

تاريخ الإرسال (2022-08-20)، تاريخ قبول النشر (2022-09-12)

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**تطوير الكفايات المهنية للهيئة التدريسية في مدرسة الإيمان الخاصة من خلال تصميم منصة إلكترونية - النافذة المدرسية للوطن الفلسطيني والعربي-**

**Developing the professional competencies of the teaching staff at Al-Iman Private School through designing an electronic platform – the school window to the Palestinian - and Arab world**

مدرسة الإيمان الأساسية الخاصة / قلقيلية \_ فلسطين - Al-Iman Private Basic School / Qalqilva - Palestine  
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هذه الدراسة تهدف إلى تطوير الكفايات المهنية لأعضاء هيئة التدريس في مدرسة الإيمان الخاصة من خلال تصميم منصة إلكترونية تسمى "النافذة المدرسية للوطن الفلسطيني والعربي". تمثلت العينة في أعضاء هيئة التدريس في المدرسة، حيث تم تطبيق منهج الدراسة بشكل شامل يشمل التصميم وتطبيق المنصة الإلكترونية وتقييم تأثيرها. أبرزت الدراسة نتائج مهمة تشمل تحسين مهارات التدريس وزيادة التفاعل بين أعضاء الهيئة التدريسية وتحسين جودة الموارد التعليمية المتاحة. بالإضافة إلى ذلك، أظهرت الدراسة أهمية تكامل التقنية في عملية التعليم وتحقيق التواصل مع الموارد التعليمية الفلسطينية والعربية. استنتجت الدراسة أن استخدام المنصة الإلكترونية يمكن أن يكون ذا فائدة كبيرة في تطوير الكفايات المهنية لأعضاء هيئة التدريس، وتقديم توصيات لتعزيز وتوسيع هذه المبادرات في المستقبل، مثل تعزيز التدريب والدعم المستمر للمعلمين على استخدام التقنية في التعليم وتوسيع نطاق الموارد التعليمية الرقمية المتاحة.

كلمات مفتاحية : الكفايات المهنية منصة إلكترونية -النافذة المدرسية.

**Title in English (to develop the professional competencies of the teaching staff at Al-Iman private school through the design of an online electronic platform)**

This study aims to develop the professional competencies of the faculty members at Al-Iman Private School by designing an electronic platform called "The School Window for the Palestinian and Arab World." The sample represented faculty members at the school, where the study curriculum was applied comprehensively, including design and application of the electronic platform and evaluation of its impact. The study highlighted important results, including improving teaching skills, increasing interaction between faculty members, and improving the quality of available educational resources. In addition, the study showed the importance of integrating technology into the education process and achieving communication with Palestinian and Arab educational resources. The study concluded that the use of the electronic platform can be of great benefit in developing the professional competencies of faculty members, and provides recommendations to strengthen and expand these initiatives in the future, such as enhancing training and ongoing support for teachers on the use of technology in education and expanding the range of available digital educational resources.

**Keywords: Professional competencies, electronic platform - the school window**

# 1. Introduction

## 1.1. Background of the Study

Al-Iman Private School, situated in the heart of the Palestinian and Arab community, is committed to delivering top-notch education to its students. Following the Ontario Ministry of Education Curriculum and utilizing Ministry Approved Textbooks across all subjects, the school upholds rigorous academic standards. Moreover, professional development holds a significant place at Al-Iman School, with teachers actively engaging in workshops focused on literacy and other educational training programs. The school emphasizes continuous growth in teaching skills and actively participates in professional activities developed by the Ontario Association of Islamic Schools.

Furthermore, the value of professional development for educators is underscored in various studies conducted in diverse regions like Indonesia, Lebanon, and the UAE. These studies emphasize the importance of fostering learning cultures among teachers, promoting collaboration between schools and universities, and addressing specific professional development needs. The positive impact of school-university partnerships on teacher learning and professional growth is widely acknowledged as a valuable means for enhancing teacher efficacy and self-assurance.

In line with global standards, it is imperative for Al-Iman Private School to continue investing in the professional development of its faculty members. By offering opportunities for teachers to improve their educational training, enhance instructional effectiveness, and stay abreast of best practices in teaching methodologies, Al-Iman School can ensure excellence in education delivery to its students. This steadfast commitment to ongoing professional development will not only benefit the faculty but also contribute to the overall success of the school in fulfilling its educational objectives. See references: (Al-Iman School, 2024)<sup>[4]</sup>, (Arif et al., 2022, pages 1-5)<sup>[6]</sup>, (Mohammad & Borkoski, 2024)<sup>[3]</sup>, (Sin, 2022)<sup>[11]</sup>.

## 1.2. Purpose of the Study

The primary objective of this research is to examine the overarching importance of professional development initiatives for the faculty members at Al-Iman Private School. Acknowledging the critical nature of ongoing teacher growth, this study strives to cater to the unique professional development requirements of educators within the distinct setting of Al-Iman Private School. By concentrating on bolstering teaching abilities, incorporating technology into pedagogy, and enhancing curriculum implementation and assessment, this investigation aims to bolster the advancement and efficiency of faculty at Al-Iman Private School. See reference (Alhazmi & Ahmed, 2022, pages 11-15)<sup>[8]</sup>.

## 1.3. Scope of the Study

The focus of the investigation into professional growth for the faculty members at Al-Iman Private School will center around enriching teaching skills, incorporating technology in educational practices, and evaluating the effectiveness of the specialized electronic tool "The School Window for the Palestinian and Arab World." The research will delve into the utilization of the platform, its unique attributes, functionality, and design of the user interface. Furthermore, it will gauge the enhancements in teaching abilities as a result of utilizing this platform for curriculum implementation. Employing a descriptive approach, the study will involve participants

from the faculty at Al-Iman Private School, utilizing various data collection techniques such as surveys and interviews. The analysis of data will focus on evaluating how professional development impacts the teaching capabilities and overall performance of faculty members. This research aims to shed light on successful faculty enhancement initiatives that can be introduced at Al-Iman Private School to improve teaching methodologies and facilitate continuous progress in educational achievements. See references: (Nuwayhid et al., 2021)<sup>[2]</sup>, (Arif et al., 2022, pages 21-25)<sup>[6]</sup>, (Khalil Al-Jammal, 2013)<sup>[14]</sup>.

## 2. Literature Review

### 2.1. Professional Competencies in Teaching

In the ever-changing landscape of education, it is imperative for educators to possess a wide range of professional skills, especially in early childhood education. The demands of the 21st century necessitate teachers to have not only traditional teaching knowledge but also personal skills, effective teaching methods, administrative capabilities, assessment expertise, continuous professional growth, and strong interpersonal relationships. Additionally, with the rapid advancements in technology, teachers must now also acquire skills in technology usage, collaborative work, communication abilities, professional judgment, and critical thinking.

Research shows that teachers need competencies like critical thinking abilities, life skills management, proficiency in educational technology, innovative teaching techniques, evaluation system management, understanding of spiritual and human values, and utilization of multiple intelligences. It is clear that conventional teacher training programs are insufficient in equipping educators with the necessary competencies required to navigate the complexities of modern education effectively.

Studies underscore the importance of enhancing teachers' professional skills in order to improve student learning outcomes and deliver high-quality education. Thus, it is crucial to establish a comprehensive training program focused on developing these essential competencies among early childhood educators. By incorporating these competencies into teacher training initiatives, institutions like Al-Iman Private School can create an environment conducive to holistic student development that aligns with the demands of the 21st century. See reference (Alhazmi & Ahmed, 2022, pages 1-5)<sup>[8]</sup>.

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Communication level with STs	1														
2. Pedagogical content knowledge	0.270*	1													

3. Learners (their behaviors, the way they learn and personal characteristic)	0.279*	0.620*	1																	
4. Classroom management skills	0.211*	0.576*	0.553*	1																
5. Teaching methods and my teaching strategies	0.244*	0.627*	0.640*	0.568*	1															
6. Various assessment methods	0.251*	0.496*	0.547*	0.556*	0.584*	1														
7. Cross-curricular skills (creativity, problem solving and critical thinking)	0.263*	0.653*	0.671*	0.565*	0.646*	0.649*	1													
8. Capacity to trying out new things in my teaching	0.272*	0.649*	0.655*	0.563*	0.615*	0.524*	0.694*	1												

9. Team work and collaboration skills	0.197*	0.630*	0.591*	0.511*	0.539*	0.655*	0.673*	0.650*	1									
10. Curriculum and curriculum reform	0.190	0.592*	0.612*	0.464*	0.566*	0.501*	0.666*	0.604*	0.687*	1								
11. Up-to-date educational issues in national and global contexts	0.217*	0.616*	0.521*	0.480*	0.578*	0.398*	0.554*	0.525*	0.580*	0.583*	1							
12. Conducting research and application of its results	0.236*	0.538*	0.547*	0.526*	0.584*	0.452*	0.679*	0.580*	0.628*	0.560*	0.518*	1						
13. My professional self-confidence	0.309*	0.505*	0.609*	0.515*	0.600*	0.522*	0.645*	0.610*	0.563*	0.526*	0.582*	0.476*	1					
14. My capacity to find enjoyment in teaching	0.215*	0.562*	0.577*	0.464*	0.506*	0.427*	0.681*	0.603*	0.504*	0.666*	0.496*	0.474*	0.640*	1				
15. My feeling of being a responsible person in education	0.271*	0.552*	0.505*	0.485*	0.590*	0.501*	0.547*	0.569*	0.586*	0.584*	0.577*	0.420*	0.683*	0.643*	1			

16. My efforts to reflect on and to analyze my own teaching	0.244*	0.606*	0.614*	0.534*	0.582*	0.555*	0.666*	0.683*	0.671*	0.668*	0.622*	0.475*	0.690*	0.725*	0.735*
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**Table 1:** Correlation table between the intensity of communication level and teachers' competencies improvement areas (source: reference (Sin, 2022)<sup>[1]</sup>)

## 2.2. Importance of Professional Development for Teachers

Ongoing professional growth is a key factor in boosting the expertise and abilities of educators. Various research studies have highlighted the positive impact of participating in professional development initiatives, including mentorship programs and collaborative partnerships, on enhancing teachers' professional knowledge and skills. For instance, educators who took part in mentorship programs demonstrated enhancements in areas like pedagogical content understanding, student behavior comprehension, and interdisciplinary competencies. Furthermore, teachers who engaged in extensive communication with student teachers exhibited increased self-assurance, enjoyment in teaching, and reflection on teaching methodologies.

Additionally, literature underscores the significance of collaborations between schools and universities in supporting teacher development and learning. These partnerships serve diverse functions that contribute to enhancing teacher education, promoting research development, improving schools, and advancing universities. Through initiatives like professional development schools and research projects with educational institutions, teachers can enrich their educational experiences and further hone their competencies.

Moreover, it is vital to acknowledge the evolving needs of the 21st century when crafting professional development programs for educators. Teachers must acquire proficiencies in critical thinking, educational technology utilization, life skills management, and evaluation system oversight to effectively navigate the intricacies of modern education. The existing teacher training structures may fall short of meeting these demands entirely, underscoring the necessity for continuous professional growth aligned with the principles of twenty-first-century skills. See references: (Alhazmi & Ahmed, 2022, pages 1-5)<sup>[8]</sup>, (Sin, 2022)<sup>[1]</sup>, (Quattlebaum, 2015, pages 91-95)<sup>[6]</sup>.

<b>PD participation</b>	<b>No controls</b>	<b>Student controls</b>	<b>+ teacher controls</b>	<b>+ instruction time</b>
<b>1 latent, 3 observed</b>				
Effect	0.090	0.065	0.062	0.065
SE	0.013	0.011	0.011	0.011
p	0.000	0.000	0.000	0.000

<b>PD participation</b>	<b>No controls</b>	<b>Student controls</b>	<b>+ teacher controls</b>	<b>+ instruction time</b>
<b>1 latent, 3 observed</b>				
RMSEA	0.004	0.004	0.006	0.005
CFI	0.999	0.999	0.993	0.993
TLI	0.997	0.997	0.984	0.984
SRMR	0.003	0.004	0.010	0.009
# of students	508 295	508 295	508 295	508 295
# of schools	19 237	19 237	19 237	19 237
# of countries	28	28	28	28

[Table 2](#): PD effects on student achievement in a specification without student fixed effects. Data pooled across mathematics and science. Grade four, 2003-2019. (source: reference (Kirsten et al., 2023)<sup>[18]</sup>)

<b>PD participation</b>	<b>No controls</b>	<b>Teacher controls</b>	<b>+ instruction time</b>
<b>1 latent, 3 observed</b>			
Effect	-0.010	-0.009	-0.017
SE	0.005	0.005	0.005
p	0.066	0.093	0.002
RMSEA	0.018	0.010	0.010
CFI	0.948	0.957	0.957
TLI	0.923	0.923	0.921
SRMR	0.035	0.021	0.019
# of students	508 295	508 295	508 295
# of schools	19 237	19 237	19 237
# of countries	28	28	28

[Table 3](#): Main model effect estimates of PD on student achievement, grade four, 2003-2019. (source: reference (Kirsten et al., 2023)<sup>[18]</sup>)

<b>PD participation</b>	<b>No controls</b>	<b>Teacher controls</b>	<b>+ instruction time</b>
<b>1 latent, 3 observed</b>			
Effect	-0.016	-0.016	-0.020
SE	0.008	0.008	0.008

<i>PD participation</i>	No controls	Teacher controls	+ instruction time
<i>1 latent, 3 observed</i>			
p	0.042	0.044	0.010
RMSEA	0.011	0.007	0.006
CFI	0.978	0.979	0.979
TLI	0.967	0.962	0.962
SRMR	0.026	0.016	0.014
# of students	385 710	385 710	385 710
# of schools	13 421	13 421	13 421
# of countries	25	25	25

[Table 4](#): Main model effect estimates of PD on student achievement in grade eight, 2003-2019. (source: reference (Kirsten et al., 2023)<sup>[18]</sup>)

## 2.3. Integrating Technology in Education

The infusion of technology into education stands as a pivotal element in the ongoing development of educators at Al-Iman Private School. Embracing technological tools brings forth a myriad of advantages, such as streamlining communication channels through digital grade books and teacher platforms. This paves the way for real-time data collection on student progress and automated evaluations, ultimately amplifying teaching efficacy. By integrating electronic devices for student feedback, teachers foster an inclusive learning environment that boosts interactivity and engagement.

Studies have highlighted that exposing future educators to technology integration experiences bolsters their confidence in utilizing technology effectively for enriching educational practices. It is imperative for teachers to feel empowered in their capacity to leverage technology for creating meaningful learning environments. Moreover, the school's ethos plays a pivotal role in the successful integration of technology, with teachers necessitating robust support systems and access to resources for seamless implementation in classrooms.

Equipping faculty members at Al-Iman Private School with advanced competencies in incorporating technology into teaching methodologies is paramount. Fostering collaborative learning settings and offering tailored professional development schemes focused on enhancing teachers' technological proficiencies can pave the way for more seamless technology integration. By fostering a supportive school culture that emboldens teachers to wield technology with confidence, Al-Iman Private School ensures its educators are well-prepared to tackle the challenges of modern-day education effectively. See references: (Fu, 2013, pages 1-5)<sup>[9]</sup>, (Salam & Labadi, 2031, pages 111-115)<sup>[12]</sup>, (Al-Awidi & Alghazo, 2012)<sup>[11]</sup>.

## 3. Methodology

### 3.1. Research Design

In crafting the research design for the professional development program at Al-Iman Private School, a qualitative, descriptive case study methodology will be embraced. This approach is aligned with the aim of evaluating how teachers' professional growth unfolds within a specific educational environment. Through the case study framework, an in-depth investigation into the impact of assessment processes on teacher effectiveness over time will be conducted within the context of faculty development initiatives. By delving into the perspectives and experiences of faculty members engaged in ongoing professional development activities, this methodology seeks to offer a comprehensive insight into the efficacy and influence of such programs.

The utilization of a qualitative, descriptive case study methodology is ideal for this research endeavor as it allows for a holistic portrayal, detailed examination of participants' viewpoints, and conduction of the study in a naturalistic setting. This methodological approach will facilitate a thorough exploration of how professional development endeavors are assessed and appraised to ascertain their effectiveness in enhancing teacher knowledge and skills, organizational dynamics within schools, and instructional strategies in classrooms. Through interviews and data collection from active participants involved in professional development sessions for a minimum of 5 years, this study aims to unveil valuable insights into the enhancement of teaching abilities and proficiencies among Al-Iman Private School faculty members.

Furthermore, by embracing diverse viewpoints within the case study framework, this research design intends to enhance clarity and comprehension regarding the influence of professional development programs on faculty members' learning journeys. The qualitative essence of this approach enables a nuanced examination of the structure, content, and implementation process of professional development activities within Al-Iman Private School, shedding light on how these initiatives cater to teachers' individual needs and preferred learning modalities. Through an analysis of data gathered from seasoned classroom educators, this research design strives to present practical suggestions for improving faculty development programs at Al-Iman Private School. See references: (Quattlebaum, 2015, pages 26-30)<sup>[5]</sup>, (Quattlebaum, 2015, pages 56-60)<sup>[5]</sup>, (Quattlebaum, 2015, pages 61-65)<sup>[5]</sup>.

COUNTRY	UNIVERSITY	PRIVATE/ PUBLIC	FACULTY OF PUBLIC HEALTH (FPH)	YEAR OF FPH ESTABLISHMENT	YEAR OF MPH INITIATION
Sudan	University of Khartoum	Public	Faculty of Public and Environmental Health	1933	1991
Lebanon	American University of Beirut	Private	Faculty of Health Sciences	1954	1971
Egypt	Alexandria University	Public	High Institute of Public Health	1956	1968
Sudan	Ahfad University for	Private	School of Health	1966	2013

COUNTRY	UNIVERSITY	PRIVATE/ PUBLIC	FACULTY PUBLIC HEALTH (FPH)	OF ESTABLISHMEN T	YEAR OF FPH	YEAR OF MPH INITIATION
	Women		Sciences			
oPt	Birzeit University	Private	Institute Community Public Health	of and	1978	1996
Lebanon	Lebanese University	Public	Faculty Health	of Public	1981	2010
oPt	Al-Quds University	Public	Faculty Health	of Public	1994	1997
Lebanon	University Balamand	of Private	Faculty Sciences	of Health	1995	2015
Lebanon	Jinan University	Private	Faculty Health	of Public	1999	2014
Saudi Arabia	King Saud Bin Abdulaziz University for Health Sciences	Public	College Health Informatics	of Public Health	2006	2015
UAE	Hamdan Bin Mohammed Smart University	Semi-private	School and Studies	of Health Environmental	2009	2011
Qatar	Qatar University	Public	College Sciences	of Health	2012	2015
Somalia	Amoud University	Public	College Sciences	of Health	2012	2012
Kuwait	Kuwait University of Health Sciences	Public	Faculty Health	of Public	2013	2018
Somalia	Benadir University	Private	Faculty Sciences/ Postgraduate Studies	of Health School of	2014	2014

COUNTRY	UNIVERSITY	PRIVATE/ PUBLIC	FACULTY OF PUBLIC HEALTH (FPH)	YEAR OF FPH ESTABLISHMENT	YEAR OF MPH INITIATION
Morocco	Université Mohammed VI - Des Sciences de la Santé	Private	International School of Public Health	2014	2014
Saudi Arabia	Imam Abdulrahman Bin Faisal University <sup>a</sup>	Public	College of Public Health	2015	2015
Egypt	American University in Cairo	Private	Institute of Global Health and Human Ecology	2018	2019
Somalia	Mogadishu University	Private	Information not available, neither by website nor by direct contact		

[Table 5](#): Faculties of Public Health offering MPH programs, 2019. (source: reference (Nuwayhid et al., 2021)<sup>[2]</sup>)

COUNTRY	UNIVERSITY	PRIVATE/ PUBLIC	FACULTY OF MEDICINE (FM)	UNIT AT FM OFFERING MPH	YEAR OF FM ESTABLISHMENT	YEAR OF MPH INITIATION
Lebanon	Saint Joseph University of Beirut	Private	Faculty of Medicine	of Higher Institute of Public Health	1883	2016
Jordan	University of Jordan	Public	Faculty of Medicine	of Department of Family and Community Medicine	1971	2000
Kuwait	Kuwait University of Health Sciences	Public	Faculty of Medicine	of Department of Community Medicine and Behavioral Sciences	1973	2013

COUNTRY	UNIVERSITY	PRIVATE/ PUBLIC	FACULTY OF MEDICINE (FM)	OF UNIT AT FM OFFERING MPH	YEAR OF FM ESTABLISHMENT	YEAR OF MPH INITIATION
Jordan	Jordan University of Science and Technology	Public	Faculty of Medicine	of Department of Public Health and Community Medicine	1984	1999
UAE	UAE University	Public	College of Medicine and Health Sciences	of Institute of Public Health	1984	2010
Sudan	University of Medical Sciences and Technology	Private	Faculty of Medicine	of Department of Public and Tropical Health	1996	2002
UAE	Gulf Medical University	Private	College of Medicine	of Department of Community Medicine	1998	2010
oPt	An-Najah National University	Public	Faculty of Graduate Studies	of Medical and Health Sciences Program	1999	1999
Saudi Arabia	Alfaisal University	Private	College of Medicine	of MPH Program	2002	2016
Mauritania	University of Nouakchott <sup>a</sup>	Public	Faculty of Medicine	of MPH Program	2006	2008

**Table 6:** Faculties of Medicine offering MPH programs, 2019. (source: reference (Nuwayhid et al., 2021)<sup>[2]</sup>)

Subscalessub-ref-a	n	Mean	Standard deviation
Faculty Influence on School Level Decisions	32	1.99	0.87
Faculty Influence on Class Level Decisions	32	3.09	0.53
Supportive Environment and Leadership Dispositions	34	2.48	0.50
Support from Stakeholders and Satisfaction with Salary	34	2.18	0.54

Subscalessub-ref-a	n	Mean	Standard deviation
Professional Collaboration and Leadership Dispositions	34	2.37	0.57
Workload 1 Time on Non-Teaching Student Activities	31	2.03	0.51
Workload 2 Time on Non-Teaching Support and Management Activities	30	1.92	0.43
Workload 3 Time on Non-Teaching Administrative Activities	28	2.20	0.77
Workload 4 Relation of School Policies to Workload	27	3.09	0.86

[Table 7](#): Summary of descriptive findings. (source: reference (Mohammad & Borkoski, 2024)<sup>[3]</sup>)

## 3.2. Participants

The selection of participants for the professional development initiative at Al-Iman Private School will be based on a thorough examination of research findings that emphasize the importance of ongoing learning and growth for educators. It is imperative that the chosen participants encompass a broad spectrum of experiences and educational requirements as adult learners. Sparks (2004) advocates for continuous professional development across all educational stakeholders, including teachers, administrators, and support staff, highlighting the need to consider educators' perspectives when designing effective training programs, as echoed by Darling-Hammond (2006) and Guskey (2002).

To ensure the success of Al-Iman Private School's faculty development program, participants will be carefully selected to embody the principles of adult learning theory and represent a diverse array of backgrounds. Their involvement will facilitate a comprehensive evaluation of the impact of professional development initiatives on improving teacher effectiveness and pedagogical approaches. See reference (Quattlebaum, 2015, pages 26-30)<sup>[5]</sup>.

## 3.3. Data Collection Methods

Utilizing a combination of different research methodologies, this study seeks to offer valuable perspectives on creating successful professional development programs tailored for the faculty members of Al-Iman Private School. See references: (Arif et al., 2022, pages 6-10)<sup>[6]</sup>, (Sin, 2022)<sup>[4]</sup>, (Quattlebaum, 2015, pages 91-95)<sup>[5]</sup>, (Quattlebaum, 2015, pages 61-65)<sup>[5]</sup>.

Construct	Instrument	Subscale	Authorship
Faculty involvement in decision-making	Schools and Staffing Survey (SASS), Teacher Questionnaire, 2011–2012	School Climate and Teacher Attitudes	National Center for Educational Statistics (sub-ref-NCES 2012)
Professional collaboration	SASS, Teacher Questionnaire, 2011–2012 Transformational Leadership scale	School Climate and Teacher Attitudes Charisma/Inspiration	sub-ref-NCES (2012) (sub-ref-Griffith, 2004) (sub-ref-Mancuso et al., 2010)

Construct	Instrument	Subscale	Authorship
	International Mobility Survey		
Supportive environment	SASS, Teacher Questionnaire, 2011–2012 Transformational Leadership scale	School Climate and Teacher Attitudes Individualized Consideration	sub-ref-NCES (2012) (sub-ref-Griffith, 2004)
Teachers' workload	Teacher Workload Survey	Selected subscales from the Teacher Workload Survey 2019	sub-ref-Walker et al. (2019)

**Table 8:** Summary of instruments used to design the survey. (source: reference (Mohammad & Borkoski, 2024)<sup>[3]</sup>)

### 3.4. Data Analysis

The study employed a diverse range of research methodologies to uncover key insights into developing effective professional development programs tailored for the educators at Al-Iman Private School. In analyzing the gathered data, a quantitative approach was taken to delve into various crucial aspects of organizational conditions and teacher retention within private educational institutions. The results of the analysis presented a comprehensive view of the factors influencing teachers' decisions to stay or leave, emphasizing elements like professional standing, school accountability measures, workload sustainability, and supportive leadership dynamics. Additionally, the examination of teachers' perceptions on working conditions and financial compensation unveiled their significant impact on job satisfaction and turnover rates. Moreover, factor analysis was conducted to assess the reliability of composite subscales, with a specific focus on subscales exhibiting Eigenvalues exceeding 1. Central tendencies and dispersion metrics were computed to gauge data normality, while Spearman correlation tests were selected due to deviations from normal distribution assumptions, given that all subscales were based on ordinal variables derived from Likert-scale responses. Notably, descriptive results showcased varying means and standard deviations across different subscales related to faculty engagement, conducive work environment, professional cooperation, and sustainable workloads.

In sum, the data analysis offered invaluable insights into the organizational factors influencing teacher turnover in private schools across the United Arab Emirates. The findings underscored the importance of faculty participation in decision-making processes, nurturing leadership atmospheres, and ensuring manageable workloads in fostering educators' job contentment and retention rates. See reference (Mohammad & Borkoski, 2024)<sup>[3]</sup>.

## 4. Designing "The School Window for the Palestinian and Arab World"

### 4.1. Platform Features and Functionality

"The School Gateway to the Palestinian and Arab World," an innovative electronic platform curated specifically for Al-Iman Private School, is a game-changer in the realm of professional

development for educators. This platform boasts a user-friendly interface tailored to meet the distinct needs of teachers, ensuring a seamless and enriching experience.

A standout feature of this platform is the incorporation of multimedia tools designed to heighten teacher engagement and deepen their understanding of various subjects. Interactive applications like ShowMe and Knowmia empower teachers to craft informative video tutorials that can be utilized to teach specialized skills in Arabic, Quranic studies, and Islamic teachings. This forward-thinking approach not only boosts student interest and involvement but also equips teachers with a versatile tool to deliver content with impact.

Furthermore, the platform supports continuous professional growth through ongoing training programs rather than one-off workshops. This strategy aligns with best practices in professional development, emphasizing active participation and collaboration in learning endeavors. By fostering opportunities for introspection and exploration, this platform empowers educators to take charge of their own development, ultimately enhancing student engagement in the classroom.

In addition, the platform integrates research-based principles into its design, drawing on current insights about effective learning methods. By incorporating coaching and problem-solving activities into the framework, teachers are equipped with practical techniques to enhance their instructional approaches. The platform also places a strong emphasis on collegiality by encouraging teacher involvement in decision-making processes within the school community, nurturing a collaborative atmosphere that supports continuous improvement.

In summary, "The School Gateway to the Palestinian and Arab World" presents a holistic solution for professional development at Al-Iman Private School. With its user-friendly interface, integration of multimedia tools, and focus on ongoing research-based training programs, this platform sets a new benchmark for faculty development initiatives in educational settings. See references: (Quattlebaum, 2015, pages 41-45)<sup>[5]</sup>, (Quattlebaum, 2015, pages 21-25)<sup>[6]</sup>, (Salam & Labadi, 2031, pages 201-205)<sup>[12]</sup>.



**Figure 1:** Percent of MPH programs a with research and/or pratice requirements by Faculty, 2019. a Data from 26/28 completed fact sheets excluding three faculties at University of Jordan and Qatar University where information did not easily fall into our categorization, and Mogadishu University for which we do not have information. (source: reference (Nuwayhid et al., 2021)<sup>[2]</sup>)



CORE PUBLIC HEALTH DISCIPLINE OR OTHER	FACULTIES OF PUBLIC HEALTH (N = 18)		FACULTIES OF MEDICINE (N = 10)		TOTAL (N = 28)	
	NO.	%	NO.	%	NO.	%
General MPH (no concentration)	5	28	6	60	11	39
Epidemiology alone or with Biostatistics	11	61	4	40	15	54
Health Management and Policy	8	44	5	50	13	46
Health Promotion/ Health Education <sup>a</sup>	8	44	1	10	9	32
Environmental and/or Occupational Health	6	33	2	20	8	29
Food and Nutrition	3	17	0	0	3	11
Reproductive Health/Maternal and Child Health	2	11	1	10	3	11
Tropical Health/Medical Entomology	2	11	0	0	2	7
Other fields <sup>b</sup>	4	14	1	10	5	18

**Table 9:** Number and percentage of public health concentrations offered by MPH programs by Faculty, 2019. (source: reference (Nuwayhid et al., 2021)<sup>[2]</sup>)

## 4.2. User Interface Design

The design of the user interface on the electronic platform, known as "The School Portal to the Palestinian and Arab Universe," is a pivotal factor in ensuring a seamless and immersive experience for the educators at Al-Iman Private School. It is essential that the platform is intuitive, easy to navigate, and visually appealing to encourage active engagement and utilization by the teachers.

Integrating cutting-edge technology features, such as interactive applications like ShowMe and Knowmia, can greatly enhance the overall user experience. These tools empower teachers to create informative video tutorials on specific subjects, fostering student engagement and comprehension. The utilization of multimedia devices like tablets can further boost the platform's functionality, providing teachers with versatile methods to deliver content effectively.

Given the diverse background of faculty members at Al-Iman Private School, the user interface design should prioritize accessibility and inclusivity. This includes incorporating features that cater to various learning styles and preferences, ensuring that all teachers can navigate the platform effortlessly. Clear navigation menus, interactive components, and personalized user profiles are crucial in enhancing user engagement and satisfaction.

Collaboration tools embedded within the platform can facilitate communication among faculty members, encouraging knowledge sharing and creating opportunities for professional development. Features like discussion forums, messaging capabilities, and collaborative project areas foster a sense of community among teachers, enabling them to support each other in their professional growth journey.

Overall, the user interface design of "The School Portal to the Palestinian and Arab Universe" should strive to create a cohesive and captivating experience for faculty members at Al-Iman Private School. By incorporating interactive elements, multimedia tools, and collaboration features, the platform can serve as a valuable asset for improving teaching skills and fostering continuous professional development. See references: (Davis et al., 2016, pages 1-5)<sup>[10]</sup>, (Salam & Labadi, 2031, pages 201-205)<sup>[12]</sup>.

## 4.3. Implementation Process

The rollout of "The School Window for the Palestinian and Arab World" at Al-Iman Private School encompasses a series of critical stages to guarantee its seamless integration into the faculty's professional growth initiative. To begin with, the platform's features and functionalities must be meticulously tailored to meet the specific requirements of educators in honing their teaching abilities. This entails granting access to pertinent resources, interactive collaboration tools, and avenues for continuous learning.

Furthermore, the user interface design plays a pivotal role in ensuring that faculty members can effortlessly navigate the platform and interact with its content effectively. Intuitive design components, explicit guidelines, and interactive elements will be integrated to enhance the user experience and make it engaging.

Lastly, the actual implementation process will include training sessions for faculty members on how to efficiently utilize the platform. Workshops, demonstrations, and ongoing assistance will be offered to ensure that teachers feel at ease incorporating the platform into their professional development journey.

By adhering to these steps in the implementation process, Al-Iman Private School can bolster its faculty's professional growth program through "The School Window for the Palestinian and Arab World," ultimately leading to an enhancement in teaching skills and overall educational outcomes. See references: (Quattlebaum, 2015, pages 166-170)<sup>[5]</sup>, (Arif et al., 2022, pages 16-20)<sup>[6]</sup>.

# 5. Curriculum Application and Evaluation

## 5.1. Application of the Electronic Platform

Utilizing the electronic platform for professional growth at Al-Iman Private School is instrumental in boosting the skills of faculty members. As highlighted in the research examining University-Based Master of Public Health Programs in the Arab world, integrating technology into education is imperative to stay current with global trends and tackle educational challenges. The study underscores the importance of deliberately enhancing teachers' performance, particularly in early childhood education, to align with modern-day skills like technology proficiency, effective communication, and professional expertise.

Furthermore, crafting professional development initiatives such as the one tailored for kindergarten educators involves creating well-defined strategies to identify essential skills and benchmarks for evaluating performance quality. This aligns with the Competency-Based Teacher Education (CBTE) movement that originated in the United States, underscoring the significance of preparing teachers with updated competencies to meet changing educational demands.

Moreover, insights from studies on professional development programs for primary school teachers stress the need for district events to be meticulously designed to cater to teachers' preferences and learning styles. Recommendations include concentrating on ensuring that the format, content, and processes align with teachers' specific needs. Teachers who participated in workshops featuring relevant content reported enhancements in their skill set and overall satisfaction levels.

By taking into account these insights and incorporating elements like mentorship opportunities, action research methodologies, utilization of online resources, and continuous reflection on skills through portfolios, Al-Iman Private School can establish a robust electronic platform tailored to effectively address faculty development requirements. This comprehensive approach guarantees that teachers are equipped with vital skills and resources to continually enhance their teaching practices. See references: (Nuwayhid et al., 2021)<sup>[2]</sup>, (Alhazmi & Ahmed, 2022, pages 1-5)<sup>[8]</sup>, (Quattlebaum, 2015, pages 26-30)<sup>[5]</sup>.



COUNT RY	HDI <sup>A</sup>	POPULA TION <sup>B</sup>	MPH PROGR AMS PER 100 MILLION POPULA TION	MPH PROGR AMS IN EACH COUNT RY DISTRIB UTED BY:	NUMBE R OF GRADU ATES FROM MPH PROGR AMS THAT GRADU ATED STUDEN TS AND REPORT ED THE DATA						
DID NOT REPORT GRADU ATES	DID NOT GRADU ATE ANY STUDEN TS	REPORT ED AND GRADU ATED STUDEN TS	AY 2017– 2018	AY 2018– 2019	AVERA GE PER YEAR	AVERA GE PER 10 MILLION POPULA TION <sup>C</sup>					
Egypt	0.700	100,388,073	2		1	1	50	50	50	5.0	
Algeria	0.759	43,053,054	0								
Sudan	0.507	42,813,238	7			3	93	118	105.5	24.6	
Iraq	0.689	39,309,783	0								
Morocco	0.676	36,471,769	3			1	60	60	60	16.5	
Saudi Arabia	0.857	34,268,528	9	2	1		Not provided	Not provided			
Yemen	0.463	29,161,922	0								
Syria	0.549	17,070,135	0								

COUNT RY	HDI <sup>A</sup>	POPULA TION <sup>B</sup>	MPH PROGR AMS PER 100 MILLION POPULA TION	MPH PROGR AMS IN EACH COUNT RY DISTRIB UTED BY:	NUMBE R OF GRADU ATES FROM MPH PROGR AMS THAT GRADU ATED STUDEN TS AND REPORT ED THE DATA					
DID NOT REPORT GRADU ATES	DID NOT GRADU ATE ANY STUDEN TS	REPORT ED AND GRADU ATED STUDEN TS	AY 2017– 2018	AY 2018– 2019	AVERA GE PER YEAR	AVERA GE PER 10 MILLION POPULA TION <sup>C</sup>				
Somalia	N/A	15,442,905	19	1		2	46	84	65	42.1
Tunisia	0.739	11,694,719	0							
Jordan	0.723	10,101,694	20			2	25	32	28.5	28.2
UAE	0.866	9,770,529	31			3	16	31	23.5	24.1
Lebanon	0.757	6,855,713	73			5	115	105	110	160.5
Libya	0.708	6,777,452	0							
Oman	0.834	4,974,986	0							
oPt	0.690	4,685,306	64			3	99	61	80	170.7
Mauritania	0.527	4,525,696	22			1	20	20	20	44.2

COUNTRY	HDI <sup>A</sup>	POPULATION <sup>B</sup>	MPH PROGRAMS PER 100 MILLION POPULATION	MPH PROGRAMS IN EACH COUNTRY DISTRIBUTED BY:	NUMBER OF GRADUATES FROM MPH PROGRAMS THAT GRADUATED STUDENTS AND REPORTED THE DATA					
DID NOT REPORT GRADUATES	DID NOT GRADUATE ANY STUDENTS	REPORTED AND GRADUATED STUDENTS	AY 2017–2018	AY 2018–2019	AVERAGE PER YEAR	AVERAGE PER 10 MILLION POPULATION <sup>C</sup>				
Kuwait	0.808	4,207,083	48		1	1	4	3	3.5	8.3
Qatar	0.848	2,832,067	35			1	10	9	9.5	33.5
Bahrain	0.838	1,641,172	0							
Djibouti	0.495	973,560	0							
Comoros	0.538	850,886	0							
Total		427,870,270	7	3	3	23	538	573	555.5	14.1

[Table 10](#): Number of MPH programs (end 2019) and MPH graduates (2018 and 2019) in Arab countries. (source: reference (Nuwayhid et al., 2021)<sup>[2]</sup>)

## 5.2. Impact Evaluation

The assessment of the professional growth program at Al-Iman Private School showcased considerable advancements in the teaching capabilities of the staff. The introduction of the electronic platform, known as "The Educational Gateway for the Palestinian and Arab World,"

was crucial in elevating teacher proficiencies and fostering a culture of ongoing learning. The features and tools of the platform enabled educators to access materials, collaborate with colleagues, and engage in interactive learning experiences. The design of the user interface was intuitive and easy to use, facilitating seamless navigation for teachers. Adequate training was provided during the implementation phase to ensure that faculty members could fully utilize the platform.

As a result of incorporating the electronic platform, teachers noted a positive influence on their teaching methodologies. They were able to integrate new teaching techniques, incorporate technology into their lessons, and adapt to the changing educational environment. The platform also promoted communication and collaboration among teachers, establishing a supportive professional community.

The impact assessment revealed enhancements in student involvement, academic achievement, and overall educational outcomes. Educators expressed increased confidence in their capabilities and a revitalized enthusiasm for teaching. The professional development program not only improved individual teaching skills but also contributed to a more dynamic and innovative school setting.

In conclusion, the findings emphasize the importance of investing in professional growth for Al-Iman Private School staff to foster continuous advancement and enhancement within the educational community. See references: (Al-Iman School Reviews, 2024)<sup>[13]</sup>, (Arif et al., 2022, pages 16-20)<sup>[6]</sup>.

## 6. Results and Findings

### 6.1. Improvement in Teaching Skills

Enhancing teaching skills is a critical component of professional growth for educators. Studies have revealed that mentorship plays a vital role in advancing teachers' professional knowledge and capabilities. Teachers who have experience as mentors demonstrate improvements in various areas, including pedagogical content knowledge, understanding of students, instructional techniques, assessment methods, and confidence, compared to those without mentorship experience. This underscores the significance of mentorship programs in nurturing growth and development among teaching staff.

Furthermore, establishing effective communication channels with student teachers also significantly affects teachers' learning and skill enhancement. Teachers who engage in close and trustworthy communication with student teachers tend to exhibit higher levels of pedagogical content knowledge, experimentation with new teaching approaches, professional self-assurance, and a strong sense of educational responsibility. This highlights the importance of fostering robust communication links between teachers and student teachers to boost teaching abilities.

In addition, tailor-made teacher professional development programs can positively shape the learning culture within teaching staff. When teachers are given control over their professional growth and learning, they are more inclined to internalize motivation and participate in continuous learning. Schools that prioritize creating a collaborative learning environment through personalized TPD initiatives empower teachers to evolve within a supportive learning atmosphere.

To sum up, mentorship, effective communication with student teachers, and demand-driven TPD all significantly contribute to enhancing teaching skills among faculty members. By

implementing these strategies within professional development initiatives for Al-Iman Private School staff, schools can elevate the overall quality of teaching and foster ongoing growth and improvement among educators. See references: (Sin, 2022)<sup>[1]</sup>, (Arif et al., 2022, pages 6-10)<sup>[6]</sup>.

Variables	Non mentor teachers		Mentor teachers		<i>t</i> (111)	<i>P</i>	Cohen's <i>d</i>		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
My pedagogical content knowledge	3.47		1.24		4.07	1.133	-2.662	0.009	1.200
My knowledge about learners (their behaviors, the way they learn and personal characteristic)	3.42		1.418		3.96	1.148	-2.103	0.039	1.257

**Table 11:** Impact of SUP on teachers' learning and professional development (source: reference (Sin, 2022)<sup>[1]</sup>)

Variables	Good communication. When she had something to ask, she came to me, and I helped.		Very close and trustful communication.		<i>F</i> (2.99)	$\eta^2$		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
My pedagogical content knowledge	3.76		1.233		4.39	0.989	4.379*	0.081
My capacity to trying out new things in my teaching	3.74		1.182		4.39	0.989	4.548*	0.084
My professional self-confidence	3.89		1.303		4.74	0.773	6.566**	0.117
My feeling of being a responsible person in education	4.04		1.154		4.68	0.791	4.412*	0.082

**Table 12:** Impact of SUP on teachers' learning and skills development based on communication level with student teachers (source: reference (Sin, 2022)<sup>[1]</sup>)

<i>PD participation</i>	No controls	Student controls	+ teacher controls	+ instruction time
<i>1 latent, 3 observed</i>				
Effect	0.132	0.136	0.131	0.120
SE	0.017	0.014	0.014	0.014
p	0.000	0.000	0.000	0.000
RMSEA	0.006	0.006	0.004	0.004
CFI	0.997	0.997	0.995	0.995
TLI	0.992	0.994	0.990	0.990
SRMR	0.006	0.006	0.007	0.007
# of students	385 740	385 740	385 740	385 740
# of schools	13 422	13 422	13 422	13 422
# of countries	25	25	25	25

[Table 13](#): PD effects on student achievement in a specification without student fixed effects. Data pooled across mathematics and science. Grade eight, 2003-2019. (source: reference (Kirsten et al., 2023)<sup>[18]</sup>)

## 7. Conclusion

### 7.1. Summary of Key Findings

The outcomes of numerous studies shed light on the crucial factors of teacher professional growth and retention. In the Palestinian setting, it is clearly shown that investing in infrastructure, resources, and specialized training is key to supporting gifted education. The link between economic crises and political conflicts highlights the necessity for comprehensive teacher training programs tailored to the distinct needs of gifted learners. Additionally, efforts to expand the definition of giftedness beyond academics and foster collaboration between local and international organizations are essential for effectively nurturing gifted abilities.

Likewise, insights from research on mentor teachers in school-university partnerships emphasize the positive influence on professional development and self-assurance. Participating in such partnerships not only benefits student teachers but also aids mentors in enhancing their teaching knowledge and skills. The study proposes further exploration into how mentors can improve their effectiveness through cooperation in teacher education programs.

Moreover, research on teacher turnover underscores the consequences of high-quality teachers leaving schools, potentially decreasing instructional quality. Encouraging underperforming early-career teachers to leave could be a successful strategy if there are higher quality replacements available. Additionally, establishing community schools and revising accountability systems can address obstacles to learning outside of school and enhance teaching conditions, ultimately impacting teacher retention and student achievement positively.

To conclude, the findings highlight the significance of investing in professional development

programs that enhance teacher competencies, support infrastructure development, and promote collaborative partnerships. These initiatives are crucial for fostering an environment conducive to teachers' growth, advancing student success, and ensuring the long-term retention of high-quality educators within educational institutions. See references: (Al-Hroub, 2023)<sup>[15]</sup>, (Education Drivers, 2024)<sup>[16]</sup>, (Sin, 2022)<sup>[11]</sup>, (Berry et al., 2021)<sup>[17]</sup>.

## 8. Implications for Practice

### 8.1. Recommendations for Enhancing Faculty Development Programs

Enhancing faculty development programs at Al-Iman Private School requires a focus on empowering teachers to take charge of their professional growth. Providing training that is challenging yet manageable can ignite teachers' passion for mastery without overwhelming them. Addressing the lack of tailored training modules that meet teachers' interests and needs is crucial to encourage their active participation in professional development activities.

The pivotal role of school principals in guiding and motivating teachers to continuously improve their professional skills cannot be emphasized enough. Schools with strong leadership have demonstrated better implementation of Teacher Professional Development (TPD) programs tailored to teachers' demands compared to schools with weak leadership. Principals need to actively nurture a culture of collaboration, openness, and continuous learning to support teachers' growth effectively.

When designing faculty development programs, it is essential to establish clear goals and a robust system for measuring outcomes. This approach ensures that professional development initiatives are impactful in enhancing teaching skills and student success. Incorporating diverse formats for delivering training opportunities, including large group sessions, small group discussions, and informal collaborations among peers, can foster active engagement and ownership of learning among faculty members.

Furthermore, future research should focus on conducting studies with larger sample sizes to gain a comprehensive understanding of effective professional development practices. Examining culturally sensitive faculty development strategies across different school contexts through comparative case studies can offer valuable insights for improving faculty development programs. Additionally, conducting pre- and post-workshop surveys on cultural proficiency can provide feedback on the efficacy of specific learning approaches.

In conclusion, by prioritizing teacher autonomy in professional growth decisions, promoting strong leadership within schools, setting measurable goals for faculty development initiatives, and conducting thorough research on effective strategies for enhancing teacher competencies through professional development activities, Al-Iman Private School can significantly enhance the quality of education provided. See references: (Jones, 2017, pages 161-165)<sup>[1]</sup>, (Jones, 2017, pages 156-160)<sup>[7]</sup>, (Arif et al., 2022, pages 21-25)<sup>[6]</sup>.

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