invitations to observe the class, meetings that focused on the school goals and policies, learning objectives and materials (see Appendix E, Document E12 & E13), and parent-teacher conferences (see Appendix E, Document E11), are all used to build strong parent involvement and home-school relations. Moreover, parents at A.B. School are given opportunities to experience the school's community of faith, as one teacher said, "Parents and students share the faith community because all teachers work with parents, send home religious newsletters, attend religious conferences (see Appendix E, Document E10), and engage in religious and academic activities (see Appendix E, Document E9). At other times, they are called to attend social events, participate in a retreat or special celebrations (see Appendix E, Document E21), and they are informed about school policies, religious instruction, and academic goals" (see Appendix E, Document E2).
Another teacher reported that there is a Parent-Teacher Association (PTA) that also plays an important role in linking the school and parents. The (PTA) helps in organizing seminars, conducting informal meetings every month for parents to express their opinions, and some are required to be personally involved by giving some hours of services during the year such as; helping in the school's celebrations and events, participating in conducting certain conferences, and showing support by involvement in school sponsored academic activities (see Appendix E, Document E19-a). As a consequence, parents have become effective leaders in the school through their participation on school boards or boards of education. The teacher stated that the rationale for such participation briefly is: "A.B. School must regenerate associations of parents, precisely because this school reflects parents' faith and values and seeks parental input."

Finally it was observed that the staff had taken specific steps to make sure that the school is staying in touch with parents who are unable to come to school to volunteer. They initiated regular class newsletters (see Appendix E, Document E17), telephone calls, home notes (see Appendix E, Document E15, E18, E19-b, E20), home visits (see Appendix E, Document E14), homework folders, and clear policies on homework and discipline that are addressed and must be signed by parents (see Appendix E, Document E16). As a result of these concerted efforts, 90 % of the teachers felt that parents are better informed and are more supportive of their children's schoolwork and of the school. One of the teachers expressed her attitude towards the parental support by saying: "I believe that people do their best to get their children into this school. We are all amazed and grateful because we have always received more help than expected from the parents."
Both parents and students are very involved in reaching out to the community. We are given professional respect from the majority of parents for what happens in the classroom.

*Curriculum and instructional practices.*

While many variables that encompassed the curriculum and instructional practices component have played a role in increasing student achievement at A.B. School, three main variables deserve special attention because of the unique ways they were operated at this Islamic School. These variables are: the religious and academic focus of the curriculum, maintaining students' progress, and professional preparation and experience.

*Academic and religious curriculum.*

*Academic focus & outcomes.*

A.B. School places great academic demands on its students, and has a well-developed curriculum, strong leadership, and clear mission. This academic emphasis resulted in challenging coursework, more attendance, and more homework. The analysis of the school's documents including the curriculum (see Appendix E, Document E27, E32), students' text books, and teachers' educational plans (see Appendix E, Document E22, E23, E25, and E32) revealed that A.B. School promotes the academic affective, social, and physical growth of its students.

When the school questionnaires were administered, the staff opinions regarding A.B. School's curriculum had shown great agreement (95%) about the excellent academic education A.B. School provides.
During the field visits, the observation checklist was employed to document the characteristics of the school's curriculum. The curriculum has a clearly defined mission, measurable goals, target dates, and timelines (see Appendix E, Document E32). Extensive curriculum objectives are established for each curriculum area (see Appendix E, Document E27). These objectives are aligned with students' tests. Materials and books are selected so that they supported these objectives, and matched with the curriculum area. Extra curricular activities which broaden pupils' interests and experiences, expand their opportunities to succeed, and help to build good relationships with the school are also provided (see Appendix E, Document E23). Data analysis had shown that an emphasis on basic skill acquisition characterized A.B.'s academic curriculum.

In the interviews, one teacher commented that "A.B.'s curriculum is characterized by its consistency, alignment, and clarity of its goals." The principal reported that: "The staff is given training in effective instructional strategies designed to implement the curriculum. Their active involvement in the alignment process may have been one reason why teachers felt comfortable." When asked about how the school’s curriculum is developed, the principal said: "The school leadership establishes a school curriculum committee (see Appendix E, Document E22) which formulates the school’s philosophy, identifies the target characteristics of the students, and develops the school goals. The faculty writes the specific learning objectives and determines the learning activities. The curriculum committee and the school faculty then develop and implement an evaluation plan that focuses on whether the students are learning." The evaluation is an integral part of the developmental process that checks to see if the learning activities are congruent with the curriculum's purposes and objectives" (Principal's Interview, 2005).
In order to assess the curriculum implementation in the classroom instructions, the researcher conducted visits to 17 different classes with different curriculum areas. The data gathered revealed that substantial proportions of classroom time were spent in discussions; teachers' introduction of new material in the form of lectures, activities or demonstrations; review of previous homework; and in-class writing assignments. Virtually all of these activities were conducted by the whole class and directed by the teacher. Student-led discussions and cooperative work among students in small groups were common (see Appendix E, Document E31). In the visited classes, teachers relied extensively on textbooks and other physical resources such as audiovisual equipment, maps, globes, posters, and charts as the major instructional sources, especially in mathematics, science, and language classes.

The questionnaires gave insights into the school's academic focus because of the high agreement on the various items. These items are:

- 96% of the school teachers agreed that the curriculum, instruction, and assessment are aligned with teaching objectives. Textbooks and other materials are selected on the basis of how well they support learning objectives.

- 94% of the teachers agreed that a variety of teaching strategies are used in the classroom (e.g., lectures, discussion, cooperative/team learning, etc.).

As to students' engagement in the learning process, 91% of the teachers reported that students are engaged in learning activities until the end of each instructional period. They are encouraged to express themselves through questioning and classroom discussion. In order to assess students' engagement, the researcher looked for indicators of non-involvement in classroom activities, such as students whose heads were on their desks or
who were staring out the window; students who were without books, paper, or pencils; or students who talked to others during class instruction. The researcher also looked for signs of active student participation, such as contributing to class discussions, working out problems on the board, reading aloud from the text, or asking questions. At two predetermined points, 10 minutes into each class and 10 minutes before the end of each class, the data was recorded interpreting what each student was doing. In the seventeen classes observed, almost 90 percent of the students were engaged at the initial checkpoint, and slightly fewer than 80 percent were engaged at the later assessment. These data suggest a high level of student engagement in classroom instruction.

Analysis of the overall data confirmed that the implementation of such a curriculum has a measurable effect on the academic achievement, and students' behaviors and engagement. The principal reported that "A.B.'s curriculum and the academic culture are sufficient by themselves to produce favorable outcomes. These effects are clearly evident at A.B. School such as higher academic performance, more class work and homework and more time spent on it, higher attendance rate, and few dropouts and retention rates."

Data from the teachers' interviews showed that teachers assigned homework at least three times per week, and most teachers also indicated that they "frequently" or "always" graded the homework (see Appendix E, Document E30). Testing was described as a regular part of their teaching by 95 percent of the teachers. This academic focus is also reflected in the teachers' interviews where teachers described the classroom environments in their schools and the school days as "very structured".

Two other indicators of the students' responses to the school's academic emphasis are their interest in the school and whether they like to work hard or not. In the school visits,
most of the students appeared to be interested in the school and its requirements. Moreover, they appeared to be motivated to work hard at the school and to get good grades. The interviewed teachers reported that A.B. School students show interest and satisfaction in their school and its academic requirements.

Religious & value outcomes.

Although A.B. School’s curriculum is designed to develop intellectual faculties, it also aims to build the Islamic faith and knowledge within each individual. The religious curriculum was emphasized because it is the most obvious sign of the Islamic character of the school.

The numerous data sources that were used in the field visits helped to develop a rich base of information on the religious curriculum in this school. This curriculum gives priority to the acquisition of basic Islamic skills along with the students' moral development. This religious curriculum has two main purposes that encompassed both the spiritual and moral growth of the students. The religious purposes have been diffused into individual classrooms, and into the religious education classes. The Islamic teachings were interjected in all lessons of the school day, and Islamic prayers and religious symbolism have permeated the consciousness of teachers and pupils. In the field visits to the academic subjects classes at A.B. School such as Math, Arabic, English & Science, teachers were observed many times integrating Islamic related topics in their subject area (see Appendix E, Document E7). The personal commitment behind such a choice is an asset to the school faith community. A faculty member spoke about the importance of integrating religious topics with learning in her classes: “As far as I’m concerned...
besides the emphasis on literature, we discuss religion and life problems that students are likely to encounter. It is just as important that they learn about Islam while they are here”.

As to the religious studies, a religion class was intended to reinforce the position of religion in the school and in the student’s life. Religion classes emphasized the teachings of the Kuraan, Kuranic recitation, Seerah (the study of the Prophet Mohammad’s life), Fiqh, Islamic history, Islamic practices (Praying, Fasting...), and related subjects. Students study in religion-related textbook, memorize and recite answers to questions that are related to Kuralnic interpretations, and provide answers to prescribed questions at the end of each chapter (see Appendix E, Document E5 and E6). The formation of conscience and the value of Islamic religion were integrated within all religious topics discussed.

The religion curriculum in A.B. School generally consisted of a full – year three sessions per week curriculum. Discussion group teaching was the most common strategy that the researcher observed. In these discussions, students shared their views with their teachers and the textbook readings typically used to orient the discussion. For example, the researcher observed ninth – grade students discussing marriage and divorce, after reading a section in their supplementary text. Teachers also lectured and, on occasion, used films and guest speakers. Religion classes involved regular reading assignments and some writing assignments as well.

When asked about the objectives of the religious curriculum, the principal reported that: “Our religious curriculum aimed to encourage students to examine and reflect on their lives in relation to the world about them and to consider the role that faith and belief in God might play within this context. These objectives were addressed
through the study of the Kuraan and its interpretations. Other objectives treated moral behavior and personal responsibility for making moral decisions. Students' own moral values were probed in the context of Islamic teachings (see Appendix E, Document E8). Moreover, the curriculum aimed to develop and nurture personal conscience as a guide to personal action. These religious objectives are grounded in the premise that faith is a development process, the end state of which can only be achieved through individual choice" (Principal Interview, 2005).

As to value development, the data obtained in the observation checklist revealed that the training of students in Islamic values and how to form moral values are also linked and integrated within all curricular areas. In the interviews, teachers at A.B. School described their top goal as “building community among faculty, students, and parents”. The idea of value formation recurred in the interviews with the teachers and the principal, who spoke about their responsibility to shape students' lives according to the Islamic values and norms and to live out these values in their own work.

A.B. School consciously seeks to shape the kind of people students would become. In the school visits, teachers were observed regularly and comfortably discussing with their students the basic principles for which the schools stood: truthfulness, caring, Islamic teachings, and social responsibility. The importance and priority of values relating to the family were discussed as well. One interviewed teacher stated that: "The responsibility for value formation is shared broadly among the faculty and is as much a part of our job in class or the extracurricular activities we supervise. Social morality and the formation of caring relationships among students, teachers, and
parents are organizing themes. Retreats are times to talk about personal concerns, to listen to others, and to reflect on one's life."

Data analysis revealed that the religious curriculum at A.B. School consciously aims to unite students around the school. The school retreats, religious classes and school activities tend to develop the religious, social, and organizational values in the students and enforce the idea of membership and social responsibility within the school community.

*Maintaining student's progress.*

In addition to the well structured curriculum, data analysis has also revealed the existence of an effective instructional practice at A.B. School which is maintaining students' progress. Maintaining included both checking pupil progress by using test results to modify instructional program, and frequent monitoring of student progress in mastering the intended curriculum by developing new strategies and teaching plans.

*Use of test results.*

In the questionnaires with the staff, 95% of the teachers reported that test results are used to shape the school's academic focus and guide the formation of improvement objectives (see Appendix E, Document E24). Test results are reviewed monthly with the staff, and by analyzing these results teachers are aware of specific skills their students have or have not mastered (see Appendix E, Document E28).

The interviews revealed that A.B. School places an emphasis on test analysis and use of test results. The principal reported that she played a role in this monitoring process.
by reviewing and interpreting test results with the faculty, emphasizing the meaning and the use of the official test results (see Appendix E, Document E40,E41), and checking the school test results with the staff to modify and change the instructional process. The principal described the process this way:

"A couple of years ago we discovered that test scores in problem solving were not good. Consequently, we focused on it, purchased teaching materials, and trained teachers on using it. We made sure that these materials were used because they presented a lot of different types of problem solving strategies. We also found a textbook that was more problem solving oriented, we changed the old textbooks, and then we supplemented the new textbooks with problem solving manipulatives."

Moreover, in the interviews the teachers reported that they frequently review test results to identify strengths and weaknesses, and then, to brainstorm ways to address these weaknesses. One teacher mentioned that:

"Based on the test analysis, areas for focus or improvement are identified. The principal and teachers either by grade level or individually diagnose to pinpoint problems. Once the principal pointed out that the students one year scored very low in proper nouns at third grade. She knew that the teachers were introducing students to proper nouns and that the students generally did not have trouble learning that concept. After careful review, the staff discovered that nouns were introduced at the beginning of the school year and mastered by the students, but not reviewed during the year. Therefore, the
staff selected several additional in-class and homework assignments that could be given throughout the year to reinforce the concept."

Frequent monitoring.

Frequent monitoring occurred at A.B. School in several ways. First, progress is monitored through test results. Second, the principal and subject coordinators monitored through formal and informal observations. Third, the academic subject programs are monitored by resource teachers and a strong curriculum community at the school. Fourth individual pupil progress is closely monitored by teachers.

In the conducted interviews, the teachers described how the academic subject programs are monitored by resource teachers and the curriculum community at the school. One teacher mentioned that the reading resource teacher implemented a unique way of monitoring students' progress to insure that writing is a regular part of the instructional program. The resource teacher collected a writing sample from each classroom once a month and distributed a check off-sheet to the teachers to monitor their work (see Appendix E, Document E34).

A second teacher stated that several years ago the school had hands-on math as an academic focus. To insure continued implementation, the resource teacher required that each math teacher indicates on the trimester lesson planning form which hands-on math activities they would be doing. Time was given to staff members in grade level teams to discuss and plan these activities together.

Class observations represented another monitoring strategy. The principal reported that she has an essential role in monitoring school programs through formal and
informal observations. During the interview, the principal admitted that in the previous years monitoring through observations was not as systematic throughout the school as it is now. Previously the observations had focused most on new teachers, on teachers that were experiencing difficulty, and on teachers that needed feedback. But then the principal felt that close monitoring for the instructional programs requires her to do more formal class observations of all the school teachers. The principal mentioned that several formal and informal observations are now conducted during the year. Before the formal observation the principal and teachers met to discuss what would be observed, and after the observation they met again to review what is observed (see Appendix E, Document E33).

Similarly, the survey results indicated that 93% of the staff agreed that classroom observations occurred at A.B. School. In the interviews, when teachers were asked about classroom observations they expressed appreciation for the principal’s knowledge of the essential elements of instruction and the feedback she gives them individually after each observation. The teachers stated that after every observation they developed a plan to improve instruction. They believed that the principal’s monitoring program through these observations has an active role in the entire instructional program.

Finally, teachers at A.B. School have effective systems for tracking individual pupil progress. The coordinated curriculum and specified objectives helped each teacher to know what they are to cover. The monitoring helped them to know how well students have mastered the skills, and 87% of the teachers reported that re-teaching and remediation are important parts of monitoring the instructional process.
Professional preparation & experience.

The A.B. School’s religious nature and its mission require its teachers to fulfill a special role as capable educators who have acquired a solid academic formation and who keep abreast of developments in their Islamic beliefs, values and discipline. The classroom teacher at A.B. School is the key to quality education since successful learning depends on good teaching.

To identify the characteristics of these Islamic School teachers two aspects will be discussed (1) the staff preparation and development, and (2) teachers' experience and work conditions at the school.

Staff preparation & development.

The emphasis on teacher professionalism and accountability and on recruiting teachers with Education degrees is the first measure of professional preparation for teaching at A.B. School. As the teachers become involved in the teaching career, A.B. School exerts extra efforts to organize high quality staff development programs. 94% of the teachers who responded to the school questionnaire confirmed that effective teaching practices are found in this Islamic school due to the staff development and preparation programs that are structured to address the teacher's needs.

Three types of staff development became apparent from the interviews with the principal and teachers: First, the school provided a substantial program of staff development in which teachers are expected to participate (see Appendix E, Document E26). The school survey data indicated that 94% of the teachers reported that A.B. School organizes workshops based on school goals, and the primary focus is the
acquisition of new skills and the application of these skills in the classroom. Follow-up assistance (materials, coaching, etc.) is provided by the administration for implementing skills that are learned in staff development activities. The school observations and the review of documents also showed that series of workshops and staff development conferences are held at A.B. School on several topics such as Cooperative Learning, The Essential Elements of Instructions, Teaching Methods and Hands-on Strategies, Classroom Management Techniques, Subject Areas Workshops, Using Power Point to Generate Technology-Based Lessons, and Homework Strategies (see Appendix E, Document E35 a-b). After the workshops are held evaluation sheets are distributed to the staff to evaluate the impact of these workshops, to discuss what strategies will be working, and what new skills the teachers had learned and will try to implement in their classrooms (see Appendix E, Document E36 and E37). In the interview, the principal described the process this way:

"As we embarked on the development of our school improvement planning, teachers had to engage in professional development for inquiry-based teaching and learning. They had to attend workshops to develop new skills, understand different pathways to change their thinking about effective instruction, and to improve their practices so that they assist students to improve their learning. In order to reinforce and monitor these new behaviors, to assist in implementation, and to provide support in transferring the new knowledge and skills to the classroom, there were systematic, long-term follow-up activities. Teachers were accountable for implementing the new skills with their
students. To help them in this implementation, the administration provided feedback as a part of the follow-up activities” (Principal's Interview, 2005).

Second, the staff especially in the last two to three years, has been actively providing their own site based staff development. As a teacher becomes trained or skilled in a particular area, she in turn would have the responsibility of training other staff members (see Appendix E, Document E35 b).

Third, the principal played an important role in developing staff skills by teaching and empowering the staff to align the curriculum and to analyze test data and results. Grade level team meetings and curriculum committees served as important vehicles for the staff to discuss, test out new ideas, and to develop new instructional materials or strategies. As a result of these programs several teachers commented that a common language was developed among them. All of the interviewed teachers were excited and enthusiastic about the acquisition of new skills and the impact these were having on students in their classrooms.

*Teacher's experience & work conditions.*

Teachers in our field school reported spending an average of 7.45 hours at their school each day. Typically, a teacher arrives shortly after 7:00 A.M. and leaves at approximately 2:45 in the afternoon. She normally teaches five 50-minute periods per day, which might include a single section in one class and two sections each in two others. In addition to the almost four hours of class each day, teachers might spend about 45 minutes on class preparation, approximately an hour on lunch and other personal
business, and 30 minutes in passing between classes. The remainder of the typical teacher's time on campus is spent correcting papers and working with students individually. After the instructional day, many teachers supervise extracurricular activities. Half of the teachers in A.B. School took responsibility for at least one after-school activity, which might consume another six hours per week of their time. Half of the teachers also averaged over eight hours per week on school-related responsibilities such as fund-raising, and parents' meetings, parents' home visits, and school community related activities.

Since the largest portion of teachers' lives is spent in classrooms, engaged with both the subject matter and the students, the researcher started the observation with sketches of A.B. School teachers in their classes. In their efforts, their words and actions, the researcher began to comprehend the deep personal commitment of many teachers and their satisfaction in this school. The conducted interviews, and the field visits revealed that the school's environment and the relationships that teachers experience with other members of the school community are important determinants of teachers' satisfaction, success and longevity, and of student achievement. Channels for frequent administrative communication, shared decision-making, collegial relationship and collaborative planning are essential norms at A.B. School.

Relationship with administrators.

Ninety seven percent of the teachers at A.B. School reported that they have high regard of their principal's support, encouragement, and leadership. Based on the analysis of data collected in the visits at A.B. School, it was clear that administrative support and
the communication with the teachers increase teachers' commitment, efficacy, and satisfaction. The principal was seen associating with the teachers during staff in-service workshops and at other meetings. Teachers are seen talking directly to the principal, expressing their opinions, and exchanging their views with the administration without any barriers.

During the interviews, the teachers expressed that their principal knows their problems, listens to their wishes and problems, and is supportive and encouraging of the staff. This administrative support contributes to the teachers' performance and their sense of unity and cooperation. One teacher stated that, "The principal not only inspired the staff to do their best, but [she] also empowered them to do it." A second teacher commented, "It is uncanny how [she] can get you to do what [she] wants and you think it is your decision." Another staff member explained the relationship with the administrators this way, "Our principal has really contributed a lot to create a positive school climate at the school by listening, sharing, trusting, risking and caring."

*Participation in decision making.*

The interviews with the staff demonstrated the existence of shared decision making not only about what transpires in their own classrooms, but also about the school's curriculum, policies, and instructional strategies. When the principal was asked about the level of the teachers' involvement in decision making at the school, she indicated that the teachers are as involved in decision making as they care to be. She expressed that they have "almost total" decision making authority about what to teach and how to teach in the classroom. Sharing with the school's
discipline policy is another issue the principal talked about. She described the process this way: "The discipline plan is one issue we all worked on. We needed to update the discipline plan so the teachers and I worked together to write the school's new discipline procedures."

Similarly the interviewed teachers expressed their satisfaction in being involved in decision making. These teachers felt that they had influence over matters of school policies and more control over their own instructional decisions as one teacher said, "There is a great deal of shared decision making about the curriculum and instructional strategies. We do have a significant role in shaping the school improvement plans and the students' instructional programs as well."

*Collegiality and collaboration.*

Collegial and collaborative relationship among the staff members at A.B. School is another critical element in forming its positive effective climate. Collegial support is one of the intrinsic rewards of teaching, which interviews have identified as an important determinant of teachers' satisfaction at A.B. School. This support, which flows from the community structure of the school and which accompanies a high sense of community, makes teachers more effective by helping them to manage their job, by reducing their sense of isolation, and by increasing their satisfaction, thereby contributing to their students' achievement.

Collegial teaching and learning is evident as an informal activity at A.B. School. According to one of the interviewed teachers, "Teachers at the A.B. School work collaboratively to improve the quality of teaching. Meetings are set to consider the
different ways in which subject matters can be taught, and to share strategies and interventions to meet students' needs. These discussions made us aware of what is going on in other classrooms, and created a teamwork attitude that facilitated grouping within and across the grade levels. The staff has become more comfortable with sharing their expertise and discussing strengths and weaknesses of our plans."

Others teachers agreed with this notion and added that they also depend upon shared tips from workshops, conventions, and continuing education. 83% of the teachers stated that the level of interaction among each other is frequent. Casual observations during the school visit indicated that teachers feel free to walk into one another’s classroom during free hours and freely share ideas with one another, as one teacher mentioned, "We like to borrow great ideas and lesson plans from other teachers."

A collaborative relationship is another key variable at A.B. School. Most of the staff members emphasized that they keep in touch with each other in many ways, as one teacher stated, "It is exciting to go to lunch because it’s a time when we can share what’s working, compare materials, and offer to assist each other." This collaborative relationship and constant communication have resulted in a high degree of teachers’ commitment, satisfaction, and involvement.

Commitment and satisfaction.

Data analysis implied that teachers' commitment and satisfaction at A.B. School are a consequence of the school's sense of community, and collegial associations that individuals experience during their teaching career.
Teachers’ satisfaction at A.B. School is a function of different factors. During the interviews the teachers reported that they find their work stimulating and challenging, they derive a sense of accomplishment from their teaching, and they feel that they are effective. Teachers also mentioned several different factors such as relationship with students and other teachers, school and classroom discipline, self-determination regarding their classes, input concerning school policy, administrative and parental support, adequate recognition for their teaching, opportunities for advancement, and salary and benefits. On teaching at A.B School one teacher said, "I really like it. I can’t believe that I’ve been here for nine years. I get a lot of satisfaction out of working with the kids in class. I feel like I am making a difference in their lives."

As to commitment, according to the survey 96% of the teachers find themselves committed to the school, students, and to their professional growth to improve teaching and learning. The interviews revealed teachers’ strong attachment to the professional aspects of teaching and to an interest in students’ achievement. The principal stated that her commitment leads to strong emotional bonds with her teachers, staff, and students, and it creates personal caring for them. One teacher mentioned that her commitment pushes her to establish a classroom environment of trust and caring. Another teacher stated that: "As a committed teacher I see myself a sustainer, a guide, a model, and a loving mentor."

Commitment to students is another important aspect that teachers sense in their teaching experience at A.B. School. The school visits showed that the committed teachers recognize and respond to the individual differences among students such as differences in personality patterns, in academic talents and in stages of moral and social
awareness. Moreover, they use daily the opportunities they have to show their regard for the dignity and worth of their children as individuals.

Finally, teachers express their commitment to this Islamic school and its mission. They view their teaching career as a mission and not simply a profession. Their desire to work in an Islamic environment gives them the opportunity to witness their faith and to develop it in their students too. The observation visits showed how the teachers assist students to become active participants in the believing community of the school by promoting moral development, integrating religious concepts into subject matter, communicating religious doctrines and social teachings, sharing religious values, and willing to model for their students how religious beliefs and values are shaped. Regarding their own efforts to promote the religious formation of their students, 89% of the teachers at A.B. School reported that they integrate religious concepts into their subject matters, pray with their students, model Islamic values and beliefs in their words and actions, and 95% talk with individual students about matters of faith and values. The presence of such committed teachers at A.B. School assists in the development of this faith community.

School leadership.

The principal at A.B. School plays a leading role in the direction of the school. She is the one who serves as a manager, an academic and instructional leader, a creator of the school's environment, and most importantly a religious leader.

As a religious leader, the principal at A.B. School works on creating and sustaining the faith community, and promoting the spiritual life of the students and staff. The school visits showed how the principal exercised her moral leadership position by
integrating the Islamic values into everyday activities promoting the school’s values in her speeches and conversations, and leading the school students and the faculty in daily prayers. 96% of the teachers reported that the principal is actively involved with the religious program at the school, and she is a model for the school’s religious beliefs and values. During the interview the principal reflected her beliefs as a religious leader, "as a principal at this religious school I should provide in the conduct of my daily life a witness to the beliefs and values that the school mission addresses. Students and faculty members should see in me the Islamic attitudes and behaviors as well."

On the other hand, the principal’s leadership in the instructional area is significant in helping the school launch effective efforts to increase students' achievement. The principal stated that: "Since I have been the principal, I’ve tried to develop this vision of A.B. School where every kid has a chance to succeed, regardless of the social background. We accept kids that no other school would take a chance on, and many of them have done very well personally and academically”.

During the school visits the principal was observed as active in establishing an orderly and effective atmosphere. She emphasizes achievement and evaluation of the curriculum’s basic objectives. Efforts are exerted to ensure that learning time is maximized and consistently protected from interruptions, and that effective practices are used in classrooms. The principal also focuses on developing monitoring systems to evaluate teachers' practices and to check pupils' progress to modify the instructional program if needed.

All the interviewed teachers agreed that the principal at A.B. School played a critical role in the continuous process of school improvement. As an advocate of school
reform they mentioned that she introduces new ideas, encourages teachers to use new instructional skills, and seeks the necessary and needed resources for the teachers to implement them in their classrooms. 97% of the teachers reported that the principal is highly visible throughout the school, and makes frequent informal contacts with students and teachers. Another strong point was the staff’s confidence in the principal’s ability to give them guidance in their lessons and to learn from her comments. The interviewed school teachers mentioned that observing classrooms is one of the significant roles the principal played in guiding instruction and making instructional decisions at the school (see Appendix E, Document E33). One teacher described the process this way:

“The principal sets the tone and where the emphasis should be. She follows through with this emphasis in the classroom through observations. There are three formal observations per year with a post conference follow-up session. It is great to get positive feedback from the principal!”

Several other teachers commented on the helpfulness of the positive notes by the principal when she observes the classroom. Another teacher puts it this way:

"The principal thought like a teacher. When someone is the boss they sometimes forget what the job is all about and that’s true of teaching too. It’s easy to write up programs for this and that and they forget what it’s like to implement and carry them out. Our principal is someone who could just come right in and take over your job as a teacher and nothing gets lost because she’s thinking like a teacher. Consequently, her support is always directed at teaching, so that makes her much more effective."
Another important dimension to the work of A.B. School's principal involves personal relationships. Over half of the principal's time is spent in meetings, conferences, telephone calls, and informal discussions with faculty and students. Talking with parents about admission procedures, disciplinary problems, and other issues makes regular demands on the work schedule. Several other important roles established by A.B.'s principal were also mentioned during the interviews such as: organizing staff development, monitoring the implementation of the school’s curriculum, focusing staff meetings on instructional issues, utilizing the skills of the resource teachers to work in the classroom, making presentations to the staff, analyzing test results, and selecting new staff members.

The data analysis indicated that the leadership in this school was collective and collegial. The principal was close to the teachers and supported their decisions and organized staff development programs to extend their skills and practices.

Chapter Summary

Chapter Four presented the qualitative and quantitative data analysis completed for this case study. Data gathered from the interviews, questionnaires, observation checklists, and existing school documents, records, and artifacts were presented and analyzed to identify the characteristics of A.B. School and its effectiveness. The characteristics of this effective religious school were identified and analyzed under three main categories: school culture, curriculum and instructional practices, and school leadership. The effective school variables under school culture were: shared mission, the community at the school, safety and discipline, home – school relations, recognition and rewards for students and staff, and teachers' expectations for students. The school’s
academic and religious curriculum, practices for maintaining students' progress, and professional preparation and experience were discussed and analyzed. Finally, the role of the principal in guiding and shaping the culture, curriculum, and instruction were reported under the school leadership component. All of these school variables were positively related to the school's success and contributed to attaining its level of effectiveness. Chapter Five provides an interpretation of the significant findings from this study. In addition, recommendations for practice are suggested and areas of investigation for future research are identified.
CHAPTER FIVE: FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the research findings and compares and contrasts them with the findings in the review of literature. It also presents a discussion of the practical implications of the findings followed by recommendations for future research.

Overview of the Study

This study was conducted to analyze the effective characteristics of a private Islamic school in Beirut. It was designed to identify these characteristics that are associated with the school effectiveness and to propose a model of how these effectiveness variables interact in the religious school context to produce higher students’ achievement.

This research involved a case study of A.B. School to add a rich description of the school environment and structure. This method was selected as the best approach as the literature indicated (Fraenkel & Wallen, 1996; Yin, 1994; Krueger, 1994) to answer the research questions and to describe the school context. The school questionnaires, teachers’ interviews, observation checklists, and school documents and records were used as data collection tools. The analysis of the data collected provided an examination of the differences and similarities in patterns and themes that were tied to the concepts of the school’s culture, leadership style, and curriculum and instructional practices.
**Major Findings and Conclusions**

Two major purposes were set to conduct this case study. The first purpose was to identify the characteristics that are associated with the effectiveness of the religious school. Based on the analysis of the data gathered, the following findings help in answering the following research questions.

**Q1:** What are the qualitative characteristics in the religious school’s professional culture that can be used to explain the level of school effectiveness?

**Findings:**

This study had shown that the clear school mission, recognition and rewards, and the creation of a faith community provided related sources of information about the school environment and its effectiveness. Findings in this case study showed that once a strong and a cohesive culture has been created and attention to maintain a safe and orderly learning environment has been given, students’ achievement and the staff’s motivation will increase. This is in harmony with the related literature (Convey, 1989; Sammon et al., 1995; Mortimore, 1991; Coleman et al., 1982) that indicated the conceptual linkage between school culture and school effectiveness.

The second aspect explored in this study was implementing students’ rewards and recognition programs. It can be inferred from the information gained in the semi-structured interviews, questionnaires, and observation checklists that students’ recognition program at A.B. School had an impact on students’ achievement and helped embed high expectations in the community. Similarly, the reviewed literature (Thomas, 1990; Tauhidi, 1995; Roso 2004; Coleman & Hoffer, 1987) had shown that implementing
students' rewards and recognition programs often accompanied improvements in the school culture and students' academic achievement.

As to the school mission, a religious and academic mission of the school play an important role to tie the people at the school together and give them meaning and purpose to their teaching and learning process (Pawlas, 1997; Giambrone, 2003; Coleman & Hoffer, 1987). The evidence from the survey and the interviews at A.B. School indicated that all the staff clearly understood, shared, and could articulate the mission of the school. This commitment to the school's mission along with the principal and parent's efforts help to develop and sustain a successful faith community.

Two more variables that were also identified in this study and in the effective school literature (Scherens, 1992; Sammon et al., 1995; Johnson, 1991; Dronker, 2001) were high expectations and home-school relations. At A.B. School the staff agreed that expectations were raised through training programs, the school's culture of success, and the well planned curriculum that brought quick achievement gains and helped teachers to see that they could be successful in teaching low achieving students. Coleman and Hoffer (1987) and Macmullen (2004) have pointed out that holding high expectations directly translates into higher achievement at the school as the findings in this case study had shown.

As to home-school relationship, A.B. School had an active parent group and parent volunteers who were highly regarded. Many school wide activities were carried out to improve home-school relations (e.g., initiation of a school newsletter, hosting of numerous parent workshops, and active recruitment of parent volunteers). These actions, as the questionnaire and the interviews revealed and as the parent involvement literature
suggested (Himmelfarb, 1986; Dronkers, 2001; Coleman et al., 1982), appeared to contribute to improved overall students' achievement.

Conclusion.

Strong evidence existed that a sense of a faith community dominates the culture of this Islamic School and plays a major role in its effectiveness. This faith community fosters an environment that supports the religious and academic norms by establishing a clear shared mission, by exercising effective practices among teachers, students, and parents, and by creating a safe and orderly environment that is conducive to the academic, social, and spiritual development of the students.

Q 2: What are the curricular and instructional practices that contribute to this school effectiveness?

Findings.

Curriculum and instructional practices represent the second component that is central in maintaining effective schools. Based on the findings in this case study, it was clear that A.B. School had a focused curriculum, which includes strong commitment to the academic and religious program for all its students. It is a reflection of the school's philosophy that values religion and academics. The data collected in this study revealed that A.B. School produced high quality of academic, religious, and value outcomes; improved performance on achievement tests; increased religious behaviors, practices, and knowledge; and well developed social and family-related values.
The same results were revealed in the studies conducted by Levine and Lezotte (1990) and Jeynes (2003) that have stressed the need for a well structured curriculum to improve the appropriateness of instruction in the school. The studies have shown that the existence of a curriculum that assists the religious, academic, social, and physical development of the students plays an important role in determining school effectiveness (Edward, 1994; Giambri, 2003; Roso, 2004).

The data analysis also revealed that practices for curriculum alignment with the curriculum objectives and the material covered in textbooks and tests were consistently found in this effective school. The collaboration among the principal, staff, and curricular committees was essential in bringing about this alignment. Curriculum alignment at A.B. School as the literature indicated (Levine & Lezotte, 1995; Mortimore, 1993) resulted in better results in students' work, on test scores, and the overall achievement which, in turn, increased the confidence of teachers in their ability to teach all students.

Practices for maintaining students, progress was the second variable that played a significant role in improving the instructional program at A.B. School and enhancing delivery of instructions. Similar to the findings discussed by Glickman (2002), Convey (1989), Mortimore (1993), and Roso (2004), two major monitoring mechanisms (1) using tests results and (2) frequent monitoring were used at A.B. School to provide feedback to individual students, monitor their achievement, assist the staff in curriculum alignment, modify the curriculum, and alter the academic emphasis of individual teachers.

The third variable, professional preparation and experience, contributed significantly to increased students' achievement. The findings in this case study indicated that the teachers improved their instructional practices because they were given time and
opportunities to learn and practice new skills. The principal encouraged participation in staff development and promoted staff development activities which helped them acquire new knowledge and skills to apply them in their classrooms. Similar findings were mentioned in the literature about the impact that the staff development programs have on the staff and the school (Edwin, 1997; Ezzeldine, 2004; Mcmillen, 1990).

Moreover, the data analysis showed that the organizational structure at A.B. School includes regular grade level meetings, curriculum committees, and staff meetings that focused on instruction which facilitated open communication, and encouraged teachers to modify the instructional processes within their classrooms. Those teachers who participated in decision-making regarding technical and instructional issues had a greater role clarity and job satisfaction, and felt more committed to the students and to the professional aspects of teaching. The data also illustrated that the faith community at the school increased teachers' commitment to the school's goals and mission, and reinforced their sense of satisfaction and efficacy. This is in harmony with the findings in the literature which has stressed that the existence of the strong norms of (1) professional collegiality and collaboration, (2) opportunities for shared decision-making, (3) commitment and satisfaction, and (4) open communication with administration enabled the faculty to work together effectively, and created a sense of unity in the school (D'Amico & Frericks, 1989; Ezzeldine, 2004; Johnson, 1991; Fullan, 1990; Convey, 1989).
Conclusion.

Creating a culture of success is more likely to occur if achievement begins to increase. It is the school’s curriculum and instructional components that will most quickly bring about increased achievement. The curriculum goals and objectives, and curriculum alignment are important elements that compose this achievement and that often shape the academic focus for the school. Collegial and collaborative relationship among the staff members is a critical element in forming a positive effective climate, and increasing teachers’ satisfaction, thereby contributing to students’ achievement. Staff preparation and experience which address curriculum and instructional issues, frequent monitoring, and test data analysis are also essential elements. In sum and as discussed before, curriculum and instructional practices are the heart of the school and of each classroom, and it is through their components the essential mission of the school is achieved.

Q 3: What are the characteristics in the school’s leadership style that can be used to explain the level of school productivity?

Findings.

In analyzing and assessing the principal’s behaviors at A.B. School, two aspects (religious and instructional) guided the principal’s actions and increased the principal’s effectiveness in many different contexts. As an instructional leader, the principal was actively engaged in effective instructional planning, evaluating students' progress, and establishing an orderly atmosphere. As a religious leader, the principal at A.B. School was
viewed active in the religious program at the school, responsible for the formation of the faith community, and perceived as a model for the school's religious beliefs and values. Similarly the findings in the studies reviewed by Tauhidi (1995), Giambri (2003), and Fullan (2002) revealed that the religious and instructional leadership played a role in several instances such as curriculum alignment, test analysis, staff development, communicating the school vision, and establishing the faith community at the school, which enabled the school to be more effective.

Conclusion.

The effective school data indicated that the principal at the religious school is a unique leader with a dual mission (religious and academic). The specific behaviors that describe the principal's leadership style serve as the driving force in school improvement and bring about changes so that the outcomes are effectiveness and improved achievement for all students.

The Second purpose of this study was to propose a model of how the effectiveness variables interact in the religious school context to produce higher school achievement.

Based on the findings discussed in this case study, an interactive model of an effective religious school was proposed. The model has three major components: school culture and climate, curriculum and instructional practices, and school leadership. A list of variables also has been grouped under each component (See Appendix F). Some of these variables, which have been identified as helpful to maintain an effective culture are;
clear and focused school mission, safety and order, high expectations for student
achievement, school community, open home-school relationship, and opportunities for
students and teachers recognition.

As to the second component, the study suggests that the school's curriculum and
instructional practices focus on the academic and religious areas, different patterns of
maintaining students' progress, and structured staff development and preparation. The
school leadership was identified as the third component that is influenced by the religious
and instructional practices of the principal at this religious school.

The model of school effectiveness presented in Appendix F seems to capture the
essential dimensions of school life that need to be addressed in achieving and sustaining
increased effectiveness. The elements, as diagramed, present the interactive nature of the
religious school component. This study suggests that these school components and
characteristics contribute to its effectiveness. The school components should not be seen
as separate factors, but as interrelated parts of the whole organization. They involve the
actions and the outcomes that are shaped and molded by leadership of the principal,
school staff, and the community in ways that promote and increase student achievement.

This research assumes that when these organizational and environmental factors
are present in any school, religious or non-religious, measurable differences in outcomes
occur. These factors are the school's culture with its sense of community, its shared
mission, its standards of order and discipline; the collegiality, commitment, efficacy, and
satisfaction of its teachers; the school's academic and religious curricular policies; and
the school's leadership style.
**Implications for Practice**

From the analysis and findings of the data presented in this study, several implications for practitioners and policy-makers can be made. First, school administrators' actions, policies, and procedures can help or hinder the school effectiveness efforts. The school policies and actions that proved especially helpful were:

(a) achievement focus and high expectations for students and staff, (b) curriculum design and alignment, (c) staff development based on identified needs, (d) test analysis and use of results to identify areas for improvement, and (e) development of strong mentor programs that supported staff development and co-teaching and learning among staff members.

Second, this study showed that principal and teacher preparation should include the acquisition of knowledge and practice in creating a supportive professional culture. This culture is developed from the school's goals and objectives, the vision and leadership of its administrators, the commitment of its faculty, and the shared values of the entire school community including parents, students, and staff.

Third, the organizational structure that facilitates collaboration, shared decision-making, commitment and communication are essential to sustain achievement and bring about changes in the school culture, curriculum, and instruction.

Fourth, if school administrators and leaders are interested in increased achievement, they must help the staff develop measures of student growth and mastery of the curriculum they are asked to teach. More attention is needed to be paid to establishing curriculum committees that conduct grade level team meetings and staff meetings that focus on instructional issues.
Fifth, implementing school effectiveness requires professional leadership. It requires the development of a new set of values and beliefs about the function of the school in society, the distribution of educational benefits, and the relationship between principal, staff, and community. Traditional methods of selecting and training principals may no longer suffice; schools that want increased achievement while maintaining the status quo may need to rethink how principals and staff are selected and supported.

Finally, the diagram of the religious effective school model depicts a hypothesized relationship among the three components and list of variables that determine school effectiveness. Improvement of a single element is not sufficient to increase and sustain high level of achievement for all subgroups. Sustained achievements come only from the positive interaction of all these components.

Recommendations for Further Research

Several research projects raise more questions than they answer and this is certainly true in the case of this study. Several areas for further research emerged. First, there is a need for a wider variety of quantitative measurements to assess student academic achievement. The use of a quantitative statistical method for analyzing data (such as students' performance assessment) would increase the potential on religious schools to uncover the true relationship between the variables being studied and the credibility of the findings from the study.

Second, a longitudinal study which follows the same group of students over an extended period of time would assist educators in learning about the effects of religious schools. A longitudinal study permits a clearer view of the students' development and
growth. It eliminates many of the limitations associated with retrospective and cross-sectional studies. Thus, a longitudinal study would provide a better understanding of how religious schools promote the development of religious knowledge and values, and how successful these schools are in doing this.

Finally, a comprehensive study of the effects of religious schools on the religious knowledge, practices, and values of their graduates is a second research priority that the leaders of religious education should embrace. Religious schools do more than simply teach academic subjects. As faith communities with formal programs of religious instruction, these schools strive to develop in their students a deeper understanding of faith, a commitment to full participation in the religious activities, and a set of values which will influence students' lives. These are more reasons for the religious community to continue to support religious schools, and parents will continue to send their children to these schools. Because the commitment to the religious formation of students is essential for religious schools, monitoring the effectiveness of these schools in this regard should be a priority.
References


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Metasyntic variable 1

Table A1

School Interviews: Notification Letter to the School Principal

"Prin First Name" "Prin Last Name" "Prin Title"

"School_Name"


Dear Principal "Prin Last Name":

I am requesting your participation in a research project designed to examine the relationship between the characteristics of a religious school and its effectiveness. This research project is being conducted to partially fulfill the requirements of my master program at the Lebanese American University.

The investigation, titled "A Case Study of an Effective Religious School with a Focus on its Characteristics," will analyze teachers' perceptions of the level of the effective school characteristics present at A.B. School and compare those findings to the data collected during the school observation. For the purpose of this study the characteristics of effective schools include: (1) School Culture & Climate (including: clear focused mission, high expectations for success, safe orderly environment and home-school relations), (2) School Leadership, and (3) Curriculum and Instructional Practices.

Your school has been selected to be part of my study, and I would greatly appreciate it if you and your selected full time professional staff members to participate in the interview prepared. The interview will take approximately 60-minutes and these sessions will be taped-recorded.
All responses will be kept confidential. I will follow the appropriate standard of confidentiality in research which will guarantee you that the responses from you and your faculty will never be shared. A code has been assigned to your school rather than your school's name. This will separate your school name from the interview and protect your confidentiality. Faculty responses are completed anonymously.

This study is being conducted under the auspices of the Education Department at the Lebanese American University, and under the guidance of Dr. Mona Nabhani. Again, I would greatly appreciate your participation in this project. I have included a self addressed return envelop for your reply. Should you have any questions you can contact me at home or at my cell phone.

Respectfully,

Rola Sinno

Cell phone:  
rolasinno@hotmail.com

Home phone:
Table A1 (Continued)

School Interviews: Notification Letter from the School Principal

I will help support your effort by participating in the interview, and encouraging teachers to join your discussion, if selected, at the conclusion of this phase of the study.

Please contact ________________________________ for

(Name of School Contact)

further assistance at my school.

__________________________________________

Principal's Signature
Table A2

School Interviews: Letter to Teachers

Dear Teacher:

Your school has been selected to participate in an important M.A. study that examines your opinion about aspects related to your school. And you have been asked to volunteer to share your thoughts and opinions in a semi-structured interview about your school. Participation is voluntary, but your assistance is a necessary part of this study. The interview should take no longer than 60-minutes to be completed. These sessions will be taped-recorded and you may at anytime during the course of the study discontinue your participation without consequence.

The feedback from this interview is essential to the study because of the importance your insights have on understanding circumstances that can be related to students and thus, school performance. I will be tape-recording this session, mainly because I cannot write down all your comments at once. If at any time you want me to turn off the recorder, I will. In order to encourage you to speak freely, all responses will remain confidential. Your support and assistance are greatly appreciated. I look forward to speaking with you in the future and thank you again for the extra effort to help me.

Please return the signed agreement to me authorizing the information from the interview to be used for research purposes.

If you have any question or concerns, feel free to contact me at any time.

Sincerely,

Rola Sinno rolasinno@hotmail.com

Cell phone: / Home phone:
School Interviews: Consent Letter from the Teacher

If I was selected to participate in your study, I will help support your efforts to join discussion of my own perceptions about this school in your interview. And I agree to allow the information I share during the tape-recorded interview session to be utilized for research purposes.

__________________________
Teacher's Signature

Further Comments:

__________________________
__________________________
__________________________
Table A3

*School Questionnaire: Notification Letter to School Principal.*

"Prin First Name", "Prin Last Name", "Prin Title"

"School - Name",

Dear Principal "Prin Last Name":

In the process of conducting the research on effective religious schools, it was noted by the researcher's advisor, who is guiding this Master study, that using a variety of sources such as interviews, observations, school documents, and questionnaire is crucial to any successful case study, and would add to the validity and reliability of the data gathered. Therefore, I am requesting again your participation in the survey designed to examine the teachers' perceptions about the characteristics of effective religious schools, since the information that will be gathered from this survey will add to the data gathered from the conducted interviews and observations.

Your professional support is needed in naming a contact person responsible for receiving, distributing, collecting, and returning the questionnaire from each teacher in your school. The questionnaire will have an envelope attached in which teachers are to place their responses, seal, and return to the contact person. It will be much appreciated if all teacher responses are due back within one week from the day they are distributed.

All responses will be kept confidential. I will follow the appropriate standard of confidentiality in research which will guarantee you that the responses from the school's faculty will never be shared. A pseudonym has been assigned to the school rather than the
school name. This will separate the school name from the survey and protect its confidentiality. Faculty responses are completed anonymously. If you are interested in the faculty’s perceptions of the level of effective characteristics present in this school, this information will be supplied upon request. The survey takes approximately 20 minutes to complete. Please indicate your permission to survey teachers and name the person designated to provide professional support using the attached form.

Your support and assistance are greatly appreciated.

If you have any question or concerns, feel free to contact me at any time.

Sincerely,

Rola Sinno

Cell phone: Home phone:

rolasinno@hotmail.com
I want to thank you in advance for supporting me in this study. The enclosed envelop contains the surveys that are to be distributed to all teachers at your school.

The cover letter attached to the survey explains to teachers that they are to return the completed survey to you. I would appreciate it so much if the following steps were followed while conducting the survey:

1- Please distribute the enclosed school effectiveness questionnaires to all professional staff members with at least one year of experience in this school. You may choose to do this at a faculty meeting where you can explain the purpose of the study to your staff or merely place them in faculty mailboxes. I have enclosed a letter explaining the purpose of the study for faculty if you choose the latter method.

2- There is one week time limit for completion, but no limit to any type of writing instrument used, e.g., pen, pencil, or marker.

3- The purpose of the questionnaire is to survey your faculty’s perceptions of the presence of the effective school religious characteristics present in this school based on their experiences. There is no right or wrong answers. Teachers participating in this study will remain anonymous.

4- Approximately a week after distributing the questionnaire, please select a central location that teachers are sure to notice (e.g., near their mailboxes, teachers’ lounge, or other
location you deem appropriate). Please encourage your faculty to complete and turn in any unfinished surveys. You may send the completed sheets to me in the enclosed envelope.

5- While full faculty participation is desired, I will be happy for any level of response you receive. Please return the questionnaire even if only a portion of your faculty completed them.

Your assistance is greatly appreciated. Thank you for your help in facilitating this process. I look forward to speaking with you in the future and thank you again for the extra effort to help me. If you have questions or concerns, feel free to contact me at any time.

Sincerely,

Rola Sinno

rolasinno@hotmail.com

Cell phone:                  Home phone:
Dear Teacher:

Your school has been selected to participate in a research study that examines your opinion about aspects related to your school’s environment. Participation is voluntary, but your assistance is a necessary part of this study. I have chosen to study your school first because I believe that this school will provide important information that can be used as a basis for further study. Since you are a member of this community, your insights are a great resource for me.

I understand that this is a busy time for most of you, but I would greatly appreciate a couple of minutes of your own to complete the enclosed survey. The survey should take no longer than 20 minutes to complete, and it may be completed in the privacy of your own home.

Please complete the survey within the next couple of days, place it in the envelope attached, and then return the sealed envelope to the designated contact person in your school. By completing and returning the survey your consent to use the data for research purposes is implied. All responses will remain confidential and individual teachers will not be identified in this study. Place your completed questionnaire in the envelope attached and return it to the contact person giving it to you. Your support and assistance are greatly appreciated. Your time and immediate attention to this questionnaire are well appreciated as well. I look forward to working with you. If you have questions or concerns, feel free to contact me at any time.

Sincerely, Rola Sinno

rolasinno@hotmail.com       Cell phone: / Home phone:
APPENDIX B

INTERVIEW QUESTIONS FOR THE EFFECTIVE RELIGIOUS SCHOOL STUDY
Table B

School Interview Questions.

Interview Questions for Effective Religious School Study

- What is the religious affiliation (association) of the school? How can you describe the faith community at this school?
- What is the mission or objective of the school? Describe in details any religious influence. Do parents and students share in that mission? How?
- Are religious events and celebrations held on campus? Does the school décor include religious symbols, pictures, decorations and artwork?
- Are faculty members or staff required or encouraged to conduct their classes in accordance with the doctrines, principles and practices of the school's religious beliefs?
- Describe briefly the school's climate and culture? Is there a systematic process for resolving discipline problems in the school? How?
- In your opinion, what might help to explain or account for the achievement results of this school?
- Are the students and teachers recognized and rewarded in this school? How?
- Does the school encourage and address the needs of all students? How?
  What instructional methods have been used to meet the needs of low achieving students?
- Describe the teacher-parent contacts and relationships in this school.
What roles do parents play in helping the school increase student achievement?

❖ What can you say about the school's curriculum? How is this curriculum developed and implemented?

❖ How is the student progress monitored at the school? Do test scores play an important role in modifying or making instructional decisions? How?

❖ What kind of decisions do teachers make at this school? Do you feel you are too involved in certain kinds of decision making?

❖ What are some activities at the school that you feel have enhanced your own professional development?

❖ I am going to read a statement to you, then want you to answer the questions that follows: "A teacher’s commitment to the school, to the learning process, and to serve as a source of help and support for colleagues within the organization is thought to improve professional effectiveness". To what extent you as a teacher feel that sense of commitment? Do teachers in this school work together on instructional issues? How?

❖ How can you describe the principal at A.B. School? What role does the principal play in guiding instruction and making instructional decisions at this school?

❖ Describe the principal-teachers relation at the school? Do you think that the principal's efforts to improve the school have helped to improve the abilities to teach?
APPENDIX C

QUESTIONNAIRE FOR THE EFFECTIVE RELIGIOUS SCHOOL STUDY
Table C1

School Questionnaire: Introductory Guidelines.

Introduction

This survey is one instrument for collecting data about your school. The questions are based on school and instructional effectiveness research.

Instructions.

1- All questions have five (5) possible responses. Record your answer by marking the appropriate number on the answer sheet. The response categories for each item are:

   1) Strongly Disagree
   2) Disagree
   3) Don’t Know
   4) Agree
   5) Strongly Agree

2- Your perceptions based on your experience in this school are important, and the response categories permit you to indicate the intensity of your feelings in relation to the item.

3- The person administering this survey is available to answer procedural questions, but it is your interpretation of each item that is important.

4- Each item must be read carefully. There is not a time limit. Completion of this survey is expected to take approximately (20-30) minutes.
Table C2

School Questionnaire: Questionnaire Items.

KEY TO ANSWER SHEET
1- Strongly Disagree
2- Disagree
3- Don't Know
4- Agree
5- Strongly Agree

SCHOOL CULTURE

- There is a strong sense of a faith community at the school, and religious beliefs and values are shared among all members of this community.
- The religious traditions, history, routines, and practices at the school are important for conveying the message about the school's identity.
- Parents choose to send their children to this religious school because this school emphasizes religious attitudes and activities.
- Teachers are encouraged to integrate religious instructions within their classes.
- Teachers are satisfied with the religious requirements at the school.
- A written statement of purpose exists for this school.
- Teachers believe that the unique element of the school is the religious component of its mission.
- The school's day to day practice is consistent with the school's mission.
- The physical condition of this school building is generally pleasant and well kept. It is a safe and secure place for work during the normal school day and after students are dismissed.
• Students are taught the school rules and are held accountable for maintaining school rules throughout the year.

• Administrators and staff members enforce the student rules consistently and equitably.

• Class starts promptly at the beginning of each instructional period, and are rarely interrupted to discipline students.

• Teachers contact parents in this school on a regular basis. Phone calls, home visits, newsletters, regular notes, and conferences are ways that most teachers communicate with parents in school.

• Parent – teacher conferences focus on factors directly related to student achievement, and result in specific plans for home – school cooperation aimed at improving students’ classroom achievement.

• Teachers and parents are aware of the homework policy in this school and cooperation exists between parents and teachers in regard to homework monitoring.

• In this school, parents are aware of the discipline policy and support school personnel when their child is disciplined for violation of rules.

CURRICULUM & INSTRUCTIONAL PRACTICES.

• The curriculum, instruction, and assessment are aligned with teaching objectives. Textbooks and other materials are selected on the basis of how well they support learning objectives.

• A variety of teaching strategies are used in the classroom (e.g., lectures, discussion, cooperative/team learning, etc...).
• Multiple methods are used to assess student progress (e.g., tests, work samples, criteria check lists, etc.), and practice work following direct instruction is planned so students will be highly successful.

• Students are engaged in learning activities until the end of each instructional period. They are encouraged to express themselves through questioning and classroom discussion.

• Students are acknowledge and rewarded for academic improvements and achievements in this school.

• Teachers in this school feel they are capable of helping all students achieve identified standards.

• Students must master the essential academic skills being taught before proceeding to the next learning task.

• Re-teaching and specific skills remediations are important parts of the teaching process. Students not achieving identified standards are given additional help until standards are achieved.

• Teachers expect all students in the class to be successful in their school work, and to graduate from high school.

• In this school, there is a staff development program based on school goals and its primary focus is the acquisition of new skills, and the application of these skills in the classroom. Follow-up assistance (materials, coaching, etc.) is provided by the administration for implementing skills learned in staff development activities.

• Teachers share classroom experiences with each other to improve their understanding of student learning and are willing to help each other when problems arise.
• Teachers are committed to professional growth to improve teaching and learning, and spend time in professional reflection about their work.

• Teachers spend time together to informally discuss ways to improve the school, and encourage each other to use professional judgment when making decisions.

SCHOOL LEADERSHIP:

• The principal is highly visible throughout the school, and makes frequent informal contacts with students and teachers.

• The principal is available to resolve disagreements that develop among staff members and students’ discipline problems.

• It is necessary that the principal be actively involved with the religious program at the school, and he/she is a model for the school’s religious beliefs and values.

• The principal emphasizes participation by teachers in staff development activities related to instructional improvement.

• The principal seeks ideas and suggestions from teachers and encourages them to accept their responsibilities for student achievement.

• The principal makes several formal classroom observations during the year that are focused on improving instruction, and after observation an instructional improvement plan is developed.
<table>
<thead>
<tr>
<th>School Culture Survey Items</th>
<th>Percent Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There is a strong sense of a faith community at the school, and religious beliefs</td>
<td>95 %</td>
</tr>
<tr>
<td>and values are shared among all members of this community.</td>
<td></td>
</tr>
<tr>
<td>• The religious traditions, history, routines, and practices at the school are</td>
<td>96 %</td>
</tr>
<tr>
<td>important for conveying the message about the school’s identity.</td>
<td></td>
</tr>
<tr>
<td>• Parents choose to send their children to this religious school because this</td>
<td>80 %</td>
</tr>
<tr>
<td>school emphasizes religious attitudes and activity.</td>
<td></td>
</tr>
<tr>
<td>• Teachers are encouraged to integrate religious instructions within their classes.</td>
<td>89 %</td>
</tr>
<tr>
<td>• Teachers are satisfied with the religious requirements at the school.</td>
<td>91 %</td>
</tr>
<tr>
<td>• A written statement of purpose exists for this school.</td>
<td>99 %</td>
</tr>
<tr>
<td>• Teachers believe that the unique element of the school is the religious component</td>
<td>97 %</td>
</tr>
<tr>
<td>of its mission.</td>
<td></td>
</tr>
<tr>
<td>• The school’s day to day practice is consistent with the school’s mission.</td>
<td>89 %</td>
</tr>
<tr>
<td>• The physical condition of this school building is generally pleasant and well kept.</td>
<td></td>
</tr>
<tr>
<td>It is a safe and secure place for work during the normal school day and after students</td>
<td>96 %</td>
</tr>
<tr>
<td>are dismissed.</td>
<td></td>
</tr>
<tr>
<td>• Students are taught the school rules and are held accountable for maintaining school</td>
<td>90 %</td>
</tr>
<tr>
<td>rules throughout the year.</td>
<td></td>
</tr>
<tr>
<td>• Administrators and staff members enforce the student rules consistently and equitably.</td>
<td>93 %</td>
</tr>
<tr>
<td>• Class starts promptly at the beginning of each instructional period, and are</td>
<td>78 %</td>
</tr>
<tr>
<td>rarely interrupted to discipline students.</td>
<td></td>
</tr>
<tr>
<td>• Teachers contact parents in this school on a regular basis. Phone calls, home visits,</td>
<td>85 %</td>
</tr>
<tr>
<td>newsletters, regular notes, and conferences are ways that most teachers communicate with</td>
<td></td>
</tr>
<tr>
<td>parents in this school.</td>
<td></td>
</tr>
<tr>
<td>• Parent – teacher conferences focus on factors directly related to student achievement,</td>
<td>97 %</td>
</tr>
<tr>
<td>and result in specific plans for home – school cooperation aimed at improving students’</td>
<td></td>
</tr>
<tr>
<td>classroom achievement.</td>
<td></td>
</tr>
<tr>
<td>• Teachers and parents are aware of the homework policy in this school and cooperation</td>
<td>86 %</td>
</tr>
<tr>
<td>exists between parents and teachers in regard to homework monitoring.</td>
<td></td>
</tr>
<tr>
<td>• In this school, parents are aware of the discipline policy and support school personnel</td>
<td>90 %</td>
</tr>
<tr>
<td>when their child is disciplined for violation of rules.</td>
<td></td>
</tr>
<tr>
<td>Curriculum &amp; Instructional Practices Survey Items</td>
<td>Percent Agree</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>• The curriculum, instruction, and assessment are aligned with teaching objectives. Textbooks and other materials are selected on the basis of how well they support learning objectives.</td>
<td>96 %</td>
</tr>
<tr>
<td>• A variety of teaching strategies are used in the classroom (e.g., lectures, discussion, cooperative/team learning, etc...).</td>
<td>94 %</td>
</tr>
<tr>
<td>• Multiple methods are used to assess student progress (e.g., tests, work samples, criteria check lists, etc.), and practice work following direct instruction is planned so students will be highly successful.</td>
<td>95 %</td>
</tr>
<tr>
<td>• Students are engaged in learning activities until the end of each instructional period. They are encouraged to express themselves through questioning and classroom discussion.</td>
<td>91 %</td>
</tr>
<tr>
<td>• Students are acknowledge and rewarded for academic improvements and achievements in this school.</td>
<td>86 %</td>
</tr>
<tr>
<td>• Teachers in this school feel they are capable of helping all students achieve identified standards.</td>
<td>98 %</td>
</tr>
<tr>
<td>• Students must master the essential academic skills being taught before proceeding to the next learning task.</td>
<td>90 %</td>
</tr>
<tr>
<td>• Re-teaching and specific skills remediations are important parts of the teaching process. Students not achieving identified standards are given additional help until standards are achieved.</td>
<td>87 %</td>
</tr>
<tr>
<td>• Teachers expect all students in the class to be successful in their school work, and to graduate from high school.</td>
<td>97 %</td>
</tr>
<tr>
<td>• In this school, there is a staff development program based on school goals and its primary focus is the acquisition of new skills, and the application of these skills in the classroom. Follow-up assistance (materials, coaching, etc.) is provided by the administration for implementing skills learned in staff development activities.</td>
<td>94 %</td>
</tr>
<tr>
<td>• Teachers share classroom experiences with each other to improve their understanding of student learning and are willing to help each other when problems arise.</td>
<td>87 %</td>
</tr>
<tr>
<td>• Teachers are committed to professional growth to improve teaching and learning, and spend time in professional reflection about their work.</td>
<td>96 %</td>
</tr>
<tr>
<td>• Teachers spend time together to informally discuss ways to improve the school, and encourage each other to use professional judgment when making decisions.</td>
<td>77 %</td>
</tr>
<tr>
<td>Leadership Survey Items</td>
<td>Percent Agree</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>• The principal is highly visible throughout the school, and makes frequent informal</td>
<td>97%</td>
</tr>
<tr>
<td>contacts with students and teachers.</td>
<td></td>
</tr>
<tr>
<td>• The principal is available to resolve disagreements that develop among staff members</td>
<td>85%</td>
</tr>
<tr>
<td>and students' discipline problems.</td>
<td></td>
</tr>
<tr>
<td>• It is necessary that the principal be <strong>actively</strong> involved with the religious program</td>
<td>96%</td>
</tr>
<tr>
<td>at the school, and he/she is a model for the school's religious beliefs and values.</td>
<td></td>
</tr>
<tr>
<td>• The principal emphasizes participation by teachers in staff development activities</td>
<td>88%</td>
</tr>
<tr>
<td>related to instructional improvement.</td>
<td></td>
</tr>
<tr>
<td>• The principal seeks ideas and suggestions from teachers and encourage them to accept</td>
<td>92%</td>
</tr>
<tr>
<td>their responsibilities for student achievement.</td>
<td></td>
</tr>
<tr>
<td>• The principal makes several formal classroom observations during the year that are</td>
<td>93%</td>
</tr>
<tr>
<td>focused on improving instruction, and after observation an instructional improvement</td>
<td></td>
</tr>
<tr>
<td>plan is developed.</td>
<td></td>
</tr>
<tr>
<td>Effective Religious School Characteristics</td>
<td>Percentage Agree %</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>School Culture</strong></td>
<td>92%</td>
</tr>
<tr>
<td>Faith Community</td>
<td>91%</td>
</tr>
<tr>
<td>Shared Mission</td>
<td>95%</td>
</tr>
<tr>
<td>Safe &amp; Orderly Environment</td>
<td>92%</td>
</tr>
<tr>
<td>Recognition &amp; Rewards</td>
<td>90%</td>
</tr>
<tr>
<td>High Expectations</td>
<td>94%</td>
</tr>
<tr>
<td>Home – School Relation</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Curriculum &amp; Instructional Practices</strong></td>
<td>93%</td>
</tr>
<tr>
<td>Academic Focus</td>
<td>95%</td>
</tr>
<tr>
<td>Religious Focus</td>
<td>96%</td>
</tr>
<tr>
<td>Collegiality &amp; Collaboration</td>
<td>83%</td>
</tr>
<tr>
<td>Commitment &amp; Satisfaction</td>
<td>96%</td>
</tr>
<tr>
<td>Staff Preparation &amp; Development</td>
<td>94%</td>
</tr>
<tr>
<td>Maintaining Student’s Progress</td>
<td>93%</td>
</tr>
<tr>
<td><strong>School Leadership</strong></td>
<td>92%</td>
</tr>
</tbody>
</table>
APPENDIX D

OBSERVATION CHECKLIST
Table D

School Observation.

EFFECTIVE RELIGIOUS SCHOOL ANALYSIS MODEL

Observational Checklist

Part I: SCHOOL CULTURE & CLIMATE

- The Faith Community:

1) There is a strong sense of community; and values are shared among the school members.

2) There is a weak sense of community; and values are rarely shared among the school members.

3) There is no sense of community; and values are never shared among the school members.

1) Most school’s day to day practices are consistent with the school’s religious mission.

2) Some of the school’s day to day practices are consistent with the school’s religious mission.

3) Few school’s day to day practices are consistent with the school’s religious mission.
1) Most school activities & celebrations are related to religious events.
2) Some school activities & celebrations are related to religious events.
3) Few or no school activities & celebrations are related to religious events.

1) Most teachers are satisfied with the religious requirements at the school.
2) Some teachers are satisfied with the religious requirements at the school.
3) Few teachers are satisfied with the religious requirements at the school.

1) Most students enjoy receiving instruction from the religious teacher.
2) Some students enjoy receiving instruction from the religious teacher.
3) Few or no students enjoy receiving instruction from the religious teacher.

1) Most teachers are willing to model for the students' religious beliefs and values.
2) Some teachers are willing to model for the students' religious beliefs and values.
3) Few teachers are willing to model for the students' religious beliefs and values.

1) The school administration often encourages teachers to integrate religious instructions within their classes.
2) The school administration at times encourages teachers to integrate religious instructions within their classes.
3) The school administration rarely encourages teachers to integrate religious instructions within their classes.
School Environment:

1) Most areas of the campus are clean, safe, and secure during the normal school day and after students are dismissed.

2) Some areas of the campus are clean, safe, and secure during the normal school day and after students are dismissed.

3) Few areas of the campus are clean, safe, and secure during the normal school day and after students are dismissed.

1) Most hallways & bathrooms are clean and free of debris.

2) Some hallways & bathrooms are clean and free of debris.

3) Few hallways & bathrooms are clean and free of debris.

1) Most hallways have well-designed bulletin boards with academic and/or behavioral themes.

2) Some hallways have well-designed bulletin boards with academic and/or behavioral themes.

3) Few hallways have well-designed bulletin boards with academic and/or behavioral themes.

1) Most students and staff members take pride in the school and help to keep buildings and grounds clean and attractive.

2) Some students and staff members take pride in the school and help to keep buildings and grounds clean and attractive.
3) Few students and staff members take pride in the school and help to keep buildings and grounds clean and attractive.

1) Most classes start promptly at the beginning of each instructional period, and are rarely interrupted to discipline students.

2) Some classes start promptly at the beginning of each instructional period, and are rarely interrupted to discipline students.

3) Few classes start promptly at the beginning of each instructional period, and are rarely interrupted to discipline students.

1) Most teachers work on creating a common sense of values and controlling deviant behavior.

2) Some teachers work on creating a common sense of values and controlling deviant behavior.

3) Few teachers work on creating a common sense of values and controlling deviant behavior.

1) Most duty teachers actively monitor students in the playground, hallways and commons area.

2) Some duty teachers actively monitor students in the playground, hallways and commons area.

3) Few duty teachers actively monitor students in the playground, hallways and commons area.
1) Most students follow the directions of the school teachers.

2) Some students follow the directions of the school teachers.

3) Few students follow the directions of the school teachers.

1) Most students move to their designated areas in an orderly manner.

2) Some students move to their designated areas in an orderly manner.

3) Few students move to their designated areas in an orderly manner.

1) Most of the furniture in the library & computer lab is in a good condition.

2) Some of the furniture in the library & computer lab is in a good condition.

3) Little of the furniture in the library & computer lab is in a good condition.

1) Most students appear to enjoy spending time in the library & computer lab.

2) Some students appear to enjoy spending time in the library & computer lab.

3) Few students appear to enjoy spending time in the library & computer lab.

1) Most students follow the directions of the computer lab teachers & the librarian.

2) Some students follow the directions of the computer lab teachers & the librarian.

3) Few students follow the directions of the computer lab teachers & the librarian.
Home-School Relation:

1) Most teachers contact parents in this school on a regular basis.
2) Some teachers contact parents in this school on a regular basis.
3) Few teachers contact parents in this school on a regular basis.

1) Most of the parents attend scheduled parent - teacher conferences.
2) Some of the parents attend scheduled parent - teacher conferences.
3) Few of the parents attend scheduled parent - teacher conferences.

1) Parents are often invited to observe the instructional program and attend school activities.
2) Parents at times are invited to observe the instructional program and attend school activities.
3) Parents are rarely invited to observe the instructional program and attend school activities.

Part II: CURRICULUM & INSTRUCTIONAL PRACTICES

School Curriculum & Instructional Procedures:

1) The curriculum, instruction, and assessment are often aligned with teaching objectives.
2) The curriculum, instruction, and assessment at times are aligned with teaching objectives.
3) The curriculum, instruction, and assessment are rarely aligned with teaching objectives.

1) Most textbooks and other materials are selected on the basis of how well they support learning objectives.
2) Some textbooks and other materials are selected on the basis of how well they support learning objectives.
3) Few textbooks and other materials are selected on the basis of how well they support learning objectives.

1) Most of the teachers use variety of teaching strategies in their classrooms (such as lectures, discussion, cooperative/team learning, etc...).
2) Some of the teachers use variety of teaching strategies in their classrooms.
3) Few teachers use variety of teaching strategies in their classrooms.

1) Multiple methods are used to assess student progress (such as: tests, work samples, criteria check lists, etc.).
2) Few methods are used to assess student progress.
3) A single method is used to assess student progress.
1) Most students are acknowledged and rewarded for their academic improvements and achievement in this school.

2) Some students are acknowledged and rewarded for their academic improvements and achievement in this school.

3) Few students are acknowledged and rewarded for their academic improvements and achievement in this school.

❖ Teachers' Preparation & Experience:

1) Most conversations in the faculty lounge involve school issues.

2) Some conversations in the faculty lounge involve school issues.

3) Few conversations in the faculty lounge involve school issues.

1) Most faculty members express satisfaction with their job.

2) Some faculty members express satisfaction with their job.

3) Few faculty members express satisfaction with their job.

1) Most teachers spend time together to informally discuss ways to improve instructional practices.

2) Some teachers spend time together to informally discuss ways to improve instructional practices.
3) Few teachers spend time together to informally discuss ways to improve instructional practices.

1) Most teachers share classroom experiences with each other to improve their understanding of student learning.

2) Some teachers share classroom experiences with each other to improve their understanding of student learning.

3) Few teachers share classroom experiences with each other to improve their understanding of student learning.

1) Most teachers are willing to help each other when problems arise.

2) Some teachers are willing to help each other when problems arise.

3) Few teachers are willing to help each other when problems arise.

1) Follow-up assistance (materials, coaching, etc.) is often provided by the administration for implementing skills learned in staff development activities.

2) Follow-up assistance at times is provided by the administration for implementing skills learned in staff development activities.

3) Follow-up assistance is rarely provided by the administration for implementing skills learned in staff development activities.
1) Most of the staff development activities focus on the acquisition of new skills &
application of knowledge and skills in the classroom.

2) Some of the staff development activities focus on the acquisition of new skills &
application of knowledge and skills in the classroom.

3) Few of the staff development activities focus on the acquisition of new skills &
application of knowledge and skills in the classroom.

Part II: SCHOOL LEADERSHIP

1) The principal is often seen throughout the campus.

2) The principal is at times seen throughout the campus.

3) The principal is rarely seen throughout the campus.

1) Administrative leadership is often available to resolve disagreements that develop
among staff members and students discipline matters.

2) Administrative leadership at times is available to resolve disagreements that
develop among staff members and students discipline matters.

3) Administrative leadership is rarely available to resolve disagreements that
develop among staff members and students discipline matters.

1) Students often talk informally with the principal.

2) Students at times talk informally with the principal.

3) Students rarely talk informally with the principal.
1) Faculty members often talk informally with the principal.
2) Faculty members at times talk informally with the principal.
3) Faculty members rarely talk informally with the principal.

1) The principal regularly gives feedback to teachers regarding their instructional techniques.
2) The principal at times gives feedback to teachers regarding their instructional techniques.
3) The principal rarely gives feedback to teachers regarding their instructional techniques.

1) The principal is actively involved with the religious program at the school.
2) The principal at times involved with the religious program at the school.
3) The principal is never involved with the religious program at the school.

1) The principal is often seen as a model for the school's religious beliefs and values.
2) The principal at times is seen as a model for the school's religious beliefs and values.
3) The principal is rarely seen as a model for the school's religious beliefs and values.
APPENDIX E

SCHOOL DOCUMENTS & RECORDS
بسم الله الرحمن الرحيم

مؤسسة مهيئة لجيل متميز

إن مدرسة مؤسسة تربية رائدة في لبنان تأسست عام 1980م، وتميزت خلال ربع قرن ببتظام تربيتي فريد تطبق فيه المناهج الرسمية المتقدمة من قبل مركز البحوث والامراء في لبنان، وتعهد الأساليب والتقنيات الحديثة في العملية التعليمية، مع المحافظة على القيم والتعاليم الإسلامية.

وحرصاً منها على إبقاء سماتتميز فيها عمدت إلى دراسة واقع المناهج الرسمية، ما لها وما عليها. رغم الأهداف العليا التي أثرت على المناهج الجديدة في لبنان على المستويات الفكرية والاجتماعية والوطنية، فقد أظهرت هذه الدراسة أن تلك المناهج تعاق من نغمة مهمة وضرورة لاستكمال بناء الشخصية الإنسانية المتكاملة.

وأمّا هذا الواقع أضافه أهداف أخرى تمجرد جزء بناء الشخصية الإسلامية المتميزة بدينها، تنميتها، الجمعية، المشاركة في المجتمع واتخاذها على الآخر. وترجمت هذه الأهداف بالخطوات التالية:

1- إضافة موارد التربية الإسلامية إلى الموارد الدراسية العامة، وذلك إنطلاقاً من الصعوبات المبكرة وهي وحيد مرحلة الثانوية، حيث يتم تدريس العقيدة الإسلامية، القرآن الكريم، تلوية وتجويد، الحديث الشريف والسيرة النبوية.

2- الاهتمام باللغة العربية تدريساً وانتماءاً، فهي إضافة إلى ألا لغة القرآن الكريم بمثابة كل عناصر الإنسان وخبراته، وهي ذيل شخصيته وروحه الثقافي، غير أن هذا الاهتمام باللغة العربية لم يشرفاً عن الاهتمام باللغات الأخرى لاستكمال ثقافة الطلاب.
3- وضع معايير عالية في اختيار مربين ذوي كفاءة علمية وثقافة عالية، مع التأكيد على تبني القيم والثقافة الإسلامية، وذلك لتحقيق الوحدة والتجانس في تطبيق العملية التربوية.

4- متابعة الطلاب إيمانًا وعلميًا وتدريبهم من خلال تشجيع على العلم وتطبيق شعائر الإسلام، وال التواصل الإسلامي مع الأهل حتى يحقق الطلاب الأمن والتوانز النفسي والدربي بين المدرسة والمزل.

5- ربط المدرسة بالمجمع الخارجي والإستفادة من كل ما هو مفيد وواصل بعد تفشيته من كل الشوارع المتلاشية مع العقيدة والقيم الإسلامية، بغية تدريب الطلاب على التعلم الذاتي ونشر التحقيق إجماعه الوطني ضمن حدود الشرعية الإسلامية.

6- فتح مجالات راية أمام الطلاب للأنشطة التربوية والمهارات الاجتماعية وفقًا يناسب مع الشرعية الإسلامية إلى جانب استغلال المناسبات الإسلامية الوطنية لتنمية سلوك الطالب وترجيه نحو الخير والاستقامة في جميع مجالات حياتهم.

 كل هذه الأهداف تطبق متاسفة ومعتمدة في جميع جهود العلم والإسلام بغية تخرج جيل مميز بكل جوانبه الإيمانية، الفكرية، النفسية، الاجتماعية.
مدرسة
بيروت
دليل الأهالي

العام الدراسي
2005-2006
إن دور الأهل في العملية التربوية لا يقل أهمية عن دور المدرسة في إعداد الطالب وتوجيهه، وبعد مكملة وداعماً له في مسيرته التربوية والعلمية.
إن نجاح الطالب إحدى من الأهداف المشتركة التي ينوي التحقق منها كل من المدرسة والبيت. لذا علينا أن نفتح مجالات التعاون في إطار العمل التربوي بين المدرسة والبيت وتوفير أجواء علمية راكية وآمنة لأولادنا.
ومن هذا المنطلق نضع بين أيديكم دليل الأهل للعمل بموجبه والالتزام بتقبيقه خلال العام الدراسي.

أولوية: الروتاري المدرسي

في مرحلة الروضات: يبدأ الدراهم عند الساعة 7:30 وينتهي عند الساعة 1:00 ظهراً.
في مرحلة التعليم الأساسي: يبدأ الدراهم عند الساعة 7:30 وينتهي عند الساعة 2:30 بعد الظهر.
لذا يرجى الالتزام بالحضور إلى المدرسة صباحاً في الوقت المحدد أعلاه. وفي حال تأخير المرات الثلاث تحرم التلميذ من حضور الحصة الأولى.
قوانين عامة

أ- الدوام:

- يرجى من الأهل الذين يتولون إحضار أولادهم إلى المدرسة بسيازتهم الخاصة أو باستعمال خارجية بالتأكيد من عدم التأخر عن الحضور لأجل الاحتفاظ بعد الظهور عن الموعد المحدد.

- على الأهالي الكرام إعلام المدرسة في حال تأخر ولدهم أو غيابه.

- تعذر المدرسة عن إرسال الطالب المشترك في الباص إلى غير مكانه المعتاد إلا للضرورة القصوى وبعد تبلغ الإدارة خطياً أو هاتفيًّا.

- تعذر المدرسة عن تسليم الطالب لأي شخص إلا ووجود كتاب خطي من قبل ولي الأمر يقدم إلى الإدارة من أجل السماح بذلك.

- يرجى من الأهل عدم إرسال أي لوازم مدرسية (لوازم النشاط - الكتب - دواء للتلاميذ) خلال الدوام المدرسي، في حال نسي التلميذ احضارها معه.

- تعذر المدرسة عن انسحاب أي تلميذ من المدرسة خلال الدوام لأي سبب كان إلا للضرورة القصوى وبعد مراجعة الإدارة.

ب- الغياب:

- إذا تغيب التلميذ في صفوف الروضات أو في الحلقات الأولى والثانية يوماً واحداً، يجب على ولي أمره إعلام المدرسة هاتفيًّا.

- ويقدم تقرير طبي إلى المدرسة في حال تغيب الطالب لأكثر من يومين.

- على التلميذة في المرحلة المتوسطة عند التغيب عن المدرسة ولو ليوم واحد إثبات شرعية الغياب وذلك عن طريق:

1- إتصال ولي الأمر بالمدرسة للإعلام عن سبب الغياب.
ب - حضور ولي الأمر شخصياً لتحرير سبب الغياب بموجب إثبات

خطي.

ج - تقديم تقرير طبي - في حال كان العذر هو المرض - بمجرد تاريخ
زياره الطبيب ونوع المرض ومدة التغيب.

- إذا تغيب التلميذة لعذر غير مقبول من قبل مسؤولة الفسم أو إدارة
المدرسة يعتبر الغياب غير شرعي وتطبيق بحق التلميذة الإجراءات التي
يجبها الإدارة مناسبة.

ج - الزي المدرسي والمظهر العام:

على التلميذة / التلميذة:
- التقيد بالزي المطلوب من قبل المدرسة ولدى المشاركة في الأنشطة
المنهجية المقررة في المدرسة وخارجها، والزي هو الآتي:
- الزي الرمادي المعتمد لكل مرحلة.
- انتقال الحذاء الأسود أو الكحلي أو الرمادي فقط، وتمتع الأحذية
الرياضية أو (Sneakers).
- الكرومة الصوفية الكحليّة أو الرمادية أو البيضاء أو الرصاصية.
- ارتداء اللباس الرياضي والحذاء الرياضي في اليوم الذي جُدّدت فيه حصة
الرياضة فقط كما يفصل انتقال الحذاء الذي يربط بشريط لاصق.
- على الطلاب المحجبات وضع الحجاب الأبيض فقط مع الالتزام بارتداء الزي
المدرسي كاملاً.

ملاحظة: تشدد عليهم استعمال أيّ تلميذ مالم يبقّي بالزي المطلوب ويتصل باهله في حييه.
ثانياً: روزنامة للدرسة

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**مواعيد الامتحانات الفصلية:** (صفوف الحلفتين الثانية والثالثة)

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**مواعيد اجتماعات الأهالي العامة:**

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وذلك بعد الإعلان بالحضور مسبقاً.
في بقية الصفوف ستكون على الشكل التالي:

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### مواعيد انتهاء العام الدراسي:

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<th>صروف مرحلة الربضات والحلة الأولى</th>
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<td>8 جو biển</td>
<td>صروف الحلفتين الثانية والثالثة</td>
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### المراجعات الإدارية:
- تستقبل الإدارة مراجعات الأهالي يومي الثلاثاء والسبت من الساعة 9:00 وحتى الساعة 11:00 ظهراً.
- عند الاضطرار لمقابلة الإدارة خارج هذه الأوقات، يتم أخذ موعد مسبق.
- عند طريق أمانة السر قبل الموعد المحدد يوم واحده على الأقل.
- يرجى من الأهالي الكرم التقيد بالموعد واللمدة المحددين أعلاه.

ملحوظة: مراجعة المرجع في ممكن الإتصال خلال الدوام يومي من الساعة 9:00 وحتى الساعة 13:30، أو بعد الدوام من الساعة 13:30 إلى 17:30.

### ثالثًا: تواضع السلوك الطلابي

### واجبات الطالب نحو المدرسة:
1. المحافظة على مكان الدراسة والعمل على إتقانه نظيفاً ومرتبًا.
2. المحافظة على أثاث الصف وعدم تغريب ممتلكاته.
3. المحافظة على تنظيف الملعب ورشة المنافسات العامة في المدرسة.
4. التقيد بأنظمة المدرسة واحترام الخير وعدم العنف وإيذاء الآخرين والمحافظة على الآداب العامة.
5. الابتعاد عن ما يلي:
   - استعمال الخلوى أو إحضاره إلى المدرسة وإلا فحص جنائي على نهاية العام.
وضع الحلي والمجوهرات غير ساعة اليد.
- انتقال الكعوب العالي أو الأحذية المقوية.
- استخدام مثبت الشعر (جل) وصياغة الشعر أو تصنيعه بطريقة لا تتشكل مع مظهر التعليم اللطيف.
- استعمال الحقيبة المدرسية التي تتركز على عجلات وتجرب باليد.

الإجراءات:

الحلقة الأولى:

لدى ارتكاب التلميذ عاقبة للمرة الأولى، ينافض ويحظى فرصة التفكير بنتيجة عمله مع الإعتراض ويكون ذلك متابعًا اذار شفهي له.

في المرات التالية، تدرج الإجراءات المتخذة بحق التلميذ، فبعض من:
1- الخروج إلى الملعب نصف فترة الفرضية.
2- فرصة الثانية كاملة.
3- العمل ضمن المجموعة في الصف.
4- حصة الرياضة.
5- حصة الفنون.

عند متابعة ارتكاب المخالفات من قبل التلميذ نفسه يتم استدعاء والي أمره لمناقشة وضعه مع الإدارة.

وثبت الإشارة إلى أننا سوف نرسل مع الطالب، في كل مرة يرتكب فيها مخالفة، "بيان المخالفات" يوقع من قبل والي الأمر في يد الطالب ومستمر بسلوك ولده.
الحلقة الثانية:

لدى ارتكاب الطالب خلافة للمرة الأولى، ينافذ ويعلّم هيئة التفكير بنتيجة عمله مع الإعتراف، ويكون ذلك بمثابة إلزام شفهي.

في المرة التالية عندما يكرر ورود اسم التلميذ نفسه على "لائحة الإجراءات السلوكية والأكاديمية" التي تمّ شرحاً للطلاب فإن التلميذ سيوقع على إلزام كتابي عند الموجهة ويتم إعلام الأهل كي يكونوا على اطلاع دائم بسلوك ولدهم وذلك إبانًاً بضرورة التعاون المستمر بين الأهل والمدرسة.

في حال مناسبة إرتكاب المخالفات يتم استدعاء ولي أمره لمناقشة وضعه وإعلامه ببدء تنفيذ المرحلة التالية من الإجراءات وهي كالتالي:

1. البقاء مدة ساعة واحدة بعد الدوام وبحضور الأهل لاستدامة (على أن لا يدعو ذلك 3 مرات).
2. الفصل عن المدرسة لبُيوم واحد.
3. الفصل عن المدرسة لمدة يومين.
4. الفصل عن المدرسة لمدة ثلاثة أيام.
5. الفصل نهائياً عن المدرسة.

رابعاً: السماوات

الروضات

- توزع سجلات التقييم ثلاث مرات خلال العام الدراسي وفق مواعيد محددة يعلن عنها في حينه.
- لا تحتوى الملاحظات في مرحلة الروضات، وتبعي تقديرات عن النشاطات المختلفة للأطفال في حال خاصة كل فصل بموجب تقارير تعد هذه الغاية.
ب- المرحلتان الأساسية:

- توزع الشهادات ثلاث مرات خلال العام الدراسي، عند نجاح كل فصل.
- يسلم الطالب نتائج علاماته وامتحاناته في نهاية كل فصل دراسي، بموجب بطاقة علامات يطبع عليها وفي أمرها، تتضمن معدل علامات السعي اليومي وعلامات الامتحانات الفصلية والمعدلات في كل فصل.
- تحتضن المدرسة بشهادة الطالب الائتلاف على الفترة الخامسة والرابعة لتداعل الأمر مع أهله.
- يدرس وضع كل طالب ضعيف في أي مادة مع الإدارة والمسؤولين التربويين لتحديد أسباب الضعف والخطوات اللازمة لتجاوزها، وعلي الأهل الالتزام بالخطوة المتبعة والتواصل مع الإدارة لمصلحة ولدهم.

النتائج النهائية:

تقرر النتائج النهائية للتعلم بناء على قرار مجلس الصف، وموافقة الإدارة وفق الشروط التالية:

- يعتبر ناجحاً كل متعلم نال 2/0/60 على الأقل في المعدل النهائي العام,
- على أن لا يبدد معدله عن 0/11 في المواد الأساسية.
- كل طالب ينال المعدل العام للنجاح في نهاية العام الدراسي ولا ينال المعدل الأدنى المطلوب لمادة أو مادةين على الأقل، يحق له إجراء إمتحان تكميلي في المادة أو المادتين المقرر فيما في موعد تحديد الإدارة وذلك لسنة واحدة فقط.
- يدرس مجلس الصف الواحد حالة كل متعلم نشأ ما بين 55 و 1/0/60 في المعدل النهائي العام، ويتم في وضعه.
يعيد صرفه كل متعلم لا يحقق الشروط الواردة أعلاه، ولا يحقق له إعادة صرف لأكثر من سنة دراسية واحدة.

 بالإضافة إلى النجاح في الامتحانات الحكومية، يشترط نجاح الطالبة في الامتحانات المدرسية حين يتم ترقيتها إلى المرحلة الثانوية، وفي هذه الحالة يتم تحويل الطالبه إلى مدرسة أخرى.

حصصاً: المقررات والواجبات

يرجى من الأهل تدوين اسم الطالب مع صرفه وشعبيه على جميع أغراضه من المحفظة إلى الكتب والمطعف وغيرها من الأغراض المحمولة حتى يتمكن التلميذ من استعادتها في حال ضياعها.

كل الأغراض الضائعة داخل المدرسة توضع عند موجهة الطابق وتتعرض للشرطة والحفظ بها شهرًا، وفي حال لم يتم السؤال عنها للمدرسة الحق بتوصيفها.

واجبات الأهل

تتضمن الإدارة من الأهالي الكرام التعاون في الأمور التالية:

1- تلبية دعوات المدرسة لدراسة أوضاع أولادهم.
2- حضور اجتماعات الأهل التي تدعو إليها المدرسة.
3- تلبية دعوات المدرسة للمشاركة في ندوات ورشات عمل تربوية تعود بالفائدة على أبنائهم.
4- حضور الحفلات التي تقيمها المدرسة لأولادهم حين يدعوون إليها.
5- مراقبة تنفيذ الواجبات المدرسية من قبل أولادهم في المنزل.
6- إعلام المدرسة بما يعترض مسيرة أولادهم التربوية والتعليمية.
الإبلاغ عن مفهوم الطالب في الحلقات الأول والثانية للإجابة على الأسئلة الموجهة إليهم.
8- مراقبة ما وضعه أولادهم من كتب وورقية في الحقيبة المدرسية وفق البرنامج اليومي المحدد.
9- معاونة المدرسة في الإلتزام بتطبيق القواعد والأنظمة السلوكية.
10- ترويج أبنائهم على تحمل مسؤولية تحضير دروسهم اليومية وكتابة فروضهم بمفردهم.
11- حث الأولاد على المطالعة اليومية (القصص، المجلات، الصحف) وتخصيص مكان للكتب في البيت مع تحديد وقت للمطالعة المشتركة معهم بهدف تداول الآراء والنقاش.
12- توفير الجو المناسب للدراسة مع مراعاة حالة الصحية للطلبة الذين يسعون...
13- تقديم ساعات دراسة أبنائهم ومتابعهم وعدم تركهم إفراز دروسهم على الناشر.

معلومات:
- تعتذر عن الاحتفال بعيادة الميلاد في المدرسة بإستثناء صفوف الروضات ستتم إعلام المدرسة مسبقا.
- تعتذر عن قبول الهدية في أي حال مناسبة.
- المدرسة لا تلزم الطلاب بأي نشاط جامعي خارج المدرسة إلا تحت إشرافهم وضمن الدوام.

شكرًا تعاونكم

الإدارة

مرحباً من الأمالي الكرام الإبلاغ عن ما ورد في دليل الأمالي للعمل موجهة والالتزام بموضوعاته خلال العام الدراسي، وإعادة القسمة أدناه إلى موجهة الطلاب.

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<th>الفئة الأولى:</th>
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<td>أ - يتم إتخاذ الإجراء الملام بالذكاء النمائي.</td>
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<td>أ - يتم إتخاذ الإجراء الملام عند تكرار التصرف لمدة الثانية.</td>
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<td>ج - الإجراءات الخاصة بهذه الفئة وفق النشيد هي رقم (2-3-5)</td>
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<th>ثلاثية - لائحة الإجراءات:</th>
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<td>١ - الحرم من الغرفة لئينوم واحد.</td>
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<td>٢ - الحرم من الأنشطة المدرسية لمدة أسبوع (كمبيوتر - فنون - رياضة ...)</td>
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<td>٣ - الحرم من المشاهدة والرحلة لفصل كامل.</td>
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<td>٤ - الحرم من الأنشطة اللامنهجية (بعد الظهيرة) لدورة كاملة.</td>
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<td>٥ - الفصل عن الصف لبوم كامل.</td>
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<td>٦ - الفصل من المدرسة لبوم واحد مع إلتزام.</td>
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<td>٧ - الفصل من المدرسة لمدة ثلاثة أيام مع إلتزام.</td>
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<th>ثانياً - خطوات العمل:</th>
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<td>١ - يتم شرح هذا القانون للجميع المتعلم. من قبل مربي الصف.</td>
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<td>٢ - توضيح نسخة في الصف يوضح عليها جميع التلاميذ.</td>
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<td>٣ - يتم البدء بالقانون من تاريخ التوقيع عليه.</td>
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<td>٤ - عند قيام التلميذ بأي تصرف يتم معرفة القيادة وتقديم للموجهة.</td>
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<td>٥ - ترسل المرجعية للمرجعية يتم إطلاع على توضيح التصرف على حدول الإجراءات وتوضع في ملفه الخاص.</td>
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<td>٦ - عند البدء بالإجراء الأول يتم إعلام الأهل بالإجراء خطيًا.</td>
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<td>٧ - عندما يستوفى التلميذ الإجراء الثاني يتم إبلاغ الأهل نسبة إلى صدور الإجراء الثالث.</td>
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<td>٨ - عندما يستوفى التلميذ الإجراء الثالث لأي فئة تحتوى مباشرة إلى الإجراءات النهائية وهي رقم (١-٧)</td>
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ملاحظات:
آداب تلاوة القرآن الكريم

الاسم:

تقرأ على آداب تلاوة مستعيناً بالصور وأحكام الجمل التالية:

المؤمن لا يحصر القرآن الكريم إلا وهو

يقول المسلم عند تلاوة القرآن الكريم:

و لا يتكب

こともあります من

علي المؤمن الاكتفاء من

عند تلاوة أسماء القرآن الكريم

تذبح

عند تلاوتلك للقرآن الشريف.
بسم الله الرحمن الرحيم.

آداب إسلامية:

أحاديث تلاوة القرآن الكريم:

توضح المرجعية للطلاب قراءة القرآن الكريم ووصفه بأنه كتاب الله الخالد وكلمة الله اللغة.

1. في البداية والتشريعة.
2. وفي الطهارة والرحمة.
3. وفي الاستغاثة على الحق.
4. وفي زراعة الإيمان.
5. وفي تحصين ثروة عظيمة من الحسنات التي تضاف إلى رصيد كل حرف من كتاب الله تعالى.

قال رسول الله صلى الله عليه وسلم: "خيركم من تعلم القرآن وعلمه".

آداب تلاوة القرآن الكريم:

الأدب مع القرآن الكريم أدب مع الله تعالى وحري بالمسلم أن يتعلم هذه الآداب ليلتزمها مع كتاب الله الكريم:

1. أن يكون على طهارة تامة لأن الطهارة ترضي قراءة القرآن أو مس المصحف.
2. طهارة المنك، واللباس ونظافةهما والتجمل والتنطيب استعداداً لمناهجة الله تعالى.
3. التعرف والعملة قبل البدء بالتدريس.
4. التمرد والمسلحة قبل البدء بالتدريس.
5. الأحكام إيقاف وحب كتابة القرآن الكريم.
7. الإصива والإستماع والإنتباه عند التلاوة قال تعالى: "إذا قرئ القرآن فأسمعوا له ونصمهم للكناب تصححون". "الأعراف 204.
8. تجنب كل ما يخالف بالخروج مع جلال القرآن أثناء التلاوة أو الصلب، كالحمك والكتاب أو الأحافر وقرقة الصبيان، والحديث إلى الآخرين دون حاجة.
9. ينصح على القراء إذا علت التلاوة لأنه في حضرة الحلماء والتنبريق من المشايخ.

10. العمل على حفظ القرآن الكريم واستظهاره. قال الرسول صلى الله عليه وسلم: "إن الذي نسمه في جزء شيء من القرآن الكريم كالنبي فيه".
11. مما ينبغي على حفظ القرآن الكريم الإبادة بحفظه منذ الصغر وتمارينه وتعليمه به، وسماعه من أقواء القراء ومحاولة تلابيق أهدافه.

التفصيل:

1. أقصد الفراقات التالية:

□ خيركم من رواية.
□ رواية قراءات.

2. تقديم ثواب واحد.

سورة...
2. أرادت ريم أن تحفظ بعض الآيات من القرآن الكريم، فهل تستطيع أن تذكرها ببعض الأداب.
3. أجب (✓) أو (✗)، وصحح الخطأ:
   - لعب سمير بالدراجة على الرمال ثم أسرع وأمسك بالمصحف دون أن يتوضأ.
4. أضحك رامي صديقه في فترة الحفظ، إلى القرآن الكريم.
5. بدأ عبده بتلاوة سورة الكافرون: "بسم الله الرحمن الرحيم. "، فأيقضه الكافرون.
6. ذكر ثلاثة من آثار القرآن الكريم.
لا شك أن رسول الله صلى الله عليه وسلم حي في قلوبنا جميعاً.
وكلنا نشتم أن يعبر عن عظيم محبته له.
ففهد لا، وهو الذي فتح لنا الظلمات.
وأيقظ العقول من الغفلات.
وفتح القلوب بأصدق الكلمات؟
لذا يسرّ لجنة التأليف، في مرحلة
وتحلى على أبواب ذكرى المولد النبوي الشريف.
وأن تتيح لك فرصة المشاركة في مسابقة:
"أحلى كلمة للنبي الأمة".
كيف تشارك؟
-كتابة فكرة شعرية أو نثرية عنه صلى الله عليه وسلم.
-أو بتوجيه رسالة إليه تعبّر له فيها عن مشاعرك.
-أو بأي كتابة إبداعية من وحي المناسبة (نحوات - حوار - نص مسرحي - أقصوصة ...).
تاريخ التسلم:
آخر مهلة لتسليم الكلمات يوم الاثنين في 5 ربيع الأول 1427 هـ على أن تكون الكلمة مطبوعة على ورقة A4.
واخيراً...
اختار لجنة الحكم أحلّى ثلاث كلمات لتتفوّز بجوائز قيمة على أن يلتقى الفائز بمرتبة الأولى
كلمه في حفل عام.
معاً نحيي محبتي في القلوب.
Table B6
Table E7

**Grade 4**

**Name:**

**Multiplication**

Do the multiplication operation first, then join the dots starting from the arrow and then moving to your next answer:

<table>
<thead>
<tr>
<th>Number</th>
<th>Multiplication</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>x 5</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>x 6</td>
<td>24</td>
</tr>
<tr>
<td>6</td>
<td>x 5</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>x 2</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>x 5</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>x 6</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>x 4</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>x 3</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>x 6</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>x 6</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>x 4</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>x 2</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>x 5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>x 6</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>x 5</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>x 11</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>x 7</td>
<td>21</td>
</tr>
<tr>
<td>8</td>
<td>x 5</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>x 8</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>x 12</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>x 8</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>x 9</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>x 6</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>x 6</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>x 9</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>x 3</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>x 7</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>x 7</td>
<td>42</td>
</tr>
<tr>
<td>1</td>
<td>x 100</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>x 5</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>x 5</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>x 0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>x 9</td>
<td>36</td>
</tr>
</tbody>
</table>

Ramadan Kareem

Our prophet Muhammad asked us to wake up at night to eat the suhur.
The Five Prayers

<table>
<thead>
<tr>
<th>Days</th>
<th>Fajer</th>
<th>Zuhur</th>
<th>Asar</th>
<th>Magreb</th>
<th>Ishaan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>4:25</td>
<td>11:21</td>
<td>2:22</td>
<td>4:44</td>
<td>6:07</td>
</tr>
<tr>
<td>Sunday</td>
<td>4:26</td>
<td>11:21</td>
<td>2:21</td>
<td>4:44</td>
<td>6:06</td>
</tr>
<tr>
<td>Tuesday</td>
<td>4:28</td>
<td>11:21</td>
<td>2:20</td>
<td>4:42</td>
<td>6:05</td>
</tr>
<tr>
<td>Wednesday</td>
<td>4:28</td>
<td>11:21</td>
<td>2:19</td>
<td>4:41</td>
<td>6:04</td>
</tr>
<tr>
<td>Thursday</td>
<td>4:29</td>
<td>11:21</td>
<td>2:18</td>
<td>4:40</td>
<td>6:03</td>
</tr>
<tr>
<td>Friday</td>
<td>4:30</td>
<td>11:21</td>
<td>2:18</td>
<td>4:39</td>
<td>6:03</td>
</tr>
</tbody>
</table>

1- Write the exact time in letters for each prayer  
2- Place next to each prayer A.M / P.M  
3- Color the time of the prayer you prayed
أخلاق المسلم:

"أكسب حسية بالأخلاق الحسنة"

1. المسلم صادق
2. لا يغش ولا يخدع ولا يغدر
3. لا يحسب
4. ناصح
5. موف بالعهد
6. حسن الخلق
7. متصف بالحياء
8. رقيق بالناس
9. المسلم رحم
10. المسلم عنو غفور
11. المسلم سمح حليم
12. طالق الوجه
13. خفيف الظل
14. يجتنب السبب والنحش
15. لا يرمي أحد بفسقه أو كفر بعض حق
16. حبي سيتير
17. لا يتدخل فيما لا يعنيه
18. بعيد عن الغيبة والنسيمة
19. يجتنب قول الزور
20. يجتنب نك造 السوء
21. حافظ للسر
22. لا ينجلي ثانياً وبينهم ثالثاً
23. لا يتكرر، متراضع
24. لا يسرخ من أحد
25. يجل الكبيرة وصاحب الفضل
26. يعاشر كرام الناس
27. يحرص على نفع الناس ودفع الضر عنهم
28. يسعى بالصلح بين الناس

29. داعية إلى الحق
30. يأمر بالمعروف وينهي عن المنكر
31. ليحكي في دعوته
32. لا ينافق، بعيد عن الرياء
33. مستقيم
34. يعود المريض
35. يشهد الجزاء
36. يكافأء على المعروف ويشكر له
37. يخالط الناس ويصبر على أذاه
38. يدخل السرور إلى القلوب
39. يدل على الخبر
40. يمس غير معسر
41. عادل في حكمه
42. لا يظلم
43. لا يقطع في كلامه
44. لا يشتم بأحد
45. كريم جواد
46. يمن على من يعطيهم
47. مضيف
48. يؤثر على نفسه
49. ينص على المعسر
50. عنيف لا يطلع إلى المساءة
51. ألف مالوف
52. يخضع عاداته لمقاييس الإسلام
53. يتأدب بإذابة الإسلام في طاعته وشربه
54. ينفي السلم
55. لا يدخل البيت إلا باستنذان
56. يجلس حيث ينتهي به المجلس
57. يجتنب التناول في المجلس
58. يأخذ بإذابة الإسلام عند العطاس
59. لا يد نظره في بيت غيره
60. ينشيء بالرجال.
مقدمة

الله أرحم الراحمين

من فرشة عيني المعلمة: قال رسول الله ﷺ صلى الله عليه وسلم:
"من نفاس من فرشة عيني كبر الدنيا نفاس الله عنه كبرية من كبر يوم القيامة؛ ومن يسر على معمر بسر الله عليه في الدنيا والاخرة. ومن ستر مسلماً ستروه الله في الدنيا والاخرة، والله في عون العباد ما كان العباد في عون أحدهم..." 

ورمضان شهر نكر فيه الطاعات، وضاعف فيه الحسنات، وتكافأ فيه الحسنات. ومراجعة المحتاجين إياههم... لذا أحببت الإدارة في مدرسة البادر أن تشجع الطلاب في هذا الشهر على السهبة وربراء من مصروفهم لنفاذ المحتاجين الأولية، بإقامة مشروع خيري يشارك فيه الطلاب جميع المساعدات، وذلك خلال الأسبوع الأول من رمضان، حيث يبكر الطلاب:

كيلو من أي نوع من الأغذية (عسل - الحمص - السكر - فول - ...)
أو:
أي نوع من العصائر الغذائية (باربلا - حليب - زيت - فول - ...)

أيام الخميس 9/10/00، السبت 10/10، الاثنين 11/10
تسلم المساعدات المدرسية، التي ستمثل على إيضاحاً لألفا من المحتاجين.

وعن إذ نطق بصوركم لأولادكم ولهم على حب الخير ونبلة المهن، نرجو المؤلِّف أن يتقبل منا صالح أعجوبة، ويجعلنا دائماً
منفيس الخير للناس.

رومن فريد
اللهجة

محددة

للكلمات

استكمالاً لسلسة الندوات التي كانت قد بدأت بها المدرسة، واهتمامًا منها في المساهمة في إرشاد كل آم إلى الطرق الحكيمة في كيفية توجيه أولادها وتربينهم تربية صالحة، يسر إدارة مدرسة

دعوة الأمهات الفاضلات إلى حضور ندوة تربوية.

الزمان: الساعة الحادية عشرة من صباح يوم الخميس 16 آذار 2009.

المكان: مسجد السلام - كورنيش النافورة..

بسرنا حضوركم ومشاركتكم

الإدارة
المدرسة

إلى الأهل الكرام

تسرنا منا لعملية التواصل ما بين المدرسة والأهل، ورغبة منها في مساعدة الأهل على الإطلاع على أوضاع ولدهم، نظمت إدارة المدرسة مواعيد لمراجعة مربيات صفوف الأول و الثاني الأساسية، وفق الجدول التالي:

<table>
<thead>
<tr>
<th>الوقت</th>
<th>اليوم</th>
<th>المادة</th>
<th>الصف</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:10 – 11:30</td>
<td>السبت</td>
<td>لغة عربية / الرياضيات / علوم</td>
<td>2</td>
</tr>
<tr>
<td>11:30 – 12:10</td>
<td>الثلاثاء</td>
<td>السيدة فاتن</td>
<td>2</td>
</tr>
<tr>
<td>12:10 – 13:00</td>
<td>الاثنين</td>
<td>لغة إنجليزية</td>
<td>2</td>
</tr>
<tr>
<td>13:00 – 14:00</td>
<td>الاثنين</td>
<td>السيدة ناهد</td>
<td>1</td>
</tr>
<tr>
<td>14:00 – 15:00</td>
<td>الاثنين</td>
<td>الأنثى سارة</td>
<td>1</td>
</tr>
<tr>
<td>15:00 – 16:00</td>
<td>الاثنين</td>
<td>لغة عربية / الرياضيات / علوم</td>
<td>1</td>
</tr>
<tr>
<td>16:00 – 17:00</td>
<td>السبت</td>
<td>السيدة فاتن</td>
<td>1</td>
</tr>
<tr>
<td>17:00 – 18:00</td>
<td>السبت</td>
<td>المسيلة فاتن</td>
<td>1</td>
</tr>
<tr>
<td>18:00 – 19:00</td>
<td>السبت</td>
<td>لغة إنجليزية</td>
<td>1</td>
</tr>
<tr>
<td>19:00 – 20:00</td>
<td>أحد</td>
<td>الأنسة سارة</td>
<td>1</td>
</tr>
<tr>
<td>20:00 – 21:00</td>
<td>أحد</td>
<td>للغة عربية / الرياضيات / علوم</td>
<td>1</td>
</tr>
</tbody>
</table>

ملاحظة: على ولي الأمر الإتصال بمسؤولة القسم لتشبيت الموعد قبل الحضور أو عن طريق الكتابة على فكرة التلميذ.

نشكر تعاونكم

الإدارة
الي الأهل الكرام

سأعقد اجتماعاً لعرض مناهج صف الرابع الأساسي يوم السبت 10/11/2010 تمام الساعة 8:30 - 10:30.

يرجى الالتزام بالوقت وعدم اصطحب الأطفال.

الإدارة
تدعم إدارة مدرسة أنات ثلاية الصف الأول الأساسي إلى حضور اجتماع يعقد عند الساعة 9:00 من صباح يوم الأربعاء 25/1/2023 وذلك لشرح خطط التقييم المتبعة في الصف الأول خلال العام الدراسي والمهدف من القيام بها، يتم بعد تسليم كل من الأطهات الكرمت صك التقييم الخاص بولدته.

من القبول، وتوجيه الإدارة على ضرورة الالتزام بالحضور في الوقت المحدد أعلاه للأعمال.

الإدارة
مدرسة

إلى الأهالي الكرام...

تسهيلًا منها لعملية التواصل بين المدرسة والأهل، ورغبة منها في مساعدة الأهل على الإطلاع على أوضاع ولدهم مرتقبة صف التلميذة/ة _______ بزيارة إلى المنزل لمناقشة وضع التلميذ التربوي والعلمي وذلك بعد التنسيق والاتفاق سوياً على التاريخ والزمان.

إمضاء ولي الأمر

شكر تعاونكم

الإدارة
<table>
<thead>
<tr>
<th><strong>Mirowska</strong></th>
<th><strong>School Documents &amp; Records: Field Trips Notes To Parents.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>إلى الأهالي الكرام...</strong></td>
<td><strong>مدرسة</strong></td>
</tr>
<tr>
<td><strong>ترغب مدرسة باصطحاب ولدكم لمشاهدة مدينة الحيوانات وذلك بتاريخ الخميس 6/10/2005 خلال الدوام.</strong></td>
<td><strong>إدارة</strong></td>
</tr>
<tr>
<td><strong>مدرسة</strong></td>
<td><strong>إلى الأهالي الكرام...</strong></td>
</tr>
<tr>
<td><strong>ترغب مدرسة باصطحاب ولدكم لمشاهدة معمرة الزرتيون وذلك بتاريخ الخميس 16/3/2006.</strong></td>
<td><strong>إدارة</strong></td>
</tr>
<tr>
<td><strong>مدرسة</strong></td>
<td><strong>إلى الأهالي الكرام...</strong></td>
</tr>
<tr>
<td><strong>ترغب مدرسة باصطحاب ولدكم لمشاهدة الكلية الحربية وذلك بتاريخ الخميس 24/11/2005 خلال الدوام.</strong></td>
<td><strong>إدارة</strong></td>
</tr>
</tbody>
</table>
Dear parents:

I would like to inform you that I would be sending extra work to your child according to his/her work in class as reinforcement. Please make sure that your child works these alone (NO CALCULATORS PLEASE).

Thank you for your help.

Math Teacher

Parent's Signature
اللغز دون المشكاة

• ربي القوام فيهما تعاون

• أن تحمي أولادك جعلًا كيفية تربية الهمي بعد ال رجوع من اللعب للدمن من القوام فيما هو مثير للحياة. كما يشر إلى تعلم هذه الادة في مهارة مكملة من الحياة. لتجهيزهم على التربة وتشذبها في حياتها في زاويتها.

• أن تحرفي له كيفية تربية الهمي

• ضعف ركوب وطبع، رفعه

• أن تحذِّر أو ترتب

• أن تتحلى بالعبير.

• كيف قصيرة للمحكمة

• أن ترغب في الهمي، كبيره له ما في تربية القوام، بما تعلم الفصول في البيئة. وتعم الفصول في تربية القوام، على إنهاء رد في البيئة، بما تعلم الفصول في تربية القوام، على إنهاء رد في البيئة.
Dear parents,

Self-concept is defined as how a child feels about himself or herself. If a child feels good about who he or she is, then it is likely that he or she will feel sufficiently confident and want to try new experiences and make new discoveries. Much of what children learn about themselves comes from the support and encouragement received at home. As a parent, you provide your child with a good self-concept. On the other hand, we will work with you in a partnership to help your child build a positive self-image.

Educational research documents the importance of self-concept on success in life. By constantly supporting your child, giving genuine praise at every opportunity and helping your child feel good about who he or she is, you can help your child feel good about who he or she is. You can help your child develop a valuable self-image—a determinant of lifelong success.

1. Give your child some genuine praise every day. Let your child know that you are aware of the many things he or she is learning and that you are constantly supporting those efforts. Praise can consist of a pleasant comment, a pat on the back, a big smile, or best of all, a hug. Make sure your child gets several every day.

2. Make a personal scrapbook with your child. Special photographs of your child, drawings, pictures of favorite foods, books, TV shows, people, and some other artifacts can be used for the scrapbook. Be sure to take some time regularly to add new things and to talk about them with your child.

3. Help your child share in some family decisions. These decisions can be very simple ones, such as where certain family members should sit at the dining table or what TV program to watch at a specific time. By providing your child with the opportunities to make these choices, and respecting his or her decisions, you are helping your child build a very positive self-image.

4. Be sure to take some time everyday to talk with your child about some of the things he or she did or learned.

Book of the month

What Kids Really Want That Money can't Buy
By: Betty Taylor
School is so much fun!

Before

Nursery students had their special up-to-date haircut thanks to Mr. and Mrs. Shanis's talent. They also had a delicious breakfast at school!

After

Yum, yum!

The cute chefs in KG1 made tasty pizzas!

We made lovely surprises for our mothers at Rainbow Island and we appreciated the attendance of some of the mothers. After all, there's nothing like the special moments we share with our mothers.
هيئة مدرسة

وجهة إلى: الامهات الكرم

الموضوع: مباراة في الرياضيات

الصفوف المشاركة: صفوف الفصلين الثاني (الرابع- الخامس)

الموضوع الرياضيات أهمية حيوية مهمة في حياتنا، وتعتبر هذه المفهوم ضرورية حياتية إلا لدى الأطفال القادرين على الإبداع الفكري إذا وجد من يضمن هذه المفهوم ويتزامنها.

مدرسة ودريسة ومدرسة. ترغب منها في فتح المجال أمام الجميع لإظهار مراهقهم في التفكير المنطقي والذهني والتحليل العلمي.

تقيم مباراة في الرياضيات للمجالس الأربعة (الأعداد - العمليات الحسابية - الهندسة - المسائل وإتقان) والتحليل (المنطق).

طريقة المشاركة: بعد اختيار الفقرة المتصلة في هذه المادة، يمكن كل مشارك أوراق عمل أسبوعية للمعلم تتسم صباح كل بيت وبعدها يرشح للتفصيل.

مراعاة المشاركات: التصفيات الأولي في 7 تشبيه (بعد الشهر)
التصفيات الثانية في 5 آذار (بعد الشهر)
التقنيات النهائية في 11 نيسان (قبل الشهر)

نرجع لمتمشى ونذكركم، ودعمكم فاننا نأمل مساعدة والوفاق إلى جانبنا، إذا التدريبات التي سيقوم بها مشارككم كثيرًا كانا في مذاعم أم لم يكن، شراكم، نقوم بك، جهودكم في كل عمل، نقوم به لمنعه إلى الأمام، نفطنا ثابتة على دوم التقدم والنجاح.

مشاركة فيانكم خطوة جديدة ويبقى دعمكم لهم مهم الأساس، الركيزة.
Dear Parents,

A workshop will be held on Friday, January 20, 2006 for the students of grade 6 B. It will include fun and informative activities and materials that deal with the following issues:

- Healthy Food (a lecture will be given by a nutritionist)
- Table Manners
- Table Setting
- Guest Etiquette

For your child to participate, please sign the paper and return it with the fees to the teacher the next day.

Time: 8:45 → 1:00  
Place: School - Beirut  
Fees: 10,000 L.L.

Parents' Signature: ____________________

-----------------------------

دررسية

إلى الأهالي الكرام ..

تلاميذ الصف الخامس الأساسي مدعوون لحضور ندوة باللغة الإنجليزية بلقيها الدكتور مروان طمرة وذلك

جاء السبت 21/1/2006 من الساعة السедьسة حتى الساعة السابعة.

لذا يرجى من الأهالي الكرام تأمين عودة أطفالكم وكذلك رحبه الغذاء.

نأمل أن تواصلوا الكرام في فضلكم بالبرامج المدرسية اليوم والمرتبطة.

شكرًا لتعاونكم

الإدارة.
مدرسة

كنا يعرف أهمية القراءة وضرورة تعلمها، ولكن هل نعلم أننا نمضينا ما هي الأدوار التي تحتاج فيها إلى الاستفادة في حياتنا اليومية؟ أو ما هي الأسباب التي تدفعنا إلى القراءة؟

تدعو مدرسة طلاب صفوف الثاني والثالث الأساسية إلى ورشة عمل تحت عنوان

"القراءة .. متى، لماذا ولماذا؟ "

سيحاول الطلاب في هذه الورشة الإجابة عن هذه الأسئلة من خلال أنشطة رياضية، فنية مثيرة ومفيدة.

التاريخ: الجمعة 17/3/2006
المدة: 9:00 - 1:30
المكان: المسجد
الرقم: 10001 للـ

في حال الموافقنة الرجاء إعادة الورقة يوم الأربعاء موافقة مع رقم الإشترك

ملاحظة: الرجاء تأمين الطعام مع وتلكم.

التوقيع
# اختتام مهارات الجسدية واللغة

تنظم إدارة مدرسة

منذ بداية الدورة الأولى للأنشطة التي تعود بالفائدة على جميع التلاميذ وتنمي مهاراتهم وطاقاتهم، وذلك منذ الشهر 17/11/2005 موزعة وفق الجدول التالي:

## 1- نادي الرياضة

<table>
<thead>
<tr>
<th>الصف</th>
<th>اللغة</th>
<th>الدراج</th>
<th>القيمة</th>
</tr>
</thead>
<tbody>
<tr>
<td>أول - ثاني - ثالث</td>
<td>ذكر / ذكور</td>
<td>كرة قدم</td>
<td>2000 ل. ل.</td>
</tr>
<tr>
<td>رابع - خامس - السادس</td>
<td>دامس / ذكور / ذكور</td>
<td>كرة قدم</td>
<td>2500 ل. ل.</td>
</tr>
<tr>
<td>الخامس</td>
<td>دامس / ذكور / ذكور</td>
<td>لكرة سلة</td>
<td>2500 ل. ل.</td>
</tr>
<tr>
<td>السادس</td>
<td>دامس - سابع - ثامن</td>
<td>كرحلة تدريبية</td>
<td>3000 ل. ل.</td>
</tr>
<tr>
<td>السابع</td>
<td>دامس - نادي كرة</td>
<td>لعبة ترفيهية</td>
<td>3500 ل. ل.</td>
</tr>
</tbody>
</table>

## 2- نادي الفنون "crackle" على الخشب

<table>
<thead>
<tr>
<th>الصف</th>
<th>الدراج</th>
<th>القيمة</th>
</tr>
</thead>
<tbody>
<tr>
<td>حامسي - سادس / ذكور ونائبين</td>
<td>السبت</td>
<td>2000 ل. ل.</td>
</tr>
<tr>
<td>سابع - ثامن</td>
<td>السبت</td>
<td>2500 ل. ل.</td>
</tr>
</tbody>
</table>

## 2- نادي الأشبال النشطة

<table>
<thead>
<tr>
<th>الصف</th>
<th>القيمة</th>
</tr>
</thead>
<tbody>
<tr>
<td>أول - ثاني - ثالث</td>
<td>2000 ل. ل.</td>
</tr>
</tbody>
</table>

- تستمر الدورة حسب أسابيع عملية دون أن تشمل أيام العطل.
- يمكن للمعلمين الاشترائية في أكثر من نشاط حيث الرؤية ت😉 في ملء القمية أدناه وإعداداً في اليوم التالي.

أخلاقيات أداء رفيق التلميذ

أوائل على مشاركة رادي في النشاط الرياضي أو النشاط الذي تقيمه المدرسة يوم...

تم ترتيب ولِلأمر.
مذكرة
تقدم
مهرجان السنوي

مهرجان

معرض العلوم
معرض الفنون
معرض الأبحاث
أنشطة وألعاب مختلفة
المطعم الصحي
فيلم محكمة العلوم

الأوقات: 9:00 إلى 14:00 – 16:00 إلى 20:00

المكان: مدرسة

ملاحظة: يتم شراء بطاقات الاشتراك لبعض مراقبات أنشطة المهرجان عند الدخول
المعرض

معرض العلوم، تلاميذ الحلقة الأولى (الأول) → التالت الأساسي

يشمل المعرض 26 مشروعًا علميًا للاستمتاع. تناول هذه المشاريع مراحل علمية مرتبطة بحياة التلميذ اليومية كما تتعرض للمبادرات التكنولوجية الحديثة. كل ذلك في إطار مشوق وجذاب.. وكيف لا؟

الطروح موجه من قبل علماء المستقبل... 

ملاحظة: يتم توزيع الجوائز على الفائزين في المشاريع المرتبة يوم السبت ٢١ حزيران بين ٢٠٠٠ - ٢٠٣٠ في مسرح المعرض

معرض الكتب: كافحة المراحل

تضمن المعرض أحدث الإصدارات في عالم الكتب التربوية الهادفة والمتميزة. فيها كتب القصص، كتب التجارب العلمية، الأنشطة الرياضية، باللغات الثلاث العربية، الانجليزية، والفرنسية.

تغطي كتب المعرض المراحل التالية:
- المرحلة الإبتدائية
- المرحلة المتوسطة والثانوية
- كتب تربوية خاصة بالأمهات
- أشرطة كاميرات فيديو وـ 3D

معرض الفنون: كافحة المراحل

تشمل زاوية الفنون في المعرض أجمل الأعمال الفنية التي قام بها تلاميذ في الفترتين من المراحل كافة خلال عامهم الدراسي الذي كان حافلاً بإبداعات مميزة في هذا المجال...

الساعة: ٤٠٠٠ - ٤٠٠٠

المعوقة عامة للجميع.
فيلم محكمة العلوم
قصبة السيد مختار خلص
أداء تلاميذ الحلقة الثانية من التعليم الأساسي (الرابع - السادس الأساسي)
يتم عرض الفيلم يومياً في مسرح

قبل الظهر: ١٦٠٠ – ١٦٤٥
بعد الظهر: ٣٢٠٠ – ٣٤٤٥

رسم الدخول: ٣٠٠ ليرة

ملاحظات:
- الفيلم موجه لطلاب الصف الثالث الأساسي فما فوق
- يمكن لأولياء أمور التلاميذ (الأماني والآباء) حضور الفيلم.
- يمكن حجز نسخة عن الفيلم بعد حضوره (فيلم أو CD).
- ويتيم استلامه من ستوديو هدي الكائن في مارباس - مقابل

سبي سينا - ت: ١٣١٣٢١-١
الأنشطة الرياضية المرحلة الإعدادية

بشكل جناح الأنشطة الرياضية، مجموعة كبيرة ومتميزة من الألعاب الوحوية التي لا تقتصر على الإبادة فحسب وإنما تعدلها إلى المتعة والتشويق والحماس.

الأنشطة تشمل اللغتين العربية والإنكليزية وهي مخصصة لتلاميذ الخلفين الأول والثاني من التعليم الأساسي (صفوف الأول الأساسي → السادس الأساسي).

رسم الاشتراك: 200 ل.ل. لكل نشاط.

الزمن:
- قبل الظهر: 10:45 ← 11:00 / 12:45 ← 13:00
- بعد الظهر: 14:45 ← 15:00 / 16:45 ← 17:00

ملاحظة: يفضل مراقبة الأم لتلاميذ الخلفين الأولي ويتكون ذلك ضمن رسم الاشتراك نفسه.
الأنشطة

يشمل جناح الروضات أنشطة خاصة بالأطفال الذين يمكنهم المشاركة بحضور أمهم في أنشطة فنية، مسرح دمى، الاستماع إلى قصة وفق المواقع التالية:

قبل الظهر: 10:00 / 11:45 ← 12:00

بعد الظهر: 2:00 / 3:00 ← 4:45

رسم الاشتراك: 200 ل. لمراقبة الوالدة.
<table>
<thead>
<tr>
<th>الوقت</th>
<th>الموضوع</th>
<th>الصف</th>
<th>المادة</th>
<th>اسم</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 - 6:45</td>
<td>Chicken Pox</td>
<td>السادس الأساسي</td>
<td>Science</td>
<td>ندين موصلني نورا جمال</td>
</tr>
<tr>
<td></td>
<td>&quot;الحقيقة النظيفة&quot;</td>
<td>الثاني الأساسي</td>
<td>عربى</td>
<td>رزان حصرى رجاء دلشادى</td>
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<tr>
<td></td>
<td>Best Inventions of 2001</td>
<td>الثاني الثاني</td>
<td>Eng</td>
<td>جمila مغربي مریم الحلي</td>
</tr>
<tr>
<td>7:00 - 7:40</td>
<td>Cloning</td>
<td>الثاني الثاني</td>
<td>Eng</td>
<td>هدى البلعلا خضيجة الجمشى</td>
</tr>
<tr>
<td></td>
<td></td>
<td>الثالث الأساسي</td>
<td>عربى</td>
<td>عمر بغدادي هيا بزيي</td>
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<td>حنان حبال راما الشيخ</td>
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<tr>
<td>الوقت</td>
<td>الموضوع</td>
<td>الصف</td>
<td>المادة</td>
<td>الاسم</td>
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<tr>
<td>9:00 - 9:45</td>
<td>Malaria</td>
<td>السادس الأساسي</td>
<td>Science</td>
<td>زينة شعبان ملاك الأسير سين عبدوي</td>
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<td>مميشة لبدي سارة مملوك هالة عزبي</td>
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<td>السلاحف البرية</td>
<td>عربي</td>
<td>إمام قواص نور أرناووط</td>
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<td>والبحرية</td>
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<td></td>
<td>Car Accidents</td>
<td>الثاني الأساسي</td>
<td>Eng</td>
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<td>الثانوي الثاني</td>
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<td>10:00 - 10:45</td>
<td>وسائل الاتصال</td>
<td>السادس الأساسي</td>
<td>عربي</td>
<td>رؤى سنحابة هبة منصور تعم فواز</td>
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<td>Going to Wonder Land</td>
<td>الثانوي الأول</td>
<td>Eng</td>
<td>سارة الحافظ سيرين سنو</td>
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</tbody>
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رسم الاشتراك: 1000 ل.ل.
<table>
<thead>
<tr>
<th>الوقت</th>
<th>الموضوع</th>
<th>الصف</th>
<th>المادة</th>
<th>الاسم</th>
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</thead>
<tbody>
<tr>
<td>08:00</td>
<td>Anthrax</td>
<td>السادس الأساسي</td>
<td>Science</td>
<td>محمد الحجار</td>
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<td>جهان الداعوق</td>
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<td>عبد الرحمن</td>
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<td>مكداش</td>
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<td>يوسف المصري</td>
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<td>هلال مكداش</td>
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<td>علي قنبر</td>
<td>عربى</td>
<td></td>
<td>مصطفى عبد النور</td>
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<td>عادل المض.xls</td>
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<td>The Physics</td>
<td>الثاني الأول</td>
<td>Physics</td>
<td>ريان قاتر جي</td>
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<td></td>
<td>of September 11</td>
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<td></td>
<td>بيان سكن</td>
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<td>رنا قطبسب</td>
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<td>هبة يرسف</td>
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<td></td>
<td>ناديا مهندسي</td>
</tr>
<tr>
<td>16:00</td>
<td>الحيوانات المهددة</td>
<td>عربي</td>
<td></td>
<td>جيجي كرزى</td>
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<tr>
<td></td>
<td>بالانقراض</td>
<td></td>
<td></td>
<td>مصطفى حمال</td>
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<tr>
<td></td>
<td>الحيوانات البحرية</td>
<td></td>
<td></td>
<td>عبد العزيز أبكر كر</td>
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<td></td>
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<td></td>
<td>فاتن الزنار</td>
</tr>
<tr>
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<td>Artificial</td>
<td>الثاني الثاني</td>
<td>Eng</td>
<td>سماح أرناؤوط</td>
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<tr>
<td></td>
<td>Limbs</td>
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</tbody>
</table>

ملاحظة: الدعوة خاصة بالآهالي كافة وتلاميذ الخامس الأساسي فما فوق...
المطهم الصحي

ينتمي المعرض جناحاً بهدف إعداد الوهبات الصحية والتي تشمل
طعام الفطور والغذاء بالإضافة إلى السناك والوجبات الخفيفة والعصر...

الساعات: 24:00 ← 9:00

ملاحظات هامة

للإفتاء التامة من المهرجان، واستغلال الوقت، يفضل إعداد جدول
قبل الوالدة قبل المهرجان تحدد فيه الأقسام التي تأتي زيارةً مع أولادها
وفقاً لأعمارهم واهتماماتهم...

على سبيل المثال: إحدى الأمهات لديها طفل في الروضات وتميزة;
الصف السادس. يمكن أن يكون برامجها كالآتي:

<table>
<thead>
<tr>
<th>القسم من المهرجان</th>
<th>الوقت</th>
</tr>
</thead>
<tbody>
<tr>
<td>مشاهدة معرض العلوم + الفنان + الكتاب</td>
<td>9:00 - 10:00</td>
</tr>
<tr>
<td>زيارة جناح الروضات</td>
<td>10:00 - 11:00</td>
</tr>
<tr>
<td>تزور البنت جناح الرياضيات في هذه الأثناء (تقوم الظهيرة)</td>
<td></td>
</tr>
<tr>
<td>مشاهدة فيلم محكمة العلوم</td>
<td>11:00 - 12:00</td>
</tr>
<tr>
<td>زيارة قسم الأبحاث</td>
<td>12:00 - 13:00</td>
</tr>
<tr>
<td>تناول وجبة الغداء في المطعم الصحي وأداء صلاة الظهر.</td>
<td>13:00 - 14:00</td>
</tr>
<tr>
<td>زيارة جناح اللغة</td>
<td>14:00 - 15:00</td>
</tr>
</tbody>
</table>

» يمنع منعاً باتاً إحضار كاميرات الفيديو أو التصوير العادي وإلا فإن vazع
لتجيرها عند الباب...
<table>
<thead>
<tr>
<th>الرقم</th>
<th>البيان</th>
<th>الملاحظات</th>
<th>التحفيز جزئي</th>
<th>التحفيز لم ينجز</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>شرح خطة العمل للشهر الأول</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>التعرف إلى المدرسين الجدد</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>الإشراف على المناهج والمدرسين وفق العطل</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>تسليم المناهج للإدارة وفق الأسبوع</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>متابعة جدول المذكارات وفق الصفوف</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>إنهاء خطة ومرحل مهنية تمهيدية</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>إنهاء جدول المشاكل وفق الصفوف</td>
<td></td>
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<tr>
<td>8</td>
<td>متابعة شريحة الأهداف للمؤسسات</td>
<td></td>
<td></td>
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*Notes: The schedule includes exam dates and lesson topics for the second quarter of the academic year.*
### مدرسة

#### جدول الأنشطة المنهجية

الأنشطة المنهجية: (مباشرة - زائر - بحث - مباريات...)

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*لاحظات*

Grade 4

Overall Program Goals
- Discovery learning.
- Acquire skills to think critically and creatively.
- Apply knowledge and skills to relevant situations.
- Develop skills for students to become effective leaders.
- Provide a productive atmosphere in which children can enjoy learning.
- Use a variety of teaching strategies to accommodate the learning styles and needs of all the children.
- Focus on academic excellence which includes overall student learning.

Subject Areas

Integration
- Religious concepts will be enforced throughout the various subject areas to strengthen student learning. For example in Social Studies or Science as well as English.

ARABIC
- Develop the writing skills.
  - The writing process.
  - Spelling, punctuation, sentence structure, content.
- Develop the reading ability.
  - Comprehension.
  - Verbal reading.
  - Outlining the main points.
- Presentation skills.
- Listening skills.
  - Comprehension, relevant questioning.
Program
- Numerous writing activities.
- Class projects.
- Oral presentations.
- Grammar activities.
- Spelling practice.
- Comprehension exercises.
- Reading activities.
- Listening exercises.
- Videos & Field trips

MATH
- Empower students with critical thinking, reasoning, and problem solving skills.
- Develop and refine mathematical skills.
- Enhance understanding of operations and relevance to everyday life.

Program
- Hands-on activities to discover and understand important mathematical concepts.
- Demonstration and discussion of important concepts.
- Various questions designed to practice new skills.
- Extension – use of skills to solve problems.

RELIGIOUS STUDIES
- Continue to learn about the Prophet Mohammad.
- Increase knowledge of Islamic history.
- Enhance reading Quran skills.
- Increase knowledge of Islamic values and practices.

Program
- Research projects.
- Writing activities.
• Kuranic Recitation competitions
• Religious related activities
• Class discussions and debates.
• Videos.

ENGLISH
• Continue to develop writing skills.
  - The writing process.
  - Grammar, spelling, punctuation, sentence structure, content.
  - Note taking.
• Continue to develop reading ability.
  - Comprehension.
  - Verbal reading.
  - Reading choices.
  - Outlining the main points.
• Presentation skills.
  - Posture, clear voice, content.
• Listening skills.
  - Comprehension, relevant questioning.

Program
• Numerous writing activities.
• Class projects.
• Oral presentations.
• Novel studies.
• Grammar activities.
• Spelling practice.
• Comprehension exercises.
• Reading activities.
• Listening exercises.
• Videos.
SCIENCE
- Continue to broaden the understanding of living and non-living things in the world – life science, physical science.
- Enhance problem solving, critical thinking, and analytical skills.
- Increase skills in discovering concepts and applying new knowledge.
- Apply the scientific method to prove or reject hypotheses.

Program
- Scientific experiments.
- Observation activities.
- Research projects.
- Reading projects.
- Videos.

SOCIAL STUDIES
- Continue to learn about other cultures and geographical areas.
- Increase knowledge of history.
- Enhance mapping skills.
- Compare and contrast cultures and identify important events, figures, and time periods.

Program
- Research projects.
- Writing activities.
- Art related activities – mini construction projects.
- Class discussions and debates.
- Videos.
- Outlining activities – webs and charts.

Field trips will also occur throughout the year to supplement the various themes being studied in the classroom.
Assessment

Student will be assessed in various ways including tests, quizzes, writing assignments, projects, oral presentations, in-class assignments and activities, group work activities, and homework.
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Second Term

Math Test

Communication Grades

AREA & PERIMETER

DEMONstrate Data Collection

Numerical Activity

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Group: ______________________

Members: ____________________

Noise level: /5

Eye contact: /5

Listening: /5

Checking for understanding: /5

Teaming up quickly & silently: /5

Encouragement: /5

Seriousness: /5

Others: ____________________ /5

Comments: ____________________
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<td>31</td>
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Note: The table contains a schedule for the third quarter of the academic year 2020-2021, including various subjects and activities.
### School Documents & Records: Class Observation Feedback Sheet

<table>
<thead>
<tr>
<th>School</th>
<th>Class Observation</th>
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</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Date:</td>
</tr>
<tr>
<td>Class:</td>
<td>Section:</td>
</tr>
<tr>
<td>Subject:</td>
<td>Lesson:</td>
</tr>
<tr>
<td>Time of observation:</td>
<td></td>
</tr>
</tbody>
</table>

#### Teacher's Involvement

1. Handles the subject.
2. Creative.
3. Organized.
5. Aware of student's need.

<table>
<thead>
<tr>
<th>Needs improvement</th>
<th>Good</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
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</tbody>
</table>

#### Class Management

1. Encourages students' involvement.
2. Gives equal chances to all.
3. Deals with behavioral and discipline issues on the spot.

<table>
<thead>
<tr>
<th>Needs improvement</th>
<th>Good</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

#### Lesson's Structure and placing

1. Warming up procedure
2. Representation of content.
3. Terminology.
4. Linked activities.
5. Wrapping-up procedure.
6. Assignment (guided & unguided)

<table>
<thead>
<tr>
<th>Needs improvement</th>
<th>Good</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>
Teaching Strategy

1. Motivating, questioning.
2. Discussion, problem solving
3. Group Work
4. Learning Centers
5. Use of chalkboard, bulletins or audiovisual devices.
Table E33
School Documents & Records: Class Observation Feedback Sheet.

Post Observation

Observer's notes

________________________________________________

________________________________________________

________________________________________________

Signature

Teacher's notes

________________________________________________

________________________________________________

________________________________________________

Signature

Discussion of the observation

________________________________________________

________________________________________________

________________________________________________

________________________________________________
### Check-off Sheet

**Teacher's Name:**

**Grade:**

**Writing Topic:**

I) Indicate objectives of this writing activity:

II) How well did you meet these objectives? *(Rate on this scale from one to ten how well the goals were met.)*

<table>
<thead>
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<th>6-</th>
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<tbody>
<tr>
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<td>4-</td>
<td>9-</td>
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<tr>
<td>5-</td>
<td>10-</td>
</tr>
</tbody>
</table>

III) Indicate in what phase of the writing process this sample is: *(e.g., rough draft, rewrite, final)*

IV) Identify the strategies that will be used to enforce the students' writing style.
SCHOOL

Mini-Workshop

Using PowerPoint to Generate Technology-Based Lesson

Saturday, December 29th, 2001
9:00 a.m - 1:00 p.m

Objectives: By the end, participants are expected to get able to:

1- Create a personal folder of various data needed for their computer lesson plans.
2- Browse through the different lay-outs of the ready slide templates and customize selected ones. (change colors, …)
3- Insert text, picture, sound, .. into a given slide.
4- Employ custom animations in order to show slides successively.

Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities (detailed in supplied handouts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:15</td>
<td>Orientation and some safety precautions</td>
</tr>
<tr>
<td>9:15 – 10:00</td>
<td>Part I: Introductions</td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>Part II: Starting Your Project</td>
</tr>
<tr>
<td>12:00 – 1:00</td>
<td>Part III: Going Further</td>
</tr>
</tbody>
</table>
SCHOOL

MATH WORKSHOP IN PROBLEM SOLVING

SECOND CYCLE OF BASIC EDUCATION
FRIDAY, FEBRUARY 3, 2006
Preview

1) Introduction
2) Tips to help your students
3) Listing of some problem solving strategies
4) Using different strategies to solve the same problem by Mrs. Amal
5) Using manipulative by Miss Diala
6) Organize the data by Miss Hanan
7) Working backwards by Miss Samar
8) Invent your own problem by Mrs. Lamia
9) Closure
Table E 35- b
School Documents & Records: Teachers Workshop.

<table>
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<tr>
<th></th>
<th>Actions</th>
<th>Yes</th>
<th>No</th>
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</thead>
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<tr>
<td>1</td>
<td>Do you believe that problem-solving helps students learn?</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Did you decide to take their learning forward?</td>
<td></td>
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<tr>
<td>3</td>
<td>Do you think students will face problems only in math?</td>
<td></td>
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<tr>
<td>4</td>
<td>Do you help your students integrate the material in their real lives?</td>
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<tr>
<td>5</td>
<td>Do you discover your students' own stories and engage them in problem-solving?</td>
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<tr>
<td>6</td>
<td>Do you work on broadening their interests?</td>
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<tr>
<td>7</td>
<td>Do you think you're building up their reasoning and analysis?</td>
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<tr>
<td>8</td>
<td>Do you think you're introducing different strategies to your students?</td>
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<tr>
<td>9</td>
<td>Do you think parents are as effective tutors as you are?</td>
<td></td>
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</tr>
</tbody>
</table>

**Objectives**

This workshop will give you an overview of

1) Your current strengths and where you would like to improve
2) An approach that would help students overcome the problem of problem solving
3) An idea of where and how to apply different concepts in problem solving
4) Explore using multiple strategies to meet the needs of diverse learners
5) Where you need to concentrate your efforts for more detailed assessment
6) How to enroll parents in the operation problem-solving

A maximum of three grade levels (one cycle) provides the best learning experience. In a focused workshop, that's why we'll focus on 2nd cycle
**School Workshop Evaluation**

Now that we're done,  
We'd like to thank you and benefit from your comments

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<th>Not bad</th>
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<td>Handouts</td>
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</tbody>
</table>

What did it add to your knowledge?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How can this workshop help you in class?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Give at least one suggestion for follow up workshops.

________________________________________________________________________
________________________________________________________________________
الجداول العامة

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<th>المرحلة الثانية</th>
<th>المرحلة الثالثة (متغير)</th>
<th>المرحلة الرابعة (نوعي)</th>
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</tbody>
</table>

1- يعتبر التلميذ ناجحاً إذا حصل على معدل 65% كحد أدنى.
2- الفئة المناسبة تشمل النجاح أو الرسوب وذلك ينطبق على عدد العلامات الراسية في الفصل النهائي.
3- عند تجاهل التلميذ أو تقييده في مادة أساسية يتم إجراء امتحان تشخيصي في بداية شهر أيول في تلك المادة.
4- يتم الإفصاح عن المحاليات الخاصة بما إذا لم يتم إملاء الامتحانات بشكل صحيح ولا يوجد نقص للزمات إجراء امتحان الإكمال أكثر من مرة واحدة في المرحل.
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<td>من هراز</td>
<td></td>
<td>جيد</td>
<td>209</td>
</tr>
<tr>
<td>20</td>
<td>تنم نوروز</td>
<td></td>
<td>جيد</td>
<td>216</td>
</tr>
<tr>
<td>21</td>
<td>هبة منصور</td>
<td></td>
<td>جيد</td>
<td>220</td>
</tr>
<tr>
<td>22</td>
<td>مى مهندس</td>
<td></td>
<td>جيد</td>
<td>189</td>
</tr>
<tr>
<td>23</td>
<td>هرار داربكرلي</td>
<td></td>
<td>جيد</td>
<td>199</td>
</tr>
<tr>
<td>24</td>
<td>المعدل</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table E 41
School Documents & Records: Comparison of Brevet Score through Years.

<table>
<thead>
<tr>
<th>اسم</th>
<th>معدل العام</th>
<th>معدل الامتحان</th>
<th>معدل النجاح</th>
<th>العام الدراسي</th>
<th>المرحلة</th>
</tr>
</thead>
<tbody>
<tr>
<td>إبتهال كيالي</td>
<td>184</td>
<td>339</td>
<td>426</td>
<td>2003-2004</td>
<td>التعليم الأساسي</td>
</tr>
<tr>
<td>رولا رزان</td>
<td>175</td>
<td>241</td>
<td>341</td>
<td>2005-2006</td>
<td>التعليم الأساسي</td>
</tr>
</tbody>
</table>

### ب - مقارنة النجاح في الشهادات الرسمية مع العام الماضي:

<table>
<thead>
<tr>
<th>اسم</th>
<th>معدل العام</th>
<th>معدل الامتحان</th>
<th>معدل النجاح</th>
<th>العام الدراسي</th>
<th>المرحلة</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>8</td>
<td>34</td>
<td>2004-2005</td>
<td>التعليم الأساسي</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>0</td>
<td>33</td>
<td>2005-2006</td>
<td>التعليم الأساسي</td>
</tr>
</tbody>
</table>

### ج - مقارنة النجاح في المرحلة الرسمية:

<table>
<thead>
<tr>
<th>ملاحظات</th>
<th>معدل النجاح</th>
<th>نجاح</th>
<th>ممتاز</th>
<th>معدل</th>
<th>المرحلة</th>
<th>التعليم الأساسي</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>244</td>
<td>252</td>
<td>280</td>
<td>196</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
مشاركة مدرسة في معرض العلوم في الجماعة الأمريكية في بيروت.
ثم...
nجاح في جميع المراحل وحصول على جائزة التميز العلمي على سائر المدارس!!
 çalışmaları ومشروعات البحث العلمي 

في جامعة الأزهر العلمية
<table>
<thead>
<tr>
<th>You did a wonderful job on Math today</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great writing Assignment... Keep On!!</td>
</tr>
<tr>
<td>You did an excellent job on your Science Assignment!</td>
</tr>
<tr>
<td>Perfect work in the Math activity. Keep on!</td>
</tr>
<tr>
<td>The best project in the Science Fair</td>
</tr>
<tr>
<td>God Bless You did very well in the spelling competition</td>
</tr>
</tbody>
</table>

- شكراً على جهادك في تلاوة القرآن الكريم
- ألف مبروك على تفوقك في الخطابة
- أتمنى لك مزيداً من التقدم في مادة الجغرافيا
اشتقتاز

بسر إدارة مدرسة
أن تهنئ الطالب
من الصف
لتوفيق في...
وتمنى له روح التقدم والنجاح

التعليم... التوفيق... الختم...

ـ حرفي في ~/1412 ~ 1392 هـ
Student's name

Your attitude couldn't be "butter"!

Keep up the great work!

Teacher's signature
You're Invited To A Popcorn Party To Celebrate Your Success!

Name: ____________________
Date: ____________________
Time: ____________________
Location: ____________________
### School Students - Grade Seven:

<table>
<thead>
<tr>
<th>Student</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sumaya Libdi</td>
<td>35</td>
</tr>
<tr>
<td>Rola Itani</td>
<td>23</td>
</tr>
<tr>
<td>Nadine Haras</td>
<td>19</td>
</tr>
<tr>
<td>Noor Hariri</td>
<td>17</td>
</tr>
<tr>
<td>Nada Badr</td>
<td>15</td>
</tr>
<tr>
<td>Maryam Dbibu</td>
<td>15</td>
</tr>
<tr>
<td>Farah Hariri</td>
<td>14</td>
</tr>
<tr>
<td>Ciline Itani</td>
<td>9</td>
</tr>
</tbody>
</table>

### School Students - Grade Eight:

<table>
<thead>
<tr>
<th>Student</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aya Baydoun</td>
<td>30</td>
</tr>
<tr>
<td>Farah Hakim</td>
<td>16</td>
</tr>
<tr>
<td>Hana Khattab</td>
<td>14</td>
</tr>
<tr>
<td>Dana Abu Naser</td>
<td>12</td>
</tr>
<tr>
<td>Yaman Kasaybati</td>
<td>11</td>
</tr>
<tr>
<td>Amani Bou Alya</td>
<td>10</td>
</tr>
<tr>
<td>Ghada Ghalayini</td>
<td>10</td>
</tr>
</tbody>
</table>
APPENDIX F

DIAGRAM OF THE RELIGIOUS SCHOOL MODEL
Diagram F

A Diagram of the Relationship of the Religious School Effectiveness Factors

The Religious School Shapes the Context for Effective Student Learning through

School Culture:
- School Community
- Safety & Order
- Shared Mission
- Home-School Relation
- Recognize & Reward
- High Expectations

Curriculum & Instructional Practices:
- A Focused Academic & Religious Curriculum
- Maintaining Student Progress:
  - Frequent Monitoring
  - Use of Test Results
- Staff Experience & Work Conditions
- Staff Preparation & Development
- Staff relationships

School Leadership:
- Religious leader
- Instructional leader

These impact and are reflected in:

the school culture, curriculum, organization, and quality of instruction.

And RESULTS in

Effective Student Outcomes