

# STUDENT TEACHING HANDBOOK

For Primary Education



“Together we Shape the Future through Excellence  
in Teaching, Scholarship, and Leadership”

College of Education  
Qatar University  
2020

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## Course Matrix

The following table lists the tasks of the student teaching course, and the alignment of the tasks with (a) the learning outcomes of the College of Education Conceptual Framework, and (b) the Qatar National Professional Standards for Teachers.

College of Education Unit Learning Outcomes	Qatar National Professional Standards	Assessment (Tasks/Artifacts)
<b>Teaching</b> <b>Content:</b> Apply the key theories and concepts of the subject matter.	1 2 4 5	<ul style="list-style-type: none"> <li>Unit Plan</li> <li>Clinical Experience Evaluation Survey</li> <li>Action Research</li> </ul>
<b>Pedagogy:</b> Plan effective instruction to maximize student learning.	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>Unit Plan</li> <li>Assessment Project</li> <li>Clinical Experience Evaluation Survey</li> <li>Action research</li> </ul>
<b>Technology:</b> Use current and emerging technologies in instructionally powerful ways.	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>Clinical Experience Evaluation Survey</li> <li>Technology for Teaching and Learning</li> </ul>
<b>Diversity:</b> Foster successful learning experiences for all students by addressing individual differences.	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>Unit Plan</li> <li>Clinical Experience Evaluation Survey</li> </ul>
<b>Scholarship</b> <b>Problem Solving:</b> Arrive at data-informed decisions by systematically examining a variety of factors and resources.	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>Unit Plan</li> <li>Clinical Experience Evaluation Survey</li> <li>Action research</li> </ul>
<b>Scholarly Inquiry Problem Solving:</b> Actively engage in scholarship by learning from and contributing to the knowledge base in education.	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>Unit Plan</li> <li>Clinical Experience Evaluation Survey</li> <li>Reflective Journal</li> <li>Parent Contact Report</li> <li>E-folio</li> <li>Action research</li> </ul>
<b>Leadership</b> <b>Ethical Values:</b> Apply professional ethics in all educational contexts.	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>Clinical Experience Evaluation Survey</li> <li>Parent Contact Report</li> <li>Reflective Journal</li> </ul>
<b>Initiative:</b> Lead positive change in education.	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>Parent Contact Report</li> <li>Clinical Experience Evaluation Survey</li> <li>Action Research</li> </ul>

Qatar National Professional Standards for Teachers

1. Planning to develop students' performance and achievement.

2. Involve students in the learning process and develop them as learners.
3. Provide a safe, supportive and challenging learning environment.
4. Assess student learning and use assessment data to improve their achievement
5. Demonstrate high quality professional practices and participate in continuous professional development.
6. Maintain active partnership with parents and society

For more information on the Teachers Licensing Policy please see the following link:  
<http://www.edu.gov.qa/Ar/Documents/SEC2222016.pdf>

## Introduction AND Student Teaching overview

This handbook gives an overview of the clinical experience. As candidates progress through their programs, an increasing importance is placed on field-based learning experiences. Student teaching provides opportunities to apply and reflect on acquired knowledge in the classroom and to develop and refine skills in a classroom setting. In each of the College of Education's student teaching experiences, candidates are placed with local schools, other educational institutions, or related agencies, under the direct supervision of a mentor teacher at the location. The candidate must also complete various activities throughout the experiences that require the application of, and reflection on, learned skill sets. The College of Education and the candidate determine selection and placement collaboratively, with a focus on the candidate's specific career goals. Approval from the hosting school is required before the placement is final.

This packet of materials contains essential information and guidelines to the prospective candidate in planning and completing the student teaching experience successfully. It is important that these materials be reviewed both at the beginning and throughout the student teaching experience. It is both the goal and the expectation of the College of Education that all candidates become reflective professional educators whose students will be successful learners.

## Assignments

Throughout the student teaching course, **candidates** are required to submit the following assignments. Details are listed in the **Appendices**.

1. Lesson Plans	Lesson plans must be written for every lesson – partial or whole – in which you are involved in teaching.
2. Weekly Journal	Create a journal entry for each week of student teaching. <i>See guidelines in the Appendix.</i>
3. Observations	Follow the guidelines for focused and general classroom observations of other teachers. <i>See guidelines and forms in the Appendix.</i>

4. Parent Conference Report	Arrange to meet with the parents of one of your students and complete the form found in the <b>Appendix</b> . The report is due before Week 6.
5. Assessment Analysis & Conclusions	Complete the Assessment Analysis assignment as described in the <b>Appendix</b> .
6. Technology Inclusion Lesson	Create and teach a single lesson in which student use of technology is an essential component. (Students must need the technology to learn the concept and/or skill and to complete the lesson.)
7. Unit Plan	Create a unit plan for one of the topics in your curriculum. <b>See guidelines in the Appendix</b> . The unit is due at the end of student teaching.
8. Mid-point and Final Reflections	Two reflections related to your progress are due – one for the Mid-point Evaluation (Week 5), and one for the Final Evaluation (Week 10). The reflections are due <b>the week before</b> each three-way conference, <b>See guidelines in the Appendix</b> .
9. Mid-point and Final Evaluations	At the midpoint and end of the student teaching, evaluations are completed using the CEES (Final Evaluation only). You (the candidate), your mentor, and your college supervisor will discuss your progress and performance together each time. <b>See guidelines and forms in the Appendix</b> .
10. E-Folio	Using the online student portfolio site, complete all required uploads and submissions, including the E-Folio Reflections.
11. Supervisor and Mentor Teacher Evaluations	Complete the provided evaluations of your Mentor Teacher and College Supervisor. <b>See forms in the Appendix</b> . These are completed at the end of the semester and are anonymous and confidential.
12. Notebook	Printed information and materials developed and collected during your work. It should be up-to-date and will be submitted on USB at the end of the course.
13. Action research	Do an action research and write an action research report within the context of the teacher's environment, including articulating a question, reviewing the literature, collecting data, analyzing data, and discussing the findings addressing how the findings would be applied to improve learning and teaching in your classroom. A scoring rubric is available in the internship handbook.

The reflection journals must be submitted weekly through the blackboard to the college supervisor. Note that all the above tasks must be submitted the supervisor at the end of the student teaching period.

## Course Requirements

Student teaching is a university course required to be completed before a **candidate** graduates. As such, there are assignments that must be completed. The following descriptions will help candidates to fulfill the requirements for their student teaching and also produce artifacts that might be included in their E-Folios.

- A. **E-Folio:** Creating and maintaining an E-Folio on TaskStream ([www.taskstream.com](http://www.taskstream.com)) is a required component of all B.ED. programs in the College of Education. It will document the professional experiences across all methods courses and field experiences, and show competence. The E-Folio will be evaluated within the program, and details will be provided in the Student Teaching Seminar.
- B. **Notebook:** This notebook should be kept on the desk so that when the supervisor comes to observe, she/he will be able to locate it easily.
  1. **General Information**—Include items such as blank forms, school and office memos, calendars, and university information.
  2. **Lesson Plans**—Use the lesson plan form provided in the Handbook Appendix for every lesson will be taught and for the lessons that are part of the Unit Plan. Be sure to have the mentor teacher initial any lesson plans **candidates** kept in their notebook. The most recent lesson plans should be kept at the front of this section. **Reflections should be included for every lesson.** Reflections might be written on the back of the lesson plan form or on a separate sheet of paper after teaching a lesson. The lesson plan—and the reflection—should be in the notebook after teaching the lesson.
  3. **Mentor Teacher/Supervisor Evaluations and Feedback**—mentor teacher/ college supervisor should evaluate candidates and give written feedback as often as possible (at least once each week). She/he should use the evaluation forms found in the Handbook Appendix. A copy of the evaluation should be kept in the notebook. Evaluations that are more formal—using the Clinical Experience Evaluation Survey (CEES) will also be conducted at the mid- and final points of student teaching.
- C. **Reflections (What and When):**
  1. After teaching the lesson, candidates reflect on these questions:
    - a. *What went well in the lesson, and why do you think it went well?*
    - b. *What can you do to improve the lesson for next time?*
    - c. *How did you evaluate student learning?*
  2. Reflective Journal—record perspectives and interpretations on events of Student Teaching. See the rubric in the **Appendix**.
  3. Before mid-point and final evaluations—**candidates'** overall teaching capabilities and performance will be assessed. Guiding questions and the rubric are included in the **Appendix**.
- D. **Parent Contact Report and Log:** In consultation with the mentor teacher, schedule and conduct at least one parent conference. This conference should be documented using the Parent Conference Report Form included in the Handbook **Appendix**. A log of all parent contacts; this includes telephone calls (even attempted calls), informal chats in the hall, conferences, home visits, and notes should be kept and documented. A log template is included in the Handbook **Appendix**.

### E. Unit Plan

1. Purpose: Candidate will develop a Unit Plan, made up of 4 lesson plans, a revision lesson, and supporting materials, targeting a concept in the curriculum. The goal of the unit is to develop rich, rigorous, engaging learning situations for students based on a targeted concept. It should include extensive use of technology for learning, multiple opportunities for active engagement by students, and carefully differentiated instruction and assessment to enable diverse learners to succeed.
2. Specifics:
  - The unit should be a set of sequenced lessons all related to different topics within the concept. The sequence should be logical and appropriate to the concept.
  - The unit should take four (4) to 5 (5) blocks of class time to complete.
  - The unit should align with the prescribed curriculum of the school and subject area.

**F. Student Teaching Seminar:** See details in the Course Expectations section below.

**G. Action Research:** Do an action research and write an action research report within the context of the teacher's environment, including articulating a question, reviewing the literature, collecting data, analyzing data, and discussing the findings addressing how the findings would be applied to improve learning and teaching in your classroom. Scoring rubric is located within the internship handbook.

## Student Teaching timeline

**Overview:** The following sections describe a framework for candidates' progress during student teaching. The design is intended to focus on skills learned during the academic phase of the program and to integrate the knowledge and skills into classroom practices.

Each of the weeks, and its characteristics, is described in detail in the following sections.

### Total Length of Student Teaching

Student teaching for all programs is a full academic semester, and includes a mandatory Orientation Seminar (2 hours), in which all mentor teachers and college supervisors are expected to participate. Candidates must also attend 18 hours of Seminar at the beginning of the semester **before** the classroom experience. These 18 hours prepare candidates for classroom experience and provide you with forms and information necessary for the student teaching. The classroom experience is determined to be 300 hours, most likely completed over 10 weeks.

The timelines in each section describe the activities in more detail. During the 10 weeks with the mentor teacher, candidates will also meet once each week for 2 hours (20 hours) in seminar. The final session of the seminar will address the completion of the student teaching, including their electronic portfolio, and turning in all required assignments and forms, as well as mentor and supervisor evaluations. The total number of hours for student teaching is the following: 2-hour Orientation, 18 hours of seminar before supervision begins, 300 hours of student teaching, and 20 hours of seminar during supervision for a total of 340 contact hours.

**Overview:** The following subsections describe the activities that are part of student teaching. The responsibilities progress from supportive activities in the classroom toward full responsibility for all teaching, and then scaling back the involvement with the class until the mentor teacher is again the main instructor.

### Week 1: Observe, assist, co-plan and co-teach

Observations during the first week of student teaching will be spent on the classroom environment and management techniques. The first weeks of student teaching are to be spent in observing the classroom environment through the perspective of classroom management, instructional strategies, and assessment practices. Candidates should arrange to observe other teachers in the building as well as the mentor teacher. *Observation guides are in the Appendix.*



When candidates are assisting, co-planning, and co-teaching, remember that in the academic studies, practices were discussed as an **ideal** way of doing things; encounters during student teaching are often variations of the ideal way that take classroom realities into consideration.

Keep a set of reflective notes for the purpose of asking questions of the mentor teacher regarding your observations and inferences. With the ultimate goal of improving student understanding, the written reflections and discussions with your supervisor and mentor should focus on how to use the management and instructional strategies and assessment practices to improve the quality of students' learning.

- a. **Assist:** These tasks support the mentor teacher's role in monitoring student progress and enable candidates to become acquainted with the students.
  - Check attendance.
  - Distribute papers or materials.
  - Help in grading papers.
  - Monitor students' work at their desks and give one-to-one assistance.
- b. **Co-plan:** candidates should learn how planning is done in the school. While requirements and standards are used in all schools, each school has slightly different policies and practices. Candidates should help their mentor teachers and colleagues plan for the lessons.
- c. **Co-teach:** During the first week, independent teaching of a full class lesson is not encouraged; however, starters, closers, or a short activity within the lesson are good ways to begin getting to know the students and to use knowledge and skills. Co-teaching allows candidates to gain some experience in front of the class with support from the mentor teacher. It also allows the students to observe the cooperative relationship between the candidate, and the mentor teacher.

## Week 2: Observe, assist, co-plan and co-teach

Week 2 expectations involve continued observations – this week's observations are on assessment practices, both formative and summative; and observing both classroom management and instructional strategies in the same lesson.

- a. **Observe:** The main focus of observations in the second week is on classroom management and instructional strategies in the same lesson. ***Guides and forms are included in the Appendix.***
- b. **Assist:** Continue the tasks from the first week and add more interactions with individual students as well as group work.
- c. **Co-plan:** Continue co-planning, but add a component of independent planning for a starter, closer, or short activity. Discuss it with the mentor, then teach it.
- d. **Co-teach:** Continue co-teaching but take on a larger role with a single group of students, add an additional section by repeating the same activity, or teach the activity at a different grade level if there is an opportunity.

Let the mentor teacher know when candidates are ready to become more involved. She/he may hesitate to challenge you, so demonstrate enthusiasm and initiative. At the same time, candidates should be sensitive to the mentor teacher and do not attempt to take over the class too quickly.

## Weeks 3 & 4: Observe, assist, co-plan, independently plan, co-teach, and independently teach

Activities during Weeks 3 and 4 move you toward more independence with the students, but still under the close supervision of your mentor. In Week 4, you will take on more responsibility as you prepare to become the main instructor during Week 5.

- a. **Observe:** The observations in the third week are to combine classroom management strategies, instructional strategies, and assessment practices in the same lesson. ***Guides and forms are included in the Appendix.***
- b. **Assist:** In Week 3, candidates / continue the tasks from the first and second week and add more interactions with individual students as well as group work. By the end of Week 4, candidates

should be teaching fulltime – whole lessons, multiple classes, and/or multiple topics, depending on your student teaching placement.

- c. **Co-plan and independently plan:** candidates continue co-planning and independent planning for the main activity for multiple sections of the same class, different grade levels, etc., depending on your student teaching placement and the mentor teacher's teaching load. Always discuss ideas with the mentor teacher and supervisor. Week 5 should see candidates prepared to do a full teaching load.
- d. **Co-teach and independently teach:** Continue co-teaching and increase your independent teaching experiences in the class in any number of ways, such as
  - .
  - Divide the instructional time—one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.
  - One person may present the lesson content while the other one supervises the cooperative group work.

When candidates are teaching independently, the mentor teacher should be in the room with candidates, but as an observer, not a co-teacher.

### **Weeks 5-9: Full Responsibility for Teaching**

The period of full responsibility for teaching begins in week 5 and continues through Week 9. A gradual increase in teaching activities has led to this time of full responsibility. For at least 25 consecutive days during which school is in session, it is candidate's responsibility to plan and teach as the regular classroom teacher. Remember, that candidates will also perform all other duties related to teaching. The mentor teacher is still involved with checking candidates' plans, observing candidates teaching, and providing helpful feedback for improvement.

### **Week 10-Final Week: Scaling Back Responsibilities**

During the final week, the process is reversed from the first weeks of student teaching. The mentor teacher resumes her/his teaching responsibility throughout the week until she/he is again the main instructor. Candidates should continue to assist and observe until the end of the week.

**Note:** The following table is a list of candidates' assignments during the semester. Guidelines and/or forms related to each one are located in the Appendix. Any modifications are a decision to be made between candidates, mentor, **and** college supervisor.

## Assignment Timeline

Week	Assignment Due
Pre-placement 1	Attend Seminars Visit your placement school to meet your mentor teacher and the school's principal.
Pre-placement 2	
Pre-placement 3	
1	Journal Observations: Classroom Lesson plans:
2	Journal Observations: Lesson Plans:
3	Journal Observations: Lesson Plans:
4	Journal Observations Lesson Plans:
5: Mid-point	Journal Lesson Plans: Full Responsibility Mid-point reflection Mid-point Conference Clinical Experience Evaluation Survey
6, 7, 8, and 9	Journal Lesson Plans: Full Responsibility Assessment Analysis Technology Infusion Lesson Unit Plan Parent Contact Report <a href="#">Action research</a>
10: Final	Journal Lesson Plans: Partial Responsibility Final Reflection Final Conference Clinical Experience Evaluation Survey (CEES) E-Folio (Assignment uploads and Overall Reflection)
11: Post supervision	Complete all assignments and evaluations Complete uploads to E-Folio

## Course Expectations

### School Schedule

During this ten-week period, your student teaching begins at the time teachers are required to arrive at your school until the time teachers are released at the end of the day—**Sunday through Thursday**.

Candidates [are](#) not allowed to leave the school during the school day without the prior approval of the college supervisor. In case of illness or any other reason for absence, the candidate is responsible for informing the mentor teacher and the supervisor as soon as possible. Candidates, mentor teachers, and college supervisors should share their contact details such as e-mail, telephone or SMS at the beginning of the course.

### Student Teaching Seminar

A weekly seminar is scheduled for [candidates](#) to meet as a group. The topics for the seminar include accessing resources to deal with unexpected situations that arise during the student teaching, continued professional development, and Qatar University procedures required as part of each program, including the E-Folio.

### Seminar Attendance

The College of Education views seminar attendance as the responsibility of individual students, and [candidates](#) are expected to attend the weekly seminars, to be on time, and to complete all assignments as they are done in class. A minimum of 2-3 seminar sessions will be held **after** the close of the school placement but **before** the end of the semester to complete online requirements and to finalize paperwork and forms. University rules regarding absences will be followed. If an absence from Seminar is necessary, candidates should communicate with the seminar instructor(s) regarding the situation. [Failure to do so may lead to termination of the student teaching](#) (See appendix).

## Student Teaching Policies and Procedures

### School Attendance

Since the student teaching is a university course and is a required part of the college programs, the attendance policy—including the Seminar—is in accordance with Qatar University’s attendance policy, which is fully described in the QU Student Handbook. Some modifications to the University policy are in place.

- Three days’ absence for illness or other urgent circumstances are permitted. Candidates should make up the time. Sick leave should not exceed 7 days.
- If candidates miss a day or take permission for more than 2 hours, candidates must make up the time.
- If a serious condition requires that candidate miss an extended number of days, he/she should make sure to discuss it with the college supervisor **before** the absence, if at all possible. Arrangements can be made to complete the student teaching based on the specific situation.

Failure to attend student teaching and seminars without prior permission might lead to failure in the course.

### Holidays and Staff Development Days

During the student teaching period, candidates will observe the holidays scheduled by the school to which they are assigned, regardless of the holidays observed by Qatar University. Candidates are expected to be at school on staff development days and to participate in professional development programs when appropriate.

### Evaluations

Written documentation of candidates’ performance is vital and should be specific, systematic, and include suggestions for improvement. College supervisors and mentor teachers use the evaluation forms, found in the Appendix, for regular written evaluations. Making multiple copies of the completed evaluation forms allow them to be shared with candidates by both the college supervisor and the mentor teacher.

The supervisor and mentor teacher will each complete several evaluation forms regarding candidates’ progress. The Mid-point Evaluation is held during the fifth week on the progress to date. If have not made sufficient progress, a plan must be developed with collaboration among the mentor, the supervisor, and the candidate, and the plan must be signed by all members. This will be the guide for candidates continued progress during the second half of student teaching. The Final Evaluation (during the 10<sup>th</sup> week) is the summary evaluation and will be the focus of the Final Conference.

Candidates should review both evaluations. Sign and date them and make sure the evaluators also sign. Candidates and the evaluators each receive a copy of every completed form. These forms are added to the academic file when they are sent to Field Experience Unit after all signatures are added.

It is also requested that candidates, supervisors, and mentor teachers involved with student teaching assignments complete a program evaluation form in order to provide information about the strengths and weaknesses in the teacher preparation program. These program evaluation forms will be available in a Seminar session near the end of the semester.

- The college supervisor is responsible for evaluating candidates' performance in schools.
- The College of Education might form a committee to investigate the differences between mentor teacher and College of Education evaluations. The score approved by the committee will be assigned to the student teacher. The candidate has no right to object to the committee's decision.
- If the college supervisor notices that there is no progress in the candidate's performance, a specialized committee from the College of Education will evaluate the candidate two weeks before the end of the student teaching. The score approved by the committee will be assigned to the student teacher. The candidate has no right to object to the committee's decision.

## Re-Assignment or Termination of Student Teaching

The candidate must respect and abide by Qatar University and the school's instructions and rules. If a candidate is experiencing significant difficulty during the semester, there are procedures and practices that provide options. If either candidates or the college supervisor has serious concerns about the placement, the situation must be documented before any action can be taken. If the problems cannot be resolved with the mentor and school, and depending on the specific situation, the following alternatives are possible:

- Candidates might be re-assigned to another classroom for the remainder of the semester—possibly in another school.
- Candidates might withdraw with the option of repeating the student teaching the following semester.
- Candidate might stop the internship with a grade of "Incomplete." If and when you complete the requirements for the student teaching, the "Incomplete" can be changed to a full grade.
- If the candidate does not abide by Qatar University and the school's instructions and rules, and his/her mid-term evaluation is less than acceptable, the candidate will not complete the internship and will not be allowed to transfer to another school.

Sometimes a candidate is unable to finish his/her student teaching for a variety of reasons. On rare occasions, a candidate/ must be asked to leave the program completely. The following are the basis for such an action:

- If there is mutual consent and agreement by the candidate, cooperating school, and college supervisor for reasons of illness, injury, or other unforeseen problem.
- If the candidate cannot establish and maintain a satisfactory performance level in classroom instruction and management, and this continues after repeated conferences and support from the mentor teacher and college supervisor.
- If the candidate does not to abide by the policies of the cooperating school.
- If the candidate demonstrates unprofessional conduct towards supervisors, school personnel, or students.

If it becomes necessary to terminate a candidate's placement, specific policies and procedures are in place to finalize the process. Details of the process are outlined in the QU Student Handbook.

## Responsibilities – Student Teacher

### Dedication

- Make student teaching a top priority for the semester.
- Report to school on time, and remain until the designated end of the school day.

### Organization

- Turn in a weekly teaching schedule to your college supervisor. Notify him/her if changes occur in this schedule.
- Notify the school, the mentor teacher, and the college supervisor as soon as possible if absence due to illness is necessary.

### Preparation

- Provide the mentor teacher with copies of your written lesson plans in advance of your planned time to teach the lesson(s).
- Prepare all teaching materials/technology in advance to alleviate misuse of time and misbehavior of students.
- Read a variety of resource materials beyond the text materials in order to add enrichment to the lesson.
- Plan for the most efficient methods for carrying out classroom procedures and lesson transitions.
- Allow for flexibility in teaching by planning for interruptions or time constraints.

### Teaching

- Know and understand the major principles and concepts of the material to ensure high levels of teaching competence.
- Sequence instructional events to enhance student understanding.
- Observe the behavior and learning styles of students from diverse cultures in order to create a classroom atmosphere that enhances multicultural understanding.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Become competent in creating and using instructional materials and techniques that are consistent with the developmental level of the students.
- Present directions in a clear, sequential manner.
- Develop critical thinking by using higher-level questions.
- Choose a variety of assessment tools and teach students to use self-evaluation.
- Provide lesson activities that require cooperation and teamwork.
- Encourage creativity by accepting students' ideas to enrich class experiences.

### Student Relations

- Create and maintain a positive learning environment by demonstrating respect for each and every student.
- With the mentor teacher, develop a specific classroom management plan that complements both the existing plan and your strengths as a new teacher.
- Maintain a firm, but friendly relationship with each student.
- Be aware of the students' social and emotional needs.
- Be a respectful listener.

### Scholarship

- Be aware of opportunities to participate in discussions with other teachers about the profession of teaching.
- Be aware of current research in a field of education that interests you.
- Be aware of opportunities to extend student learning beyond the classroom and into the community.

- Continuously try to add new research-based strategies to your collection.
- Be aware of advances in formative and summative assessments and their effective application in the classroom.
- Be aware of and use resources and resource people already available at your placement school, e.g., IT specialist, librarian, school nurse or doctor, art and music teachers, etc.

### **Leadership**

- Wear appropriate professional attire.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Be discreet with any confidential information.
- Become familiar with Qatari school organizations and programs by attending school and/or parent meetings when appropriate.
- Attend all student teaching seminars.
- Collaborate with other faculty members or student teachers within your building in sharing instructional ideas, materials, and technology.
- Establish professional relationships by interacting with school personnel (administrators, faculty, and support staff), students, and parents.
- Be familiar with school policies and procedures.
- Be immersed in teaching experiences that allow for a smooth transition from the role of being the student to the role of being the classroom teacher.



## Responsibilities -- Mentor Teacher

### Dedication

- Be friendly but professional with your student teacher.
- Complete your evaluations and other paperwork in a timely fashion.

### Orientation

- Attend the QU Orientation with your student teacher.
- Orient the student teacher to:
  - The students
  - The school calendar and daily schedule
  - The building facilities and resources
  - The personnel – administrators, faculty, and staff
  - School policies and procedures
  - The nature of the community
  - Professional opportunities

### Preparation

- Prepare the classroom students to receive the student teacher as a professional co-worker.
- Prepare a workspace for the student teacher with a desk, chair, shelves, curriculum guides, and teaching materials.
- Discuss the new student teacher's placement with the college supervisor, and be sure to bring up any concerns.

### Teaching

- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching, as well as explaining the purpose of various strategies.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers' manuals, and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that you use, and how management is to occur when you and the student teacher are both in the classroom.
- Choose a specific time for planning together on a daily/weekly basis.
- Explain the methods of keeping records for attendance, tardiness, grades, conduct, and any others required by the school.
- Discuss emergency and health procedures, such as fire drills, sudden illness, and fighting.
- Guide the student teacher toward greater effectiveness by:
  - Monitoring effective use of time
  - Requiring written lesson plans in advance of teaching
  - Creating a climate that encourages questioning and self-reflection
  - Praising and encouraging
  - Keeping interactive lines of communication open
  - Discussing problems frankly, one at a time
  - Sharing professional experiences and materials
  - Capitalizing on the special interests, talents, and abilities of an student teacher in order to enrich the curriculum
  - Encouraging the use of alternative instructional and management techniques
  - Guiding the acceptance of varied school duties and tasks which represent a teacher's workload
- Allow the student teacher to assume full responsibility of the classroom instruction and management for at least five weeks during the semester.

- At some point during the student teacher's time with you, provide some specific guidelines on how to set up a classroom for the beginning of the year.

### **Scholarship**

- Promote daily interactive discussions with your student teacher; encourage reflective thinking about the strengths and weaknesses of his/her effectiveness in the planning and teaching process.
- Assist the student teacher in implementing recommendations received during the daily evaluation sessions.
- Confer with the college supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible.
- Allow the student teacher to have time to confer with the college supervisor following an observation.
- Write evaluations of the student teacher's progress and discuss them with him/her using the Lesson Observation Form found in the *Appendix*.
- Discuss your observations with the student teacher and suggest changes he/she might make to be more effective.
- Participate in a three-way evaluation conference with the student teacher and supervisor at the mid-point and final evaluations and conferences.

Use the weekly observation forms to support your evaluations using the Clinical Experience Evaluation Survey (CEES)

- at the mid-point and final three-way conferences.

### **Leadership**

- Accept each student teacher as an individual and refrain from comparing her/him with previous student teachers.
- Free the student teacher to attend all required College of Education Seminars, which are part of her/his clinical experience.
- Leave the student teacher alone in the classroom, so that she/he can feel independent and have the opportunity to learn from her/his mistakes. Be sure this occurs gradually, and indicate where you may be located in case of emergency.
- Introduce the student teacher to professional journals, resources, and organizations.
- Involve the student teacher in faculty and curriculum meetings, parent meetings, and parent/teacher conferences when appropriate.

## Responsibilities -- College Supervisor

### Dedication

- Allow sufficient time for both observations and feedback conferences.
- Provide useful, encouraging feedback to the student teacher.

### Orientation and Organization

- Orient your student teacher to your preferred method of contact.
- Visit the school to meet the mentor teacher and administrators.
- Contact the student teacher if you are unable to keep an appointment.
- Organize a collection of all the student teacher's work, including the CEES.
- At the end of the student teaching semester, turn in all documentation and forms to the Coordinator of the BED Programs.

### Preparation

- Meet the mentor teacher before the student teaching begins.
- Prepare a file of all forms and requirements the student teacher will need during the semester.
- Be aware of timelines regarding university forms that are due, as well as due dates of assignments.
- Become familiar with the BED Student Teaching Handbook.

### Teaching

- Participate in the student teacher orientation at the beginning of the semester, which emphasizes responsibilities (academic, moral, ethical, legal) and provides the information needed to make a smooth transition from being a university student to being a successful teacher.
- Participate in an orientation for mentor teachers to provide information concerning the program, required responsibilities, and effective communication with the student teacher, and college supervisor.
- Share information with student teachers about professional development opportunities in the community.

### Scholarship

- Observe, assess, and evaluate student teachers at least five (5) times during the student teaching placement regarding teaching, planning, management, and professionalism.
- Guide the student teacher's growth in reflective thinking and self-evaluation.
- Evaluate the student teacher's lesson plans and provide written feedback.
- Document thoroughly any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management.
- Plan an intervention if there are problematic areas that need special attention. A copy of any plans resulting from the intervention shall be submitted to the program coordinator as soon as all parties have signed the plan.
- Participate in a three-way evaluation conference (at least 20 minutes) with the student teacher and mentor teacher at the mid-point and end of the semester.
- Complete mid-point and final evaluations with the mentor teacher of each student teacher and write recommendations and/or summaries.
- Evaluate completed assignments and score all online submissions.

# Appendices

### Attendance declaration form

Since the student teaching is a university course and is a required part of the college program, candidates should abide by the attendance policy and procedures as follows:

- The course starts ---- and ends -----
- Three days' absence for illness or other urgent circumstances are permitted. Candidates should make up the time in the eleventh week.
- If candidates miss a day or take permission to be absent for more than 2 hours, candidates should make up the time.
- In case of absence due to health issues, the student is allowed to be absent with a documented medical report from Hamad hospital for 7 days which must be made up after the end of the student teaching weeks (in the eleventh week). If the Sick leave is more than 7 days, this might lead to failure in the course
- In case of being absent for 25% of the number of Seminar hours, the candidate will get half of the assigned grade in Seminar. If the candidate misses/is absent more than that, he/she will get a zero as a grade in Seminar.

Name..... Date.....Signature.....

## Lesson plan

		اسم الطالب Student Name		Article I. اسال مدرسة School Name
	المادة / الوحدة Subject/ Unit	اليوم / التاريخ Day/ date		المادة / الوحدة Subject/ Unit
		عنوان الدرس Lesson Title		المعلم المساعد Mentor Teacher

مصادر التعلم Resources (Used in planning)		معايير المناهج التعليمية Qatar Standards	
اكتب أرقام الصفحات Write pages numbers	كتاب الطالب Student Text Book	اكتب رقم ونص المعيار Write out the Qatar Standard and provide number and letter where appropriate.	
اكتب أرقام الصفحات Write pages numbers	كراسة التمارين/ الأنشطة Workbook/ Activity Book		
اذكر عناوين الكتب المستخدمة، أو أية مصادر أخرى تم استخدامها لبناء الدرس Write other supportive books or resources used within the lesson	مصادر التعلم المساندة Supportive learning resources		
المصطلحات والمفاهيم الرئيسية Terminologies and Basic Concepts		الوسائل التعليمية Materials (Used in teaching & learning)	

حدد المصطلحات والمفاهيم الرئيسية في الدرس

Identify terminologies and basic concepts in the lesson

حدد الأدوات التعليمية والتكنولوجية اللازمة للنشاط.

Identify the quantity of various materials needed for the activity. Do not forget multimedia equipment when needed.

أنشطة التعليم والتعلم Teaching and Learning activities				
الزمن Time	التهيئة Activating Prior Knowledge/Focus/Motivation			
	ضمن الدرس بعض الأمور التي تحفز المعرفة السابقة للطلاب، حاول اجتذابهم وتحفيزهم للتعلم، قد يكون هذا في شكل سؤال أو عرض مبسط لشيء، ولكن تأكد أن هذا العمل يرتبط بهدف الدرس. بعد النشاط الأولي قم بذكر هدف الدرس للطلاب :اقتراح Include something to activate students’ prior knowledge and capture students’ interest and motivate them for learning. This may be in the form of a question or a demonstration. Be creative, but make sure it connects to the overall lesson objective. Suggestion: <b>After</b> the focus activity, state the lesson’s objective to students.			
الأنشطة الرئيسية Basic activities				
الزمن Time	التقويم من أجل التعلم التقويم البنائي Assessment for Learning (formative assessment)	أنشطة الطالب التعليمية Student Activities	طرق وأساليب تدريس المعلم (الاستراتيجيات التعليمية) Teacher Strategies	أهداف التعلم Objective(s)
	اشرح كيف ستتم عملية تقويم الطلاب، وتقديم جميع المواد اللازمة له. وتقديم سلم التقدير او اية قوائم مستخدمة. Explain how you plan to assess students, and include any materials that are needed. Include the scoring rubric you would use for evaluation purposes or observational	في حالات التعليم المباشر يمكن توجيه الطلاب من خلال نماذج أو أمثلة، ثم ممارسة النشاط بشكل مستقل، وإذا كان الطلاب يستكشفون يعرض النشاط أولاً، ومن ثم تسمح للطلاب بشرح النتائج، واتباعها بالأسئلة، وتوضيح بعض النقاط الضرورية المتعلقة بالمحتوى، أو تقديم حلول استنادا إلى خبرات الطلاب والأسئلة. In direct instruction situations, students may be guided through models or examples, then provided independent practice. If students are exploring and investigating an activity first, you may allow students to explain results, follow with questions, and then make points necessary	بين كيفية القيام بالنشاط من خلال وصف الاستراتيجيات التعليمية المستخدمة، مع مراعاة التنوع في طرق التدريس، مثل التعلم التعاوني، الاستقصاء ، و التعلم بالاكشاف ، .... ودمج المحتوى والتكنولوجيا في التعليم إلى أقصى حد ممكن. Describe instructional strategies to be used. Indicate how the activity should be done. Keep in mind to use cooperative learning, methods of inquiry, or investigation when possible and to integrate content areas and technology in instruction as much as possible in activities.	أذكر هنا ما تتوقع من الطلاب معرفته وتطبيقه بعد الانتهاء من الدرس State what you expect students to know and be able to do <b>after</b> completing the lesson.

	checklists when appropriate. (Be sure to match objectives to assessments.)	relating to particular content information or expected solutions based on student experiences and questions.		
	<p>حاول انتهاء الدرس، قم بذكر الأهداف مرة أخرى، ومن الممكن تلخيص الأفكار الرئيسية المقدمة أو الطلب من الطلاب الإجابة عن بعض الأسئلة للتحقق من مدى فهم الطلاب للمفاهيم الأساسية التي قدمت في الدرس.</p> <p>Bring the lesson to a close. Restate the instructional objective. You may want to summarize activities or ask students to respond to questions to check for student understanding of the basic concepts addressed by the activity.</p>			الغلق Closure
	<p>حدد الواجبات والتكليفات التي سيقوم الطلبة بتنفيذها في المنزل وحدد المصدر المستخدم، .... أو أية إرشادات مهمة لتنفيذ الواجب</p> <p>Identify the homework assigned to students to be conducted at home, its resources, ... or any important guidelines to complete the homework.</p>			الواجب Homework
	<p>أو قوائم (Rubric) كتقويم ختامي لكافة أهداف التدريس التي تم التخطيط لها، واذكر أية مواد لازمة لذلك، وَضَمِّنْ تَقْيِيمَكَ مَعْيَارَ التَّقْيِيمِ المستخدم لأغراض التقييم ) اشرح كيف تخطط لتقييم الطلبة الرصد أو غيرها .....عندما يكون ذلك مناسباً وتأكد من مطابقة الأهداف لعمليات التقييم</p>			التقويم الختامي



			Summative assessment
التربية القيمية والثقافة الأسرية الوجدانية إن وجدت (الأهداف Value Education & Family Literacy Objectives (affective domain, if available)	تسهيلات الدمج (الدعم الإضافي) إن وجد Inclusive facilities for students with special needs ( additional support/ if available)	الأنشطة الإثرائية/ تمديد الدرس Enrichment Activities/ Lesson Extension	التمايز / التعديلات / الفروق الفردية Differentiation/Modifications Individual differences
<p>وضح الأهداف التي ستسعى لتحقيقها في المجال الوجداني ( مثل بناء اتجاهات إيجابية نحو .....، أو تنمية قيم .....</p> <p>Identify the objective(s) you will address in the affective domain such as building positive attitudes towards ..... , developing values .....</p>	<p>في حال وجود طلبة من ذوي الاحتياجات الخاصة/ وضح التسهيلات و الإجراءات المتبعة لدمج الطلبة أو أي دعم إضافي يقدم للطلبة من ذوي الاحتياجات الخاصة</p> <p>In case there is/are student/s with special needs, explain the facilities and procedures for the integration of those students or any additional support offered for students with special needs.</p>	<p>اقترح سبل لتوسيع النشاط للطلاب، اذكر ما يمكن أن يفعله الطالب لتطبيق المفاهيم والمهارات العملية التي تعلمها مع ويمكن استخدام هذه الأنشطة للطلاب الذين أوضاع جديدة لا يتم تدريس أي .إنهوا العمل وعلى استعداد للمضي قدماً، معلومات جديدة هنا - الطلاب يقومون فقط بتطبيق ما تعلموه في الدرس ضمن سياق جديد</p> <p>Suggest ways to extend the activity for students. Indicate what students could do to apply the concepts and process skills learned to new situations. This can be used as extended activities for students who complete work and are ready to move on. No new information is taught here—students are applying what they have learned in the lesson to a new context.</p>	<p>اقترح ما الذي ستفعله لمراعاة الفروق الفردية أو تعديل الدرس للطلاب ذوي الاحتياجات المختلفة، أو ماذا ستفعل للطلاب الذين يواجهون صعوبة في فهم المفاهيم والمهارات التي تدرس في الدرس أو بحاجة إلى دعم إضافي.</p> <p>Suggest what you will do to differentiate or modify the lesson for students with diverse needs. What will you do for students who are having difficulty understanding concepts or skills taught in the lesson or need additional support?</p>
التأمل الذاتي للمعلم			
<p>يتم بعد الإنتهاء من تدريس الدرس التفكير في التدريس الخاص بك، قد تفكر في معالجة الأسئلة التالية:</p> <p>1- ما الأمور التي سارت على ما يرام في الدرس، ولماذا تعتقد أنها سارت على ما يرام؟</p> <p>2- ما يمكنك القيام به لتحسين الدرس في المرة القادمة؟</p> <p>3- كيف تم تقييم تعلم الطلاب؟</p>			
المعايير المهنية للمعلمين			
<p>الطلبة تحصيل و أداء لتطوير 1. التخطيط <input type="checkbox"/></p> <p>ممتعلمين. تطويرهم و التعلم عملية في الطلبة إشراك <input type="checkbox"/> 2.</p> <p>للتحدي. ومثيرة وداعمة أمانة تعلم بيئة 3. توفير <input type="checkbox"/></p>			

4. الأداء لتحسين التقييم بيانات واستخدام الطلاب تعلم تقييم ☐ 4.
- المستمر. التطوير المهني في والمشاركة الجودة عالية مهنية ممارسات إظهار ☐ 5.
- والمجتمع. الأمور أولياء مع الفاعلة الشراكة على 6. الحفاظ ☐

### Lesson Plan Rubric

السلم التقييمي لخطة الدرس

Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Qatar Curriculum Standards معايير المناهج القطرية	QNCP standards are identified but are clearly inappropriate in number, grade and/or topic. تم التعرف علي عدد من معايير المناهج القطرية ولكنها غير مناسبة بصورة جلية في العدد ولا تتماشى مع الصف الدراسي و الموضوع	QNCS standards are identified but either are inappropriate in number or do not match the grade or topic well. تم التعرف علي عدد من معايير المناهج القطرية ولكنها اما غير مناسبة في العدد تتماشى مع او لا الصف الدراسي و الموضوع	An appropriate number of QNCS standards are identified; most match grade and topic. تم التعرف علي عدد مناسب من معايير المناهج القطرية و معظمها تتماشى بصورة واضحة مع الصف الدراسي و الموضوع	An appropriate number of QNCS standards are identified and clearly match grade and topic. تم التعرف علي عدد مناسب من معايير المناهج القطرية و هي تتماشى بصورة واضحة مع الصف الدراسي و الموضوع
Instructional Objectives أهداف التدريس	Objectives are not aligned with standards or assessments AND are not measureable. Objectives are below developmental level for most students (are not challenging). لا تتماشى الاهداف المصاغة مع المعايير أو اساليب التقييم ولا يمكن قياسه. الاهداف المصاغة أقل من مستوى تطور أداء	Stated objectives are not aligned to standards and assessments OR are not measureable. Objectives may not be challenging for all students. لا تتماشى الاهداف المصاغة مع المعايير وأساليب التقييم أو لا يمكن قياسها. الاهداف المصاغة قد لا تثير التحدي.	Stated objectives are aligned with standards and assessments, but all are not measureable. Most objectives represent high standards of content for all students. تتماشى الاهداف المصاغة مع المعايير وأساليب التقييم ولكنها جميعا لا يمكن قياسها. معظم الاهداف تمثل مستوى عال من	Stated objectives are aligned with standards and assessments and describe measureable goals. Set of objectives clearly represent high standards of content for all students. تتماشى الاهداف المصاغة مع المعايير وأساليب التقييم وتصف أهدافا يمكن قياسها. جميع الاهداف تمثل بشكل واضح

Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	أغلبية الطلبة (لا تثير التحدي)		المحتوى لجميع الطلبة	مستوى عال من المحتوى لجميع الطلبة
Materials المواد	Materials are insufficient in number or are not be appropriate to students' level or to the topic. المواد التعليمية غير كافية من حيث العدد أو غير مناسبة لمستوى الطلاب أو الموضوع	Materials are insufficient in number and or contribute only slightly to the lesson. المواد التعليمية غير كافية من حيث العدد تساهم بصورة و/أو طفيفة في الدرس	Materials are adequate in quality and number, appropriate to students' level and to the topic. تتميز المواد التعليمية بأنها مناسبة من حيث الجودة و مناسبة لمستوي الطلاب والموضوع	Materials are high quality and clearly enhance the lesson. They are adequate in number and appropriate to students' level. تتميز المواد التعليمية بأنها عالية الجودة و تدعم الدرس بصورة فهي كافية. واضحة من حيث العدد و مناسبة لمستوي الطلاب
Resources المصادر	Resource list has many important omissions and no supportive resources. يوجد بقائمة المصادر اشياء كثيرة محذوفة و لا يوجد مصادر داعمة	Most required resources are named, with only minor omissions. Supportive resources are lacking تسمية معظم المصادر المطلوبة، مع وجود بعض الاشياء الغير موجودة الثانوية تنقص الخطة . المصادر الداعمة	All required resources and some additional resources are identified, although the list lacks variety in type of resources identified. جميع المصادر المطلوبة و الاضافية تم التعرف عليها بالرغم من ان القائمة ينقصها التنوع في نوع المصادر	All required resources and additional supportive resources are identified; جميع المصادر المطلوبة و الاضافية تم التعرف عليها، و تم تضمين انواع متعددة من المصادر (مطبوعة، إلكترونية، مادية)

Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Activating Prior Knowledge/ Focus/ Motivation تنشيط الخلفية اثارة المعرفة الدافعية	Prior knowledge is not activated or activity is not related to objectives. لم يتم تنشيط المعرفة السابقة او النشاط لا يرتبط بالأهداف	Prior knowledge is somewhat activated, but the relationship to objectives is weak. تم تنشيط المعرفة السابقة الى حد ما، ولكن العلاقة بينها وبين الاهداف ضعيفة	Prior knowledge is activated through a specific technique related to objectives. تم تنشيط المعرفة السابقة من خلال اجراء محدد مرتبط بالأهداف	Prior knowledge is activated through a specific engaging technique that is clearly related to objectives. تم تنشيط المعرفة السابقة من خلال نشاط يدمج الطلاب و مرتبط بصورة واضحة مع الاهداف
Technology التكنولوجيا	Technology use distracts from learning objectives. استخدام التكنولوجيا لا يتماشي مع اهداف التعلم	Use of technology to support lesson objectives by the teacher is limited; no use of technology by students. استخدام التكنولوجيا لدعم اهداف الدرس من جانب المعلم محدود، ولا يستخدم الطلاب التكنولوجيا	Appropriate use of technology by teacher or students supports learning objectives. Shows willingness to use supportive ICT. يدعم الاستخدام المناسب للتكنولوجيا من جانب المعلم أو الطلاب أهداف التعلم. يظهر استعدادا لاستخدام وسائل تكنولوجيا مساعدة.	Creative use of technology by students clearly supports learning objectives. Clearly demonstrates willingness to adopt the most appropriate ICT resources. هناك استخدام مبدع للتكنولوجيا من جانب الطلاب وهذا الاستخدام يدعم بصورة واضحة أهداف التعلم. يثبت بشكل واضح استعدادا لاستخدام المصادر التكنولوجية المناسبة
Teacher Strategies	Instructional strategy is poorly described and is	A single instructional strategy is	More than one learning strategy is	Instructional strategies are clearly

Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
استراتيجيات التدريس	not appropriate for the learning objectives. Does not show disposition toward the learning of all students. تم وصف الاستراتيجيات التدريسية بصورة ضعيفة وهي ليست مناسبة لاهداف التعلم. لا يظهر توجهاً مهنياً اتجاه تعلم الطلبة	described that is appropriate for learning objectives but is not inconsistent with the belief that all students can learn. تم وصف استراتيجيه واحدة و هي مناسبة لاهداف التعلم ولكنها لا تتماشى مع فكرة أن جميع الطلبة بإمكانهم التعلم	described; the set of learning strategies is appropriate for learning objectives. Is consistent with the belief that all students can learn. تم وصف أكثر من استراتيجية واحدة، وتتناسب مجموعة الاستراتيجيات التدريسية مع اهداف التعلم. وتتماشى مع حقيقة أن بإمكان جميع الطلبة التعلم	described, varied, and clearly support learning objectives. Shows a commitment to the belief that all students can learn. تم وصف الاستراتيجيات التدريسية بصورة و هي واضحة متنوعة و تدعم اهداف التعلم بصورة واضحة ويظهر التزاما لحقيقة أن بإمكان جميع الطلبة التعلم
Student Activities الانشطة الطلابية	Student activities • Include a single mode of interaction (E.g., visual, auditory, or kinesthetic), • Do not encourage students to ask questions, and • Offer limited conceptual and cognitive development يستخدم مهارة واحدة فقط. لا يشجع الطلبة على الأسئلة.	Student activities • Include a single mode of interaction (E.g., visual, auditory, or kinesthetic), • Minimally encourage students to ask questions of the teacher but not other students, and • Offer limited conceptual and cognitive development يستخدم نوع واحد -	Student activities may • Include multiple modes of interaction (E.g., visual, auditory, or kinesthetic), • Encourage students to ask questions of the teacher but not other students, and • Enhance conceptual and cognitive development	Student activities • Include multiple modes of interaction (E.g., visual, auditory, or kinesthetic), • Encourage students to ask questions of the teacher and other students, and • Enhance conceptual and cognitive development appropriate to the subject area.

Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	<p>يشجع على تعليم المفاهيم بشكل محدود جدا</p>	<p>حركية (من المهارة أوسمعية أو بصرية) يشجع الطلبة على طرح الاسئلة للمدرس بشكل محدود ولا يشجع على طرح الاسئلة البينية يشجع الوعي المفاهيمي بشكل محدود.</p>	<p>appropriate to the subject area. - ينوع في المهارات (بصرية أو سمعية) أو حركية) يشجع الطلاب على الاسئلة للمعلم ولكن ليس للطلبة. يشجع على تطوير الوعي المفاهيمي المناسب لموضوع الدرس</p>	<p>وتشمل على تنوع المهارات - (بصرية) حركية/سمعية/ يشجع الطلبة على طرح الاسئلة على المعلم والطلاب. يشجع على تطوير الوعي المفاهيمي المناسب لموضوع الدرس</p>
Modifications/ Differentiation التنوع والتمايز	<p>A strategy to help students with a single type of need is identified, or strategies identified are not appropriate. يقوم بتحديد استراتيجية واحدة لنوع من الحاجات أو يقوم بتحديد استراتيجيات عديدة ولكنها غير مناسبة.</p>	<p>Multiple strategies to help students with a single type of need are identified; most are appropriate يقوم بتحديد استراتيجيات متعددة لتعليم الطلاب ضمن نوع واحد من الاحتياجات ومعظمها مناسبة.</p>	<p>Multiple and appropriate strategies to help students with diverse needs are identified. يحدد استراتيجيات عديدة ومتنوعة لمساعدة الطلبة في التعلم بحسب احتياجاتهم المختلفة</p>	<p>Multiple and appropriate strategies to help students with diverse needs are identified and explained. يحدد ويشرح استراتيجيات عديدة، متنوعة ومناسبة بحسب احتياجات الطلاب المختلفة</p>
Lesson Extension شمولية الدرس (التوسع بالدرس)	<p>Extension repeats but does not offer application in a new context. يعيد تكرار ذات الموقف ولا يعطي الطلبة الفرصة لتطبيق ما تعلموه في ظروف مشابهة.</p>	<p>Extension includes limited opportunities for students to apply the information, concepts, or skills in a similar context. يعطي فرصا محدودة لتطبيق ما تعلمه الطلاب من مفاهيم</p>	<p>Extension includes opportunity for students to apply the information, concepts, or skills in a new context. يعطي الفرصة للطلاب لتطبيق ما</p>	<p>Extension includes one or more opportunities for students to apply the information, concepts, or skills in new and authentic situations or contexts.</p>

Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
		ومعلومات ومهارات في مواقف مشابهة	تعلموه من المفاهيم والمعلومات والمهارات في مواقف جديدة	يعطي فرصا متعددة للطلاب لتطبيق ما تعلموه من مفاهيم ومعلومات ومهارات في مواقف مشابهة أو ظروف حقيقية
Closure الخاتمة	Closure by teacher ends the lesson, but does not summarize or clarify learning. الخاتمة فقط تنهي الدرس ولا تلخص أو توضح شيء.	Closure by teacher summarizes the lesson and clarifies points. تختصر الخاتمة - على قيام المعلم بتلخيص الدرس وتوضيح بعض النقاط	Closure includes an opportunity for a limited number of students to summarize the lesson, respond to questions, connect to previous learning, or anticipate new learning. تعطي الخاتمة فرصة لكل طالب لتلخيص الدرس والاجابة عن الاسئلة وربط التعليم الحالي بالسابق والتنبؤ بالتعليم المستقبلي	Closure includes an opportunity for all students to summarize the lesson, respond to questions, connect to previous learning, or anticipate new learning. تعطي الخاتمة فرصة لكل طالب لتلخيص الدرس والاجابة عن الاسئلة وربط التعليم الحالي بالسابق والتنبؤ بالتعليم المستقبلي
Assessments التقييم/التقويم	Assessment does not align with lesson objectives or does not provide feedback on each student. لا تتفق أدوات التقييم مع محتوى الدرس	Assessment provides feedback for each student and is aligned with most of the lesson's objectives in	Assessment provides feedback for each student and is aligned with the lesson standards and objectives in	Assessments clearly align with the lesson standards and objectives in content, mode (way it was taught), and



Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	وأهدافه ولا تعطي تغذية راجعه لكل طالب	content. يتفق التقييم مع معظم اهداف الدرس ومحتواه والتغذية الراجعة تكون من المدرس للطلبة فقط	content, and cognitive level (Bloom's taxonomy). يتفق التقييم مع - معطيات الدرس ومحتواه واسلوب التدريس وهرم بلوم ولكن التغذية الراجعة تكون لكل طالب فقط وليس للمعلم.	cognitive level (Bloom's taxonomy); provides focused feedback for teacher and every student. تتفق ادوات التقييم مع معطيات الدرس وأهدافه ومحتواه وطريقة التعليم والمستوى الذهني وتكون التغذية (بلوم) الراجعة هادفة للمعلم ولكل طالب
Reflective Evaluation of Lesson (Added after the lesson is presented). التأمل (بعد إعطاء الدرس)	Reflection is shallow, focusing on unimportant aspects of the lesson. - يكون التأمل ضعيفا جدا بحيث يركز على أمور غير ذات أهمية للدرس.	Reflection focuses on the design and delivery of the lesson, identifying strengths and areas for improvement, but does not reflect on student learning. - يقتصر التأمل على التمعن في تصميم الدرس وطريقة التدريس محددا نقاط القوة وتلك التي تحتاج الى تطوير ولا يتعرض لمدى تعلم الطلاب .	Reflection discusses student learning and strengths and areas for improvement in lesson design and delivery. - يناقش التأمل مدى تعلم الطلبة ونقاط القوة في الدرس والامور التي تحتاج الى تطوير في تصميم الدرس وطريقة التدريس .	Reflection demonstrates thoughtful consideration of the lesson is terms of student learning, identifying strengths and areas for improvement in lesson design, lesson delivery, and student engagement and achievement. - يشمل التأمل على اعادة النظر بشكل واع بمجريات الدرس ومدى فائدته في تعليم الطلبة وتحديد نقاط

Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
				القوة في الدرس وطريقة التدريس ومدى تفاعل الطلاب وانجازاتهم.

## Weekly Teaching Schedule

**Note:** Fill in this form and give it to your college supervisor, as soon as you know your schedule, so that he/she can schedule observations and visits. **Provide an updated schedule** every week. (Highlighted spaces do not need to be completed every week.)

Candidate's Name \_\_\_\_\_

Mentor Teacher \_\_\_\_\_

School Name \_\_\_\_\_

Principal's Name \_\_\_\_\_

Grade Assigned \_\_\_\_\_ Subject \_\_\_\_\_

Telephone: Home \_\_\_\_\_ School \_\_\_\_\_

E-mail address \_\_\_\_\_

Arrival time at school \_\_\_\_\_ Departure time \_\_\_\_\_

Block #/Time	Sunday	Monday	Tuesday	Wednesday	Thursday
1.					
2.					
3.					
4.					
5.					
6.					
7.					

## Student teacher Observation Guidelines And Forms

(Used When Observing Other Classrooms)

### Task 1: Observing Classroom Management

Several factors should be noted during these observations: What is the general atmosphere of the classroom itself? What kind and how many interpersonal actions take place?

General classroom environment

How does the classroom feel – inviting or unfriendly?

How are samples of student work displayed throughout the classroom?

How are artifacts of the subject area displayed? (e.g., Does it look as if Arabic is taught and learned in the classroom?)

What kind and how many interactions occur in the classroom? How can interactions be more effective in supporting student learning and understanding?

Teacher-to-student: How much talking is done by only the teacher during the lesson? Is the talking filled with questions or factual information?

Student-to-teacher: How much of an opportunity do the students have to ask questions of the teacher, or are the students merely providing simple answers to closed-ended questions?

Student-to-student: How much and what kinds of opportunities do students have to work collaboratively or to talk to each other about the topic?

**Application:** Select at least one management technique that you will implement and report on your progress during Seminar.

Time	Management Technique or Skill	Comment
Environment		
	General impression of the classroom	
	Display of students' work	
Interactions		
	Teacher-to-student	
	Student-to-teacher	
	Student-to-student	

### Task 2: Observing Instructional Strategies

During the observations of instructional strategies, the focus should be on the lesson structure and how deeply students are engaged in the lesson.

Lesson structure

Does the lesson plan include a variety of ways to involve students in active learning?

Is teacher following the lesson plan?

Does the lesson include specific strategies for student's diverse needs (rather than just "fast, average, and slower" learners)?

Student engagement

How are students actively participating in the lesson?

How are students working together?

How frequently does the teacher ask open-ended questions?

**Application:** Select at least one instructional strategy that you will implement and report on your progress during Seminar.

Time	Instructional Strategies	Comment
Lesson structure		
	Active learning	
	Alignment to lesson plan	
	Differentiation	
Student engagement		
	Student participation	
	Student collaboration	
	Open-ended questioning	

### Task 3: Observing Assessment Practices

Both formative and summative assessments should be observed and applied for the third task.

Examples of uses for formative assessments

To determine the level of a student's understanding, and then adjust the instruction to meet the student's needs.

For the teacher's self-assessment in presenting the lesson – Am I presenting the information in a way that students are following?

Examples of types of formative assessments

Open-ended questions

Graphic organizers

Activity or lab worksheets

Exit cards

Examples of uses of summative assessments

Students' grades

Student motivation

School reports

Time	Assessment Practices	Comment
Formative assessment		
	For student understanding	
	For teacher self-assessment	
Identify types		
	Yes/No	Yes/No
Open-ended questions		Worksheets
Closed-ended questions		Exit cards
Summative assessment		

## Lesson Observation Form

Student teacher's Name \_\_\_\_\_  
 Grade \_\_\_\_\_ Subject \_\_\_\_\_  
 Observer's Name \_\_\_\_\_ Date/Time \_\_\_\_\_  
 Observer's Role: \_\_\_\_\_ Mentor \_\_\_\_\_  
 College Supervisor

This observation form is to be used by the mentor teacher for daily lessons and observations. It may also be used by the college supervisor for visits to the intern's classes. All the criteria are applicable to diploma students and to students in the Special Education program in both classroom and resource room settings. Please check the most appropriate box

Pre-observation Planning		Yes		No	Evidence
Lesson plans are submitted to mentor and supervisor with enough time for feedback.					
Lesson plans address all elements of the QU LP/IEP format.					
Please use the next four point scale for the indicators below: Mark <b>Constantly Obs</b> (Constantly Observed) if the behavior was incorporated throughout the lesson. Mark <b>Satisfactory Obs</b> (Satisfactory Observed) if you specifically saw the behavior. Mark <b>Obs with Improvement</b> (Observed but needs improvement) if you specifically saw the behavior. Mark <b>Not Obs</b> (Not Observed) if you did not see the behavior at all during the lesson.					
Classroom Observation	Const antly Obs	Satisf actory Obs	Obs with impr ovem ent	Not Obs	Evidence
<b>Preparation, Organization, and Management</b>					
<i>Beginning of the lesson</i>					
Materials are prepared and ready to use.					
Is prepared to begin class on time.					
Quickly focuses students' attention on the topic.					
States lesson objectives at the beginning of class.					
Reviews material from previous class.					
<i>During the lesson</i>					
Encourages students to question and respond.					
Provides constructive feedback.					
Calls on and responds to students by name.					
Encourages students as well as prevents or handles misbehavior by continually moving around the classroom.					
<i>Finishing the lesson</i>					
Summarizes main points of the lesson.					
Reminds students of assignments, etc.					
Ends lesson without rushing.					

Instruction and Strategies <i>Content</i>	Constantly Obs	Satisfactor y Obs	Obs with improvement	Not Obs	Evidence
Explains concepts clearly.					
Presents the same information more than once and in various modes.					
Relates information to previous knowledge.					
Relates information to past, present, and/or future.					
Presents information in the context of students' lives.					
Demonstrates relationships between different concepts.					
Distinguishes between factual and nonfactual information.					
Clearly identifies opinions.					
Shares up-to-date information in the subject area.					
<b>Strategies and Processes</b>					
Explains difficult content in more than one way.					
Type(s) of learning groups observed: (Mark all that apply)					
Individual					
Pair					
Small group					
Whole class					
Evidence of differentiation: Identify specific evidence on a separate sheet (Mark all that apply)					
<b>Content:</b> e.g., materials with varied readability levels, multiple ways to access ideas or information					
<b>Process:</b> e.g., different homework, tasks in multiple formats, options about how to work (alone, in pairs, etc.)					
<b>Products:</b> e.g., choice of multiple ways of demonstrating learning (essay, model, etc.), variety of assessment tasks.					
Asks questions to gain and hold students' attention.					
Uses sufficient "wait-time" when asking questions of students.					
Encourages students to answer each other's questions.					
Provides frequent feedback.					
Demonstrates enthusiasm for the class and the subject.					
Supports students' use of technology.					
Teaches content that matches the students' developmental level.					



Applies teaching strategies that are appropriate to the content identified in the lesson plan.					
--	--	--	--	--	--

Teaching /Learning technique(s) observed: (Mark all that apply)					
Lecture					
Group work (any size group)					
Student presentations					
Teacher-student discussion					
Interactive lab or activity (With worksheets related to hands-on activity)					
In-class writing (Not worksheets)					
Individual worksheets					
<i>Assessments and Evaluations</i>					
Misunderstandings and gaps in information are diagnosed through frequent questioning.					
Questions are drawn from a variety of cognitive levels (Bloom's Taxonomy).					
Assessments (formative and summative) match standards, instruction, and lesson plan/IEP objectives.					
Test (if present) matches standards, instruction, and lesson plan/IEP objectives.					

### Lesson Observation Form

Observer comments:

Student teacher comments:

Student Teacher Signature: \_\_\_\_\_

\_\_\_\_\_  
Date: \_\_

Observer Signature: \_\_\_\_\_

\_\_\_\_\_  
Date: \_\_

تقييم الأداء في التدريب الميداني- التعليم الابتدائي

## CEE B.Ed & DP. in Primary Education

**Created With:** Taskstream - Advancing Educational Excellence

\* = Response is required

\* **Student teacher's Name** (اسم الطالب المعلم)

\* **Evaluator** المُقيّم:

- ☒ Self Assessment تقييم ذاتي
- ☐ Mentor Teacher المعلم المعاون
- ☐ College Supervisor مشرف الكلية

\* **Evaluator Name** (اسم المقيم)

\* **Subject** المادة

\* **Grade** الصف

### Important هام جداً

Please note that successful completion of the clinical experience requires that a candidate score at satisfactory level ((3.0) or above on at least 7 of the 8 unit learning outcomes. If by mid-term a candidate is not at this level, a remediation plan must be filed.

يرجى ملاحظة أن الانتهاء من التدريب الميداني بنجاح يتطلب أن يحقق الطالب المتدرب درجة مقبولة ( 3.0 فأكثر) في 7 على الأقل من 8 لمخرجات تعلم الكلية. وإذا حقق الطالب مستوى أقل من ذلك في التقييم النصفى؛ فيجب أن يكون هناك خطة علاجية قد تم صياغتها وتنفيذها، وترفق مع هذا النموذج.

### Instructions تعليمات

Please mark the number that matches your observation for that item. Add the points together for a total score. A conversion tool is available to calculate percentages from the raw

يرجى وضع علامة على الرقم الذي يطابق ملاحظتك حسب كل عبارة، ثم اجمع نقاط التقييم مع بعضها للحصول على الدرجة الكلية. وتتوفر طريقة لتحويل الدرجة الخام الى نسبة مئوية

## Part I: Classroom Performance (الأداء الصفّي)

### A. LESSON PLANNING AND MATERIALS أ. التخطيط للدرس والمواد التعليمية

\* **1. Innovative and flexible learning experiences are structured for individuals and group of students. (Evaluate on written lesson plan.)** (قيم) يصمم خبرات تعليمية مبتكرة ومرنة للأفراد ولمجموعة من الطلبة. بناءً على خطة الدرس المكتوبة

**Response Legend:**

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
1.1 Identifies learning goals in Curriculum Standards and school-based curricula or IEP. يحدد الأهداف التعليمية لمعايير المنهاج والمقررات التعليمية المرتبطة بالمدرسة أو ببرنامج التعليم الفردي					
1.2 Designs learning experiences suitable to students' developmental level. يصمم خبرات تعليمية مناسبة لمستوى تطور الطلبة.					

1.3 Plans and incorporates accommodations and modifications for special needs students. يضع الخطط اللازمة مع التعديلات التي تلائم الطلبة من ذوي الاحتياجات الخاصة.

1.4 Designs learning and teaching strategies that are innovative and flexible يقوم بتصميم طرق تعلم وتعليم مبتكرة ومرنة

1.5 Integrates teaching materials and resources in lesson development يدمج أدوات التدريس والمصادر في عملية تطوير الدرس

1.6 Designs lessons based on previous student learning by monitoring, assessing, and students' feedback يصمم دروساً بناءً على التعلّم السابق للطلبة عن طريق المتابعة والتقييم والتغذية الراجعة من الطلبة


#### Evidence الدليل

### B. TEACHING AND CLASSROOM MANAGEMENT ب. التدريس وإدارة الفصل

**\* 2. Teaching strategies and resources to engage students in effective learning are used.**

التعليمية والمصادر لإشراك الطلاب في عملية التعلم الفعالة يستخدم الاستراتيجيات.

#### Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
2.1 Identifies and states curriculum standard(s) that relate to the objectives at the beginning of the lesson يبين معياراً من معايير المنهاج المرتبطة بالأهداف في بداية الدرس					
2.2 Uses teaching strategies appropriate for curriculum standards. يستخدم طرق التدريس الملائمة لمعايير المنهج					
2.3 Engages students by using a range of materials and resources يشرك الطلبة باستخدام مجموعة من الأدوات والمصادر					
2.4 Uses a variety of skills and resources to adapt lessons يستخدم أشكالاً متنوعة من المهارات والمصادر لتعديل الدروس					
2.5 Organizes individual and group learning strategies during the lesson ينظم طرق التعلم الفردية والجماعية أثناء الدرس					
2.6 Employs print, multimedia, and electronic resources during the lesson يدمج مواد مطبوعة ومصادر إلكترونية متعدد أثناء إلقاء الدرس					
2.7. Uses questioning effectively to support students learning يستخدم طريقة التساؤل بشكل فعال لدعم تعلم الطلبة					

#### Evidence الدليل

### C. LANGUAGE, LITERACY, AND NUMERACY ج. اللغة ومعرفة القراءة والكتابة والقدرة على القيام بالعمليات الحسابية الأساسية

الحسابية الأساسية

**\* 3. Language, literacy, and numeracy development are fostered رعاية تطور اللغة ومعرفة القراءة والكتابة والقدرة على القيام بالعمليات الحسابية الأساسية**

والقدرة على القيام بالعمليات الحسابية الأساسية

#### Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
3.1.1 Identifies and monitors students' skill development regarding: Language and Literacy يحدد ويتابع تطور مهارات الطلبة فيما يتعلق ب: اللغة ومعرفة القراءة والكتابة					

3.1.2 Identifies and monitors students' skill development regarding: Numeracy  
يحدد ويتابع تطور مهارات الطلبة فيما يتعلق ب: القدرة على القيام بالعمليات الحسابية الأساسية

3.2.1 Assesses students' skills regarding: Language and Literacy  
يقيم مهارات الطلبة فيما يتعلق ب: اللغة ومعرفة القراءة والكتابة

3.2.2 Assesses students' skills regarding: Numeracy  
يقيم مهارات الطلبة فيما يتعلق ب: القدرة على القيام بالعمليات الحسابية الأساسية

3.3.1 Applies teaching and learning strategies that address skills regarding: Language and Literacy  
يطبق طرقاً تعليمية وتعلمية تغطي المهارات المتعلقة ب: القدرة على القيام بالعمليات الحسابية الأساسية

3.3.2 Applies teaching and learning strategies that address skills regarding: Numeracy  
يطبق طرقاً تعليمية وتعلمية تغطي المهارات المتعلقة ب: القدرة على القيام بالعمليات الحسابية الأساسية

3.4.1 Provides students with closely monitored feedback and support regarding development in: Language and Literacy  
يزود الطلبة الذين يتابعهم عن قرب بالتغذية الراجعة والدعم فيما يتعلق بتطور في: اللغة ومعرفة القراءة والكتابة

3.4.2 Provides students with closely monitored feedback and support regarding development in: Numeracy  
يزود الطلاب الذين يتابعهم عن قرب بالتغذية الراجعة والدعم فيما يتعلق بتطور في: القدرة على القيام بالعمليات الحسابية الأساسية


#### Evidence الدليل

#### D. LEARNING ENVIRONMENT د. بيئة التعلم

\* 4. A safe, supportive and challenging learning environment is created  
توفير بيئة تعلم آمنة وداعمة

ومليئة بالتحديات

Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
4.1 Provides an environment that develops students' positive attitudes and learning opportunities. يوفر بيئة تُطوّر وتنمي اتجاهات إيجابية لدى الطلبة وكذلك فرص التعلم.					
4.2 Conducts open, inclusive, equitable, and ethical interactions and communication with students. يقوم بإدارة ودمج التفاعلات والتواصل المفتوح والصريح والمتساوي والأخلاقي مع الطلبة					
4.3 Selects topics and issues that foster students' critical thinking skills. يختار موضوعات وقضايا تعزز مهارات التفكير الناقد لدى الطلبة					
4.4 Provides an environment that helps students to interact and work collaboratively. يوفر بيئة تساعد الطلبة على التفاعل والعمل بطريقة تعاونية.					
4.5 Provides reinforcement for appropriate behavior. يقدم تعزيزاً وتشجيعاً للسلوك اللائق.					
4.6 Provides feedback for inappropriate behavior. يقدم تغذية راجعة للسلوك غير اللائق.					

## E. RELEVANCE AND EXTENSIONS هـ. الترابط والتوسع في الخبرات

\* 5. Learning experiences that connect with the world beyond school are constructed. بناء

الخبرات التعليمية التي ترتبط بالعالم خارج حدود المدرسة

Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
5.1 Incorporates students' interests and prior knowledge by linking to meaningful examples. يدمج اهتمامات الطلبة وتعلمهم السابق وذلك بربطها بأمثلة ذات معنى.					
5.2 Connects across subject areas on topics, problems, and issues relevant to local, national, and global communities يربط مجالات الدراسة بالموضوعات والمشكلات والقضايا المتعلقة بالبيئة المحلية والبيئة العالمية					
5.3 Designs lessons that are technology-rich to take students beyond the school environment to investigate problems and propose possible solutions. يصمم دروساً ثرية تكنولوجياً تلفت انتباه الطلبة وتتجاوز بهم حدود بيئة المدرسة لتقصي المشكلات واقتراح حلول ممكنة.					
5.4 Introduces students to work and leisure opportunities as appropriate. يقدم للطلبة فرصاً للعمل وفرصاً للترفيه حسب ما يناسب.					
5.5 Supports students in taking intellectual risks, testing ideas, and using initiative. يدعم الطلبة في التحديات الفكرية وتحليل الأفكار والاستفادة من المبادرة التي تدعم تفكير الطلبة					

الدليل Evidence

## F. INFORMATION AND COMMUNICATION TECHNOLOGY و. تكنولوجيا المعلومات والاتصالات

\* 6. Information and communication technology is applied and integrated in managing student learning and is integrated into student work. يطبق ويدمج تكنولوجيا المعلومات والاتصالات في توجيه تعلم الطلبة بدمجها في عملهم

Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
6.1 Identifies students' learning needs in relation to ICT يحدد احتياجات الطلبة التعليمية فيما يتعلق بتكنولوجيا المعلومات والاتصالات					
6.2 Selects ICT-based learning strategies and resources يختار طرقاً ووسائل تعليمية قائمة على تكنولوجيا المعلومات والاتصالات					
6.3 Involves students in using ICT to organize and search information. يشرك الطلبة في استخدام تكنولوجيا المعلومات والاتصالات لتنظيم البيانات والبحث عنها					
6.4 Evaluates ICT-based learning strategies and resources. يقيم طرق التعلم والمصادر التعليمية القائمة على تكنولوجيا المعلومات والاتصالات					
6.5 Accesses and manages information on student learning using ICT resources. يوظف ويدير المعلومات في عملية تعلم الطالب مستخدماً موارد تكنولوجيا المعلومات والاتصالات.					

## G. ASSESSMENT ي. التقييم

\* 7. Student learning is assessed and reported تقييم تعلم الطالب ووضعه في صورة تقارير

Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
7.1 Monitors students closely during the lessons. يراقب الطلبة عن قرب أثناء إلقاء الدروس.					
7.2 Plans valid and reliable assessments, aligned to objectives يضع تقييمات ممتاز بالصدق والثبات وتتماشى مع الأهداف					
7.3 Assesses and reports students' learning using multiple methods of assessment. يقيّم ويقدم تقريراً عن تعلم الطلبة باستخدام عدة أساليب تقييمية.					
7.4 Provides clear, accurate, and concise feedback to students on the outcomes of assessment. يقدم تغذية راجعة واضحة ودقيقة وموجزة للطلبة حول مخرجات التقييم					
7.5 Reviews assessments for continued appropriateness. يراجع التقييمات لضمان استمرار ملاءمتها.					

الدليل Evidence

## H. USING PEDAGOGY TO IMPROVE LEARNING ز. استخدام طرق التدريس لتحسين التعلّم

\* 8. The knowledge of students and how they learn is applied to support student learning and development. يتم تطبيق معرفة الطلبة وكيفية تعلّمهم للمساعدة في تطوير الطلبة وتعليمهم

Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
8.1 Demonstrates (models) inquiry-based practices that support student learning. يظهر ممارسات معتمدة على الاستقصاء بصورة تدعم تعلم الطلبة.					
8.2 Encourages students to interact respectfully with others including those with diverse backgrounds. يشجع الطلبة على التفاعل باحترام مع الآخرين بما في ذلك أصحاب الثقافات المتنوعة.					
8.3 Develops and implements learning experiences in which students learn and practice conflict resolution and negotiation. والتفاوض في إيجاد الحلول ينمي وينفذ خبرات تعليمية والتي من خلالها يتعلّم الطلبة ويتدربون على النزاعات.					
8.4 Designs and implements learning experiences that encourage students to develop their own goals and achieve them. يصمم وينفذ خبرات تعليمية تشجع الطلبة على وضع أهدافهم وتحقيقها.					
8.5 Identifies and accesses services within the community, as appropriate, to support students with personal and/or academic issues. يحدد ويصل إلى الخدمات المجتمعية، أينما يناسب، لمساندة الطلبة في الأمور الشخصية أو الأكاديمية.					

### I.SUBJECT AREA KNOWLEDGE ح. المعرفة بالمادة الدراسية

\* 9. Teaching/subject area knowledge is applied to support student learning. تطبيق المعرفة

بالموضوع لدعم تعلم الطالب.

Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
9.1 Demonstrates knowledge of subject area during lessons. يظهر معرفة بالمادة الدراسية أثناء الدروس.					
9.2 Presents lessons that follow Qatar Curriculum Standards or the school-developed curriculum. يقدم الدروس التي تتبع معايير المناهج القطرية أو مناهج المدرسة المعمول بها					
9.3 Engages students in applying methods of inquiry. يشرك الطلبة في تطبيق طرق الاستقصاء.					
9.4 Promotes critical and creative thinking, decision-making, and problem solving skills. يعزز التفكير النقدي والإبداعي ومهارات صنع القرار وحل المشكلات.					

الدليل Evidence

## Part II: Professional Evaluation (التقييم المهني - الاحترافي)

### A. PROFESSIONAL TEAMS أ. الفرق المهنية

\* 10. Intern works as a member of professional teams يعمل المتدرب كعضو في الفرق المهنية

Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
10.1 Meets personal work-related goals and priorities. يحقق الأهداف والأولويات الشخصية المرتبطة بالعمل					
10.2 Contributes to professional teams. يساهم في الفرق المهنية					
10.3 Works with others to maximize student learning. يعمل مع الآخرين لرفع مستوى تعلم الطلبة إلى أقصى درجة.					
10.4 Contributes to improving the performance of professional teams. يساهم في تحسين أداء الفرق المهنية.					

الدليل Evidence

### B. COMMUNITY INVOLVEMENT ب. المشاركة المجتمعية

\* 11. Intern builds partnerships with families and the community يبني المتدرب علاقات شراكة مع الأسر والمجتمع

Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
11.1 Builds relationships with families and the broader community to enhance student learning. يبني علاقات شراكة مع الأسر والمجتمع ككل بهدف تحسين تعلم الطلبة.					

11.2 Establishes learning environments that acknowledge students' families and communities  
ينشئ بيئات تعلم فيها تقدير لأسر الطلبة ومجتمعاتهم.

Evidence الدليل

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### C. PROFESSIONALISM المهنية ج.

\* 12. Intern reflects on, evaluates, and improves professional practice. يتفكر المتدرب في الممارسات المهنية و تقييمها و تطويرها

Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
12.1 Reflects critically on professional practice. يتفكر بصورة ناقدة في الممارسات المهنية.					
12.2 Engages in personal and professional development. يشارك في التطوير المهني والشخصي.					
12.3 Recognizes the role of the SEC policies in school governance. يتعرف على سياسات دور المجلس الأعلى للتعليم في إدارة المدرسة.					
12.4 Meets ethical, accountability, and professional requirements. يحقق متطلبات المسؤولية الأخلاقية والمهنية.					

Evidence الدليل

### QU COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONALISM توقعات كلية التربية/ جامعة قطر للمهنية المعلمين

#### D. PROFESSIONAL BEHAVIORS السلوكيات المهنية د.

\* 1.0 Attendance and Punctuality الحضور ودقة المواعيد

Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
1.1 Arrives on time يصل في الموعد					
1.2 Stays until the end of the school day. يبقى حتى نهاية اليوم الدراسي					
1.3 Notifies mentor and supervisor if absent. يُبلغ المدرس المعاون والموجه عند الغياب					
1.4 Makes up missed days. يُعوّض أيام الغياب					

Evidence الدليل

No answer specified

\* 2.0 Professionalism المهنية

Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
2.1 Dresses appropriately. يلبس ملابس مناسبة					
2.2 Demonstrates preparedness. يُظهر الاستعداد					
2.3 Demonstrates a positive attitude. يُظهر سلوكاً إيجابياً					



- 2.4 Willingly accepts responsibilities. يقبل المسؤوليات برضا
- 2.5 Completes tasks as instructed. يكمل المهام حسب الإرشادات
- 2.6 Seeks advice and/or feedback. يطلب النصيحة و/أو التغذية الراجعة
- 2.7 Accepts feedback constructively. يقبل الملاحظات بشكل بناء
- 2.8 Demonstrates respect for mentor, students, parents, and others يظهر احتراماً للمدرس المعاون وللطلبة وللآباء والآخرين
- 2.9 Assumes responsibility for routine tasks without being asked repeatedly. يتولى مسؤولية المهام الروتينية بدون تكرار الطلب
- 2.10 Completes routine paperwork on time. يُنهي الأوراق الروتينية في مواعيدها


#### PART IV: Professional Dispositions التوجهات المهنية

##### \* Teaching, Scholarship & Leadership التدريس والبحث العلمي والقيادة

##### Response Legend:

1 = unsatisfactory غير مقبول 2 = needs improvement يحتاج إلى تحسين 3 = satisfactory مقبول 4 = target مستهدف

	1	2	3	4	N/A
1. Upholds high standards for content knowledge for all students. يحافظ على معايير مرتفعة لمعرفة المحتوى لدى جميع الطلبة					
2. Recognizes the importance of using challenging experiences that accommodate various students' individual differences and patterns of learning and development يدرك أهمية استخدام خبرات ذات تحدي لتلائم الفروق الفردية لدى الطلبة وأنماط التعلم والتطور لديهم					
3. Demonstrates ability to select strategies that foster critical thinking, creativity and problem solving يظهر القدرة على تبني الاستراتيجيات التي تعزز التفكير الناقد والإبداع وحل المشكلات					
4. Demonstrates willingness to adopt most appropriate instructional resources, including technology يظهر رغبة في تبني مصادر التعلم الأكثر مناسبة، بما في ذلك المصادر التكنولوجية					
5. Values the idea that safe learning environments promote active learning يقدر فكرة أن بيئات التعلم الآمنة تحفز التعلم النشط					
6. Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction يظهر القدرة على استخدام وسائل تقييم متعددة لدعم تعلم الطلبة والبناء على نتائجها في التدريس المستقبلي					
7. Demonstrates ability to plan lessons that enable students to meet rigorous learning goals يظهر القدرة على تخطيط الدروس التي تمكن الطلاب من تحقيق أهداف تعلم عالية					
8. Demonstrates the ability to solve problems and take appropriate decisions يظهر القدرة على حل المشكلات واتخاذ القرارات المناسبة					
	1	2	3	4	N/A

9. Uses reflective practice for academic and professional self-improvement  
يستخدم الممارسات التأملية للتطوير الذاتي الأكاديمي والمهني

10. Demonstrates commitment to professional ethics, and maintains confidentiality and integrity  
يظهر التزاماً بأخلاقيات المهنة ويحافظ على السرية والنزاهة

11. Readily engages in new opportunities and tasks to develop professionally  
يبادر بالمشاركة في فرص ومهام جديدة بهدف التطوير المهني

12. Values collaboration with others while working toward a shared goal  
الآخرين خلال العمل سعيًا لتحقيق أهداف مشتركة يقدر التعاون مع


**\* Overall Comments الملاحظات**

Strengths & Areas for Improvement نقاط القوة ومجالات التحسين

## Parent Conference Report Form

Student Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Student's Initials (K-12): \_\_\_\_\_ Gender: \_\_\_\_\_  
Age: \_\_\_\_\_ Grade: \_\_\_\_\_

**Note for Student teachers:** Complete this form after your contact with parents.

Topic of Discussion during Conference:

Parent Comments: (What was the parent's perspective?)

Student Teacher's Feedback: (What, if anything, did you say to the parent about their student?)

Student Teacher's Reflections: (What do you think was accomplished – or not – by the meeting?)

Student Teacher's \_\_\_\_\_ Mentor \_\_\_\_\_

## Parent Contact Log

Date/Time	Parent's Name/ Student's Name	Type of Contact / Details	Notes	Mentor Teacher's Initials

Student Teacher's Signature \_\_\_\_\_ Mentor Signature \_\_\_\_\_

السلم التقييمي لمؤتمر لقاء الوالدين

Parent Conference Report - Rubric

ملاحظات Comments	لا (0 درجة) No (0)	نعم (1 درجة) Yes (1)	
<p>أولاً: للوالدين: يوضح التقرير ما يعرضه الوالدين حول الجوانب التالية: This report mentions the following :</p>			
			<ul style="list-style-type: none"> <li>مشكلة الطالب أو الموضوع الذي تم بخصوصه اللقاء.</li> <li>The subject of the meeting</li> </ul>
			<ul style="list-style-type: none"> <li>سلوك الطالب داخل البيت</li> <li>Student's behavior at home</li> </ul>
			<ul style="list-style-type: none"> <li>توقعات الوالدين حول مسؤوليات الطالب في المدرسة</li> <li>Parents' expectations towards the student's responsibilities at school</li> </ul>
<p>ثانياً: المعلم: يظهر التقرير ما يقدمه المعلم حول الجوانب التالية: The report indicates if the student teacher :</p>			
			<ul style="list-style-type: none"> <li>التفكير حول الجوانب الايجابية والقوة والقصور حول أداء الطالب أو سلوكه</li> <li>Reflects on the strengths and the weaknesses in the student's behavior</li> </ul>
			<ul style="list-style-type: none"> <li>معرفة واضحة عن أداء الطالب وتقييمه مما يساعد على فهم مشكلة الطالب.</li> <li>Shows sound understanding of the student's performance and uses that in order to understand the student's problem/challenge.</li> </ul>
			<ul style="list-style-type: none"> <li>معرفة الوالدين بأدوار المعلم في المدرسة وبسياسة المدرسة.</li> <li>Ensures that parents understand the teacher's roles and the school's policy.</li> </ul>
			<ul style="list-style-type: none"> <li>التعرف على مستوى أداء الطالب ومدى تقدمه والجوانب التي بحاجة إلى معالجة مع تقديم الأمثلة.</li> <li>Identifies student's performance, progress, and challenges that need to be addressed and gives examples of those</li> </ul>
<p>ثالثاً: اقتراحات المعلم الواردة في التقرير Student teacher suggestions:</p>			
			<ul style="list-style-type: none"> <li>يقدم اقتراحات وأنشطة ووسائل للأسرة يمكن استخدامها في البيت لتعلم الطالب وتقدمه</li> <li>Recommends activities for parents to support their children at home</li> </ul>
			<ul style="list-style-type: none"> <li>يقدم اقتراحات تساعد على دعم الممارسات الصفية الإيجابية</li> <li>Offers suggestions to support positive classroom behaviors</li> </ul>
			<ul style="list-style-type: none"> <li>يظهر التقرير التعاون مع الوالدين في وضع الحلول لدعم تعلم الطالب أو تحسين سلوكه</li> <li>Cooperation between the student teacher and parents to support student's performance</li> </ul>
			المجموع Total
<p>الدرجة النهائية : يقسم المجموع على 2 لتكون الدرجة النهائية من 5 Overall grade : Divide the total by 2 so the overall grade is out of 5</p>			

## Weekly Journal Guidelines

The Reflective Journal is a place for observations, reflections, and questions. It should be accessible to your college supervisor for comments on your observations to answer your questions. Your supervisor can also help you learn to examine your experiences more deeply, by offering another perspective on certain situations.

While comments about every topic, every week are not necessary, you should be sure to address them consistently throughout the semester. The weekly journal should include comments about the following:

### **Personal thoughts, feelings, and insights about events and the educational environment**

#### **Examples:**

How did you feel as you begin your student teaching?

Are you nervous even though you already have some experience teaching?

Were you especially pleased or disappointed in a particular event that happened this week?

### **A consistent, in-depth view of experiences extending throughout the semester**

#### **Examples:**

What do you see as a target of your plan for improvement?

What specific actions do you want to take or have you taken this week?

Were there any situations with students that happened unexpectedly? How were you involved? What do you think about the situation?

### **A range of experiences and perspectives on numerous aspects of teaching and learning**

#### **Examples:**

Is it, or has it been, more difficult than you imagined it would be to change the habits you had before you started the BED Program?

What evidence of professionalism do you see in your own behavior and the behavior of your colleagues?

### **Numerous examples of confidentiality, ethics, and respect for teaching as a profession, including why these traits are necessary for a high level of professionalism**

#### **Examples:**

Did a student or colleague tell you something in confidence? How should you deal with that information?

What is an example of your support for teaching as a profession?

### **Recognition and demonstration of the need for personal growth in skill, understanding, and professionalism.**

#### **Examples:**

Did you participate in any professional development sessions this week? What was it about?

Is there a topic in PD that you would like to learn more about? What is it?

Do your needs in PD change as you gain more experience as a teacher? Why do you think so?

Mid-point and Final Evaluations

(Final Only -- TaskStream Assignment)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reflective Comments. Please use the following questions to guide your reflection:

#### **For Mid-point Evaluation:**

What has been the biggest challenge you faced during the first half of your student teaching? Explain.

What was a positive event or situation that you did not expect during the first half of your student teaching? Explain.

What two areas that would you like to focus on for improvement during the second half of your student teaching?

First:

Second:

What is one way that you would like your **mentor teacher** to help you that she/he has not done up to this time or that you would like her/him to help with more? Explain.

What is one way that you would like your **college supervisor** to help you that she/he has not done up to this time or that you would like her/him to help with more? Explain.

#### **For Final Evaluation:**

What was the greatest challenge you faced during your student teaching? Explain.

What aspect of your student teaching do you think has been the most successful? Explain.  
How has participating in student teaching changed your attitudes and skills in the following areas?  
Supporting learning for all students  
Teaching/ Scholarship/ Leadership

### Mid and Final Reflective Journals Rubric

السلم التقييمي لصحيفة التفكير النصفية والنهائي  
(TaskStream Assignment)

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Reflectivity التأمل	Reflections do not reveal the thoughts, feelings, or insights of the candidate. التأمل لا يبين أفكار، مشاعر أو رؤى المرشح.	Reflections reveal some (limited) personal experiences, thoughts, feelings, or insights. التأمل يبين بعض التجارب الشخصية المحدودة، والأفكار، والمشاعر، والرؤى.	Reflections provide personal experiences, noting some personal thoughts, feelings, or insights. التأمل يقدم تجارب شخصية، يبين بعض الأفكار الشخصية، والمشاعر، والرؤى.	Reflections are deeply thoughtful, providing personal thoughts, feelings, and insights. التأملات تكون مدروسة بعمق، وتقدم أفكاراً شخصية، ومشاعر، ورؤى.
Thoroughness الشمول	Very limited number of reflections; brief and/or incomplete. عدد محدود من التأملات، وتكون مختصرة و/أو غير مكتملة.	Set of reflections provides some insight into experience, but lacks thoroughness and/or depth. مجموعة من التأملات تتضمن بعض التجارب وتفتقر الشمول أو العمق. و/	Set of reflections provides an overview of experience. مجموعة من التأملات تقدم لمحة عامة عن الخبرات والتجارب.	Set of reflections is substantive, thorough and provides an in-depth view of experience. مجموعة من التأملات تكون موضوعية، وتقدم صورة عميقة عن الخبرات التجارب.
Variety التنوع	Reflections are repetitive and portray a very limited number of aspects of teaching and learning. التأملات مكررة وتعطي صورة محدودة جداً عن	A limited number of aspects of teaching and learning are discussed. عدد محدود من مجالات التعلم والتعليم يتم مناقشتها.	Several important aspects of teaching and learning are discussed. عدد من المجالات المهمة في عملية التعلم والتعليم يتم مناقشتها.	Narratives on a broad and range of experiences provide in-depth perspectives on numerous aspects of teaching and learning.



	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	مجالات التعلم والتعليم.			السرد على نطاق واسع من التجارب والخبرات يقدم وجهات نظر عميقة حول جوانب عدة من التعلم والتعليم.
Professionalism المهنية	There are serious errors in professionalism . هناك بعض الأخطاء الكبيرة في المهنة.	There are some errors in professionalism in several of the reflections; none serious. هناك بعض الأخطاء المهنية في بعض من التأملات، ولكنها ذات ليست أخطاء اثر كبير	Overall, the reflections exhibit high standards of confidentiality, ethics, and respect for teaching as a profession. إجمالاً، التأملات تقدم مقياس عالي من السرية، الأخلاق، والاحترام للتعليم كمهنة.	The entire set of reflections exhibits high standards of confidentiality, ethics, and respect for teaching as a profession. كل التأملات تقدم مقياس عالي من السرية، الأخلاق، والاحترام للتعليم كمهنة.
Growth التطور	No professional growth is demonstrated. لا يوجد شرح للتطور.	There is some evidence of candidate growth in skill, understanding, or professionalism ; however, it is not clearly demonstrated. يوجد بعض الأدلة على تطور مهارات المرشح، وتطور فهمه أو مهنيته، ولكن دون وجود شرح واضح.	Overall, the reflections demonstrate candidate growth in skill, understanding, or professionalism . إجمالاً، التأملات تشرح تطور مهارات المرشح، وتطور فهمه ومهنيته.	The set of reflections clearly demonstrate candidate growth in skill, understanding, and professionalism . مجموعة من التأملات تشرح بوضوح تطور مهارات المرشح، وتطور فهمه ومهنيته.



## Technology for Learning

### TaskStream Assignment

#### Overview

Technology provides a variety of tools to enhance teaching skills and clarify concepts. They are also valuable to students in the learning process. These two components are assessed during the student teaching semester in an observed lesson.

To fulfill the three requirements of the standard you must satisfactorily complete the following:

Demonstrate the appropriate use of technology in teaching.

Demonstrate that students use appropriate technology for learning.

Demonstrate an awareness of appropriate technologies to enhance learning by students with exceptionalities.

#### Assignment

For one of your observed lessons, integrate a technology that is appropriate to the content, and includes interactivity for the students.

**Examples** of an appropriate use of interactive technology **to enhance teaching:**

Language lesson: Using an interactive whiteboard in an Arabic language or English class, have young students write the name of the item in each of the displayed pictures.

Social Studies: Using a printed transparency map of Qatar on an overhead projector, have students locate Doha and other cities and towns within the borders. Then have students draw the roads between them on each of their own maps.

Math: Using calculators and an interactive grid on a whiteboard, calculate which of two shapes needs a longer fence.

Physics: Using motion detectors and a graphing program, determine which motions create or replicate various graphs.

**NOTE: A simple slide show during a lecture is not considered adequate for this task.**

For one of your observed lessons, integrate a technology that enhances student learning and is appropriate to both the content and the student level.

**Examples** of an appropriate use of interactive technology **to enhance learning:**

Social Studies: Students create a PowerPoint slide show with embedded audio and video to show architectural differences between old and new Doha and show the cultural influence over history.

Language: Students create recordings of their pronunciation of various words, phrases, and sounds and analyze them in order to speak more clearly.

Chemistry: Students use a modeling program to create virtual molecules and to balance chemical equations.

**NOTE: Teaching students how to create slides does not fulfill the requirements for this task.**

In your lesson plan, describe several (3-5) specific technologies that would enable a student with an exceptionality to enhance his/her learning.

Examples of appropriate technologies to enhance the learning of a student with exceptionalities:

Students with vision difficulties use alternative color schemes for viewing large-print text on a monitor.

A student with difficulty using a keyboard uses a dictation application to record class notes.

## Technology for Learning Project

السلم التقييمي لمشروع التكنولوجيا للتعليم

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Technology in teaching التكنولوجيا في التعليم	Teacher uses technology to display information. يستخدم المعلم التكنولوجيا لعرض المعلومات	Teacher uses technology to present information that is appropriate for students. Technology provides little or no help in support of the learning opportunity for students. يستخدم المعلم التكنولوجيا لتقديم معلومات مناسبة توفر للطلاب التكنولوجيا مساعدة ضئيلة أو معدومة في دعم فرصة التعلم للطلاب.	Teacher uses interactive technology or technologies to present lesson that is appropriate for students. Technology supports lesson objectives. Technology is helpful to the learning opportunity provided to students. يستخدم المعلم التكنولوجيا أو التقنيات لتقديم الدرس التفاعلية الذي يتناسب مع الطلاب. تدعم التكنولوجيا أهداف التكنولوجيا. الدرس مفيدة لفرص التعلم المقدمة للطلاب.	Teacher creatively uses diverse technologies to make learning more motivating, authentic, and effective. Technology is interactive, engaging, and clearly supports lesson objectives. Technology is essential to the learning opportunity provided to students. يستخدم المعلم تقنيات متنوعة بأسلوب مبدع لجعل التعلم أكثر تحفيزاً، أصيلاً، وأكثر فعالية. التكنولوجيا المستخدمة تفاعلية، وتدعم المشاركة. وتدعم التكنولوجيا

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
				بوضوح أهداف الدرس. التكنولوجيا ضرورية لفرص التعلم المقدمة للطلاب.
Technology for learning التكنولوجيا للتعليم	Students use technology for single-purpose tasks isolated from lessons and objectives. يستخدم الطلاب التكنولوجيا للمهام ذات الغرض الواحد والمعزولة عن الدروس والأهداف.	Students use technology, but for routine, low-level word processing, presentation, and/or spreadsheet processes and functions. يستخدم الطلاب التكنولوجيا، ولكن للأعمال الروتينية، ومعالجة النصوص، أو /والعرض، و العمليات / جداول البيانات.	Students use technology effectively in a learning opportunity that would be difficult or impossible to do without technology. يستخدم الطلاب التكنولوجيا بشكل فعال في التعلم التي سيكون من الصعب أو من المستحيل الاستغناء عن التكنولوجيا بها.	Students engage with technologies that enable them to create, investigate, and/or analysis information. The use of technology empowers students to be self-directed learners. ينشغل الطلاب في التكنولوجيا التي تمكنهم من الخلق أو / و . والبحث فيها ان تحليل البيانات استخدام التكنولوجيا يساعد في تمكين الطلاب ليكونوا متعلمين ذاتيين.
Assistive technologies التكنولوجيا المساعدة	Little to no attention to the identification of or use of assistive technologies.	Identifies assistive technologies and identifies students' needs, but does	Identifies appropriate assistive technologies to enhance learning of students with	Identifies creative uses of readily available technologies to enhance the

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	تحديد أو استخدام التكنولوجيا المساعدة.	not match ATs to specific needs. يعرف التكنولوجيات المساعدة ويحدد احتياجات الطلاب، ولكن لا يطابق التكنولوجيا المساعدة مع احتياجات الطالب المحددة.	specific exceptionalities. يعرف التكنولوجيات المساعدة للملائمة لتعزيز التعلم لدى طلاب ذوو الحاجات الخاصة المحددة.	learning opportunities of students with exceptionalities, correctly matching the solution to the learning challenge and learning objective. يتعرف للاستخدامات المبتكرة من التكنولوجيات المتاحة لتعزيز فرص التعلم لطلاب الدعم الإضافي، بحيث يطابق الحل للتحدي مع هدف التعلم بشكل صحيح.
Creativity and Higher Level Thinking الإبداع ومستويات التفكير العليا	Technology use does not encourage or allow for higher-level thinking or creativity. استخدام التكنولوجيا لا يشجع أو يسمح على التفكير أو الإبداع بمستويات عليا	Technology use allows for creativity and higher -level thinking, although in a limited way. استخدام التكنولوجيا يسمح للإبداع والتفكير بمستويات عليا، ولكن بطريقة محدودة	Technology use allows for creativity and higher -level thinking. استخدام التكنولوجيا يسمح للإبداع والتفكير بمستويات عليا	Technology use encourages creativity and higher-level thinking. استخدام التكنولوجيا يشجع الإبداع والتفكير بمستويات عليا
Reflection التفكير	Reflection discusses student learning.	Reflection discusses student learning; may	Reflection discusses students learning;	Reflection focuses on student learning; clearly

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	تناقش صفح التفكير كيفية تعلم الطلاب	identify connections between technology and learning. تتناقش صفح التفكير كيفية تعلم الطلاب، من الممكن ان تبين العلاقات بين التكنولوجيا والتعلم	identifies ways in which technology affects learning. تتناقش صفح التفكير كيفية تعلم الطلاب وتحدد الطرق التي تؤثر التكنولوجيا على التعلم.	and insightfully identifies the ways in which technology interacts, enhances, or restricts learning. تركز صفح التفكير على تعلم الطلاب وتعرف بوضوح الطرق التي تتفاعل بها التكنولوجيا أو تعززها، أو تقيد بها التعلم.

## Unit Plan Guidelines

TaskStream Assignment

### Purpose

A Unit Plan, made up of complete lesson plans and supporting materials, should target a concept—not a topic—in the curriculum. The goal of the unit is to develop rich, rigorous, engaging learning situations for students based on the targeted concept. It should include extensive use of technology for learning, multiple opportunities for active engagement by students, and carefully differentiated instruction and assessment to enable diverse learners to succeed.

### Specifics

The unit should be a set of sequenced lessons all related to different topics within the concept.

The unit's objectives should align with the prescribed curriculum of the school and subject area.

The unit should take four (4) to six (6) blocks of class time to teach.

Rubrics for lesson plans **and** the unit will be used to evaluate your work. Be sure to use them for additional information about how to complete your unit. The rubrics can be found in the ***Appendix***.



السلم التقييمي للوحدة الدراسية

### Unit Plan Rubric

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Objectives الأهداف	Few objectives are aligned with Qatar National Curriculum Standards or written clearly in measurable terms, or few are appropriate for each lesson and for students. القليل من الأهداف تتماشى مع معايير المناهج الوطنية القطرية ومكتوبة بشكل واضح قابل للقياس، ومناسبة للدروس وللطلاب.	Some objectives are aligned with Qatar National Curriculum Standards and written clearly in measurable terms, and appropriate for each lesson and for students. بعض الأهداف تتماشى مع معايير المناهج الوطنية القطرية ومكتوبة بشكل واضح قابل للقياس، ومناسبة للدروس وللطلاب.	Most objectives are aligned with Qatar National Curriculum Standards and written clearly in measurable terms, and appropriate for each lesson and for students. معظم الأهداف تتماشى مع معايير المناهج الوطنية القطرية ومكتوبة بشكل واضح قابل للقياس، ومناسبة للدروس وللطلاب.	All objectives are aligned with Qatar National Curriculum Standards and written clearly in measurable terms, and appropriate for each lesson and for students. جميع الأهداف تتماشى مع معايير المناهج الوطنية القطرية ومكتوبة بشكل واضح قابل للقياس، ومناسبة للدروس وللطلاب.
Content المحتوى	Many content errors and shows little understanding of the major ideas of the discipline. All content represents a single content area.	Some content knowledge errors; some understanding of the major ideas of the discipline. All content represents a single content area.	Most content knowledge is accurate presented and reflects the important ideas of the discipline. Unit includes content from several disciplines.	All content knowledge is accurate and clearly presented; knowledge reflects the major ideas of the discipline. Unit includes content from each of the disciplines of language arts

	العديد من الأخطاء في المحتوى وإظهار القليل من الفهم للأفكار الرئيسية للموضوع. كل المحتوى يمثل مجالا واحدا فقط من الموضوعات	بعض الأخطاء في المحتوى المعرفي. بعض الفهم للأفكار الرئيسية في الموضوع. كل المحتوى يمثل مجالا واحدا فقط من المحتوى	معظم محتويات المحتوى المعرفي دقيقة وتعكس الأفكار الهامة للموضوع وتشمل الوحدة التعليمية عدة تخصصات	(Arabic or English), math, science, and social studies. المحتوى المعرفي بأكمله دقيق ومقدم بوضوح؛ ويعكس المعرفة والأفكار الرئيسية للموضوع وتشمل الوحدة محتويات من كل تخصصات اللغة (العربية أو الإنجليزية)، والرياضيات، والعلوم، والدراسات الاجتماعية.
Language arts-Integration تكامل الفنون اللغوية	Poor use of concepts from reading, language and student development, to teach reading, writing, speaking, viewing, listening, and thinking skills محاولات قليلة لاستخدام المفاهيم من القراءة واللغة ونمو الطالب، لتعليم القراءة والكتابة والمحادثة والمشاهدة، والاستماع، ومهارات التفكير	Uses few concepts from reading, language and student development, to teach reading, writing, speaking, viewing, listening, and thinking skills يستخدم القليل من المفاهيم من القراءة واللغة ونمو الطالب، لتعليم القراءة والكتابة والمحادثة والمشاهدة، والاستماع، ومهارات التفكير	Uses some concepts from reading, language and student development, to teach reading, writing, speaking, viewing, listening, and thinking skills يستخدم بعض المفاهيم من القراءة واللغة ونمو الطالب، لتعليم القراءة والكتابة والمحادثة، والاستماع، ومهارات التفكير	Uses concepts from reading, language and student development, to teach reading, writing, speaking, viewing, listening, and thinking skills in several lessons is realistic يستخدم المفاهيم من القراءة واللغة ونمو الطالب، لتعليم القراءة والكتابة والمحادثة، والاستماع، ومهارات التفكير في العديد من الدروس اقية
Alignment of Instruction and Objectives	Few lessons, activities, and assignments are	Some lessons, activities, and assignments are	Most lessons, activities, and assignments are	All lessons, activities, and assignments are

مواعمة التعليمات و الأهداف	linked to objectives. القليل من الدروس، الأنشطة، والمهام مرتبطة بالأهداف	linked to objectives. بعض الدروس، الأنشطة، والمهام مرتبطة بالأهداف	linked to objectives. معظم الدروس، الأنشطة، والمهام مرتبطة بالأهداف	linked to objectives. جميع الدروس، الأنشطة والمهام مرتبطة بالأهداف
Technology التكنولوجيا	Available technology is not used or is used inappropriately. لا تستخدم التكنولوجيا المتاحة أو انها تستخدم بشكل غير مناسب	Available technology is used but does little to support the objectives and to engage learners. التكنولوجيا المتاحة مستخدمة، ولكنها قليلا ما تدعم الأهداف أو تعمل على مشاركة المتعلم	Available technology is used appropriately, somewhat supports the objectives, and engages learners. تستخدم التكنولوجيا المتاحة بشكل جيد، والى حد ما تدعم الأهداف، وتعمل على مشاركة المتعلم	Available technology is used appropriately, supports the objectives, and engages learners. تستخدم التكنولوجيا المتاحة بشكل جيد، وتدعم الأهداف، وتعمل على مشاركة المتعلم
Instructional Strategies and Assignments الاستراتيجيات والمهام التعليمية	Employs no variety of instructional strategies and assignments. Instruction is teacher-centered; almost no opportunity for active learning or creative thought. ليس هناك اي تنوع في استخدام الاستراتيجيات والمهام و التدريس. التعليمية مرتکز على المعلم تقريبا لا يوجد اي فرصة للتعلم النشط أو التفكير الإبداعي.	Employs little variety of instructional strategies and assignments. Most activities are teacher- centered. Little opportunity for creative thought. استخدام محدود للاستراتيجيات التعليمية والمهام معظم الأنشطة تركز مع. على المعلم وجود فرص ضئيلة للتفكير الإبداعي	Employs some variety of instructional strategies and assignments to meet stated objectives. Most activities are student-centered and active learning and higher-level thinking are encouraged in some activities, but not consistently. هناك بعض التنوع من الاستراتيجيات والمهام لتلبية الأهداف المعلنة معظم. التعليمية أنشطة التعلم تركز	Employs a variety of instructional strategies and assignments to meet stated objectives. All learning activities are student- centered, and most employ active learning. Many activities require higher level thinking skills and provide opportunities for creativity. تستخدم مجموعة متنوعة من الاستراتيجيات والمهام لتلبية الأهداف المعلنة

			على الطالب ويشجع توظيف التعلم النشط ومهارات التفكير العليا، ولكن ليس بشكل دائم.	جميع أنشطة .التعليمية التعلم تركز على الطالب، وأغلبها يوظف تتطلب .التعلم النشط العديد من الأنشطة مهارات التفكير عليا وتوفر فرصا للإبداع.
Differentiation of Instruction مراعاة /التمايز الفروق في التدريس	Differentiation is not used. لا يستخدم التمايز مراعاة الفروق في التدريس	Differentiation is used across few lessons to meet the needs of students. يستخدم التمايز مراعاة الفروق في القليل من الدروس لتلبية احتياجات الطلاب.	Differentiation is used across some lessons to meet the needs of students. يستخدم التمايز مراعاة الفروق لبعض الدروس لتلبية احتياجات الطلاب.	Differentiation is used across all lessons to meet the needs of students. يستخدم التمايز مراعاة الفروق في جميع الدروس لتلبية احتياجات الطلاب.
Assessment التقييم	Lessons do not contain an assessment, or no assessments are aligned with the objectives. الدروس لا تحتوي على تقييم، أو أن التقييم لا يتماشى مع الأهداف.	Few lessons contain an assessment that is aligned with objective(s), or lessons include an assessment that is not aligned with the objectives. بعض الدروس تحتوي على تقييم يتواءم مع الأهداف ، أو الدروس تشمل تقييما لا يتماشى مع الأهداف.	Most lessons contain an assessment that is aligned with objectives. جميع الدروس تحتوي على الأقل تقييما يتواءم مع الأهداف.	All lessons contain at least assessments that are aligned with objectives. جميع الدروس تحتوي على الأقل تقييمات تتواءم مع الأهداف.
Lesson and unit coherence الدروس وترابط الوحد التعليمية	Lessons are minimally organized. Unit does not reflect knowledge about the development, learning, and	Lessons are somewhat organized and move students somewhat toward achieving objectives.	Lessons are organized and move students toward achieving objectives. Some lessons reflect an understanding of the development,	Lessons are sequentially organized and move students toward achieving objectives. Set of lessons reflects an understanding

	<p>motivation of studentren.</p> <p>الدروس منظمة بالحد لا تعكس الأدنى الوحدة المعارف حول النمو والتعلم، والدافعية لدى للطلاب</p>	<p>Limited reflection of knowledge about the development, learning, and motivation of studentren.</p> <p>الدروس منظمة وتقود الطلاب نحو تحقيق الأهداف. بعض الدروس تعكس فهما لكيفية تطور، وتعلم، الدافعية لدى الطلاب، ولكن ليس بشكل دائم للطلاب.</p>	<p>learning, and motivation of studentren, but not consistently demonstrated.</p> <p>الدروس منظمة وتقود الطلاب نحو تحقيق الأهداف. بعض الدروس تعكس فهما لكيفية تطور، وتعلم، الدافعية لدى الطلاب، ولكن ليس بشكل دائم للطلاب.</p>	<p>of the development, learning, and motivation of studentren.</p> <p>الدروس منظمة ومتسلسلة وتقود الطلاب نحو تحقيق مجموع الأهداف الدروس يعكس فهما لكيفية تطور، وتعلم، الدافعية لدى للطلاب</p>
<p>Spelling, grammar, punctuation</p> <p>التهجئة والنحو وعلامات الترقيم</p>	<p>Errors in grammar, punctuation, or spelling require major editing and revising.</p> <p>أخطاء في النحو وعلامات الترقيم، أو التهجئة تتطلب التحرير والمراجعة.</p>	<p>Errors in grammar, punctuation, or spelling require major editing and revising.</p> <p>أخطاء في النحو وعلامات الترقيم، أو التهجئة تتطلب التحرير والمراجعة.</p>	<p>Errors in grammar, punctuation, or spelling require minor editing and revising</p> <p>أخطاء في النحو وعلامات الترقيم، أو التهجئة تتطلب تحريرا ومراجعة طفيفة.</p>	<p>Unit contains almost no errors in grammar, punctuation, or spelling.</p> <p>الوحدة لا تحتوي على أية أخطاء في قواعد اللغة وعلامات الترقيم، أو التهجئة.</p>

## Assessment Practices Guidelines

### TaskStream Assignment

#### Overview

One way to measure the impact we have on student learning is with a pre- and post-test comparison. The difference between the two scores should be the result of our teaching. The information from this assessment analysis is used to design future lessons and to improve skills in the use of various instructional strategies.

The main intention of this assignment is to collect and use assessment data to modify instruction and improve student learning. Adaptations may be necessary when applied to specific situations.

#### Adaptations

This analysis should be adapted for students of different grade levels, for different subjects, and for assessment of students with various exceptionalities. For example, students in early grades do not have the same capacity for abstract thinking as secondary students; language subjects use different strategies for teaching and learning than other content areas such as math; and students who have specialized instruction often are working with the teaching in a small group or one-to-one.

#### Description

Select a set of 3-5 daily lessons on the same topic or concept.

Design a test that reflects what you think students should know, understand, and be able to do at the end of the set of lessons. It will be easier to analyze if the questions are either right or wrong. Later, you can analyze items that are worth more than one point.

Have your students take the test **before** you begin teaching and record their marks on a spreadsheet. Use "1" for an answer is correct, use "0" if the answer is wrong.

Record their marks for each item, as well as their total score. When you have completed the lessons, have the students take the same test, scoring and recording it in the same way as the pre-test.

When you have both sets of scores for each student on each item, the following questions and will be helpful in the analysis and reflection.

#### Data collection

Calculate the mean, median, and mode for both pre-and post-test.

Calculate the total for each of the items of both tests. This tells us which items had the most correct responses. (Frequency distribution)

Calculate the mean for each of the items. (Item analysis)

Determine which items addressed individual levels of Bloom's Taxonomy.

#### Analysis

Mean, median, and mode for both pre-and post-test

How do they compare?

What does this tell you about the results?

Items with the most correct responses or highest points

In the pre-test, what does this mean?

In the post-test what does this mean?

The frequency of correct responses to an individual item

Did it change or stay the same?

Was the change positive or negative?

Items addressing individual levels of Bloom's Taxonomy

What type of question appeared most often?

How do these items compare to the frequency distribution you did for #2 in the data collection?

#### Display the Results

Use the chart function of the spreadsheet program to make a chart or figure of your data or arrange the data in a table.

Use the table or figure you created in reflecting on the results.

#### Implications

When comparing the mean, median, and mode of the pre- and post-tests, what might this indicate?

Did the group of items with the most correct responses get smaller, stay the same, or get bigger? What does this indicate?

When comparing the items from the pre-test to the same items on the post-test:

What does it mean if fewer students answered correctly after the instruction?

What does it mean if more students answered correctly after the instruction?

If there were items that showed no change in score from pre- to post-test, what might you conclude?

What are some implications of the analysis of the test items distributed on Bloom's taxonomy?

Which level of the taxonomy levels had the most questions?

Which level of questions had the most correct responses?

#### **Extended analysis**

Use the spreadsheet array to do a content analysis.

Which items are related to the same content?

Which content items were aligned with which level of Bloom's taxonomy?

How many correct responses were associated to each of the items of the same or similar content?

#### **Reflection**

How helpful was it to display the results in a table, graph, or chart?

What did you learn about student learning from doing this activity?

How would you use this information in planning future lessons?

## Assessment Practices (Project) Rubric

السلم التقييمي لممارسات التقييم

### Assessment Analysis Rubric

	<b>Unsatisfactory</b> غير مقبول	<b>Needs Improvement</b> يحتاج الى تحسين	<b>Satisfactory</b> مقبول	<b>Target</b> مستهدف
<b>Data collection</b> جمع البيانات	Data is collected but show no clear representation of student performance. تم جمع البيانات ولكنها لا تعكس أداء الطلاب بشكل واضح	Data represents student performance, but may not be clear. البيانات تمثل أداء الطلاب، ولكن من الممكن ان لا تكون واضحة	Data validly and reliably represents student performance صدق وثبات البيانات يمثل أداء الطلاب	Data validly and reliably are extremely helpful, representing student performance clearly and meaningfully. صدق وثبات البيانات مفيد جدا، ويمثل أداء الطلاب بشكل واضح وهادف.
<b>Data display</b> عرض البيانات	Data is recorded and displayed, but analysis and interpretation are difficult or impossible. البيانات مسجلة ومعرضه، ولكن من الصعب او الاستحالة القيام بتحليلها أو تفسيرها	Data is recorded and displayed, and minimally facilitates analysis or interpretations. البيانات مسجلة ومعرضه، وتسهل جزئيا عملية التحليل والتفسير	Data is appropriately and adequately recorded and/or displayed to facilitate analysis and interpretation. البيانات مسجلة بشكل جيد ومتناسق و/ أو يتم عرضها لتسهيل تحليلها وتفسيرها	Data is recorded and displayed in such a way that analysis and interpretation are clear, logical, and obvious. يتم تسجيل البيانات وعرضها في بحيث أن تحليل وتفسير البيانات واضحة ومنطقية.
<b>Data analysis</b> تحليل البيانات	Minimal processes are applied to the data, and analysis is disconnected	Processes are applied to the data, but they may be inconsistent	Appropriate and accurate processes are applied to the data.	Data is thoroughly analyzed using the most appropriate means.



	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	from the actual data processes. يتم تطبيق الحد الأدنى من الإجراءات على البيانات، ويتم فصل التحليل عن الإجراءات الفعلية.	and/or inconclusive. يتم تطبيق الإجراءات على البيانات، ولكنها قد تكون غير متناسقة / أو غير حاسمة / و يتم تطبيق إجراءات مناسبة ودقيقة للبيانات.	يتم تطبيق إجراءات مناسبة ودقيقة للبيانات.	يتم تحليل البيانات بدقة باستخدام الوسائل المناسبة.
Data interpretation تفسير البيانات	Interpretations and/or conclusions are disjointed from the data. أو / التفسيرات و الاستنتاجات غير مرتبطة بالبيانات.	Processes are applied to the data, but they may be inconsistent and/or inconclusive. Interpretations and/or conclusions are drawn from the data, but the evidence supporting them is not provided. يتم تطبيق الإجراءات على البيانات، ولكنها قد تكون غير متناسقة / أو غير حاسمة / و التفسيرات و الاستنتاجات تستخلص من البيانات، ولكن الأدلة المؤيدة لها غير متوفرة	Interpretations and/or conclusions are logical, and are appropriately supported by evidence from the data analysis. أو / التفسيرات و الاستنتاجات منطقية، وودعمه بشكل مناسب من الأدلة من تحليل البيانات.	Interpretations and conclusions clearly emerge from the data analysis and are presented in a professional, concise, and thorough manner. التفسيرات والاستنتاجات تظهر بوضوح من تحليل البيانات وتعرض بطريقة مهنية وموجزة، وشاملة.
Implications for instruction تداعيات التعليم	Implications are not supported by the data and are	Implications are somewhat related to the	Implications are supported by the data and are	Multiple implications are clearly supported

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	<p>not appropriate to the students, content, or teaching/learning situation.</p> <p>التداعيات/ التطبيقات غير مدعومة بالبيانات، وغير مناسبة للمحتوى والوضع التدريسي / التعليمي للطلاب</p>	<p>data, but my not be clearly supported by it. Stated implications may not be appropriate to identified students, content, and teaching/learning situation.</p> <p>التداعيات/ التطبيقات مرتبطة الى حد ما بالبيانات. ومن الممكن ان لا تكون مدعومة بالبيانات، او ان تكون مناسبة للمحتوى والوضع التدريسي / التعليمي للطلاب</p>	<p>appropriate to the identified students, content, and teaching/learning situation.</p> <p>التداعيات/ التطبيقات مدعومة بالبيانات، ومناسبة للمحتوى والوضع التدريسي / التعليمي للطلاب</p>	<p>by the data, and are appropriate to the identified students, content, and teaching/learning situation.</p> <p>/العديد من التداعيات التطبيقات مدعومة بالبيانات، ومناسبة للمحتوى والوضع التدريسي / التعليمي للطلاب</p>

## E-Folio Rubric

السلم التقييمي للملف الإلكتروني

	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Content – Knowledge of Reading, Writing, and Oral Language	Many errors in content knowledge in reading, writing, or oral language OR not enough evidence in the area to make a valid judgment.	Adequate evidence of content knowledge in reading, writing, and oral language appropriate for the elementary level; few errors, none serious.	Sound evidence of accurate content knowledge in reading, writing, and oral language and in the identification of key concepts.	Clear and convincing evidence of accurate and thorough content knowledge in reading, writing, and oral language appropriate for the elementary level and in the identification and ordering of key concepts.	
	<b>Standards</b> <b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b> <b>PLO:</b> PLO 1: Apply key theories and concepts of the subject matter in educational settings. <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: CURRICULUM</b> <b>Standard 2.1:</b> English language arts--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas				
Content – Knowledge of Science	Many errors in content knowledge in science OR not enough evidence in the area to make a valid judgment.	Adequate evidence of content knowledge in science appropriate for the elementary level; few errors, none serious.	Sound evidence of accurate content knowledge in science appropriate for the elementary level and in the identification of key concepts.	Clear and convincing evidence of accurate and thorough content knowledge in science appropriate for the elementary level and in the identification and ordering of key concepts.	
	<b>Standards</b> <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: CURRICULUM</b> <b>Standard 2.2:</b> Science--Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy				
Content – Knowledge of Mathematics	Many errors in content knowledge in mathematics OR not enough evidence in the area to make a valid judgment.	Adequate evidence of content knowledge in mathematics appropriate for the elementary level; few errors, none serious.	Sound evidence of accurate content knowledge in mathematics appropriate for the elementary level and in the identification of key concepts.	Clear and convincing evidence of accurate and thorough content knowledge in mathematics appropriate for the elementary level and in the identification and ordering of key concepts.	
	<b>Standards</b>				



	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
	<b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: CURRICULUM</b> <b>Standard 2.3:</b> Mathematics--Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data				
Content – Knowledge of Social Studies	Many errors in content knowledge in mathematics OR not enough evidence in the area to make a valid judgment.	Adequate evidence of content knowledge in social studies appropriate for the elementary level; few errors, none serious.	Sound evidence of accurate content knowledge in social studies appropriate for the elementary level and in the identification of key concepts.	Clear and convincing evidence of accurate and thorough content knowledge in social studies appropriate for the elementary level and in the identification and ordering of key concepts.	
	<b>Standards</b> <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: CURRICULUM</b> <b>Standard 2.4:</b> Social studies--Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas —to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world				
Content – Knowledge of the Arts	Many errors in content knowledge in the arts OR not enough evidence in the area to make a valid judgment.	Adequate evidence of content knowledge in the arts appropriate for the elementary level; few errors, none serious.	Sound evidence of accurate content knowledge in the arts appropriate for the elementary level and in the identification of key concepts.	Clear and convincing evidence of accurate and thorough content knowledge in the arts appropriate for the elementary level and in the identification and ordering of key concepts.	
	<b>Standards</b> <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: CURRICULUM</b> <b>Standard 2.5:</b> The arts-- Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students				
Content – Knowledge of students	Little to no evidence that instruction is planned in accordance with current theories of man development, learning, and motivation.	Some evidence of instruction planned in accordance with current theories of man development, learning, and motivation.	Sound evidence that plans for instruction are consistent with current theories of man development, learning, and motivation.	Clear and convincing evidence that candidate understands human development, learning, and motivation and plans instruction accordingly	
	<b>Standards</b> <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: DEVELOPMENT, LEARNING AND MOTIVATION</b> <b>Standard 1:</b> Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.				

	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Content – knowledge of content-specific pedagogy	Few or no examples of content-specific strategies; not based on knowledge of students, learning theory, subject matter, curricular goals, and community.	A few examples of content-specific strategies, but limited in number and/or variety or not clearly based on knowledge of students, learning theory, subject matter, curricular goals, and community;	Examples of content-specific strategies incorporated into instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	Multiple examples of a range of content-specific strategies incorporated into instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	
	<b>Standards</b> <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: INSTRUCTION</b> <b>Standard 3.1:</b> Integrating and applying knowledge for instruction--Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;				
Pedagogy – Instructional planning	Plans for instruction lack several key elements	Plans for instruction include the following: Learning goals Learning activities List of teaching materials and resources Some means of assessment	Plans for instruction include several of the following: Learning goals from Curriculum Standards (and IEP, if appropriate); Learning experiences suitable to students' developmental levels; Innovative and flexible teaching and learning strategies; Appropriate and varied teaching materials and resources; Methods for assessment and feedback	Plans for instruction include almost all of the following elements: Learning goals from Curriculum Standards (and IEP, if appropriate); Learning experiences suitable to students' developmental levels; Innovative and flexible teaching and learning strategies; Appropriate and varied teaching materials and resources; Methods for assessment and feedback	
	<b>Standards</b> <b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b> <b>PLO:</b> PI 2a. Design instructional plans to maximize student learning. <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: INSTRUCTION</b> <b>Standard 3.1:</b> Integrating and applying knowledge for instruction--Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;				
Pedagogy – Educational environment	Little evidence of plans for creating or maintaining a positive educational environment; does not support individual students' development, acquisition of knowledge, and motivation.	Includes the following: Philosophy of learning A plan for classroom management Opportunities for students to work collaboratively; Support for individual students' development and acquisition of knowledge not clearly evident.	Supports individual students' development, acquisition of knowledge, and motivation. Includes several of the following: A student-centered philosophy of learning; A plan for effective classroom management; Topics and issues in instruction that foster	Supports individual students' development, acquisition of knowledge, and motivation; includes almost all of the following: A student-centered philosophy of learning; A plan for effective classroom management; Topics and issues in instruction	



	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
			students' critical thinking skills; Opportunities for students to work collaboratively.	that foster students' critical thinking skills; Opportunities for students to work collaboratively in multiple ways (e.g. pairs, groups, etc.).	
	<b>Standards</b> <b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b> <b>PLO:</b> PI 2b. Design an effective educational environment. <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: DEVELOPMENT, LEARNING AND MOTIVATION</b> <b>Standard 1:</b> Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.				
Pedagogy – Behavior management	Little evidence of a behavior management plan, or behavior management plan is not consistent with theories of child/human development.	Provides a behavior management plan that rewards positive behavior.	Provides a behavior management plan that is consistent with theories of child/human development and that rewards positive behaviors.	Provides a clearly articulated behavior management plan that is clearly based on an understanding of child/human development and that rewards positive behaviors.	
	<b>Standards</b> <b>International- Qatar National Professional Standards for Teachers (2016)</b> <b>Standard: 3.</b> Creating safe, supportive and challenging learning environments <b>Indicator: 3.2</b> Encourages students to take initiative and responsibility for their own behavior and learning. <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: DEVELOPMENT, LEARNING AND MOTIVATION</b> <b>Standard 1:</b> Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.				
Pedagogy – Assessment	Few means of assessment are demonstrated or assessment results are not used to adjust teaching and learning	Demonstrates the following: Formative and summative assessments; Multiple means of assessment; Modification of curriculum or instruction based on assessments	Demonstrates several of the following: Appropriate formative and summative assessments; Multiple means of assessment; Analysis of assessment; Modification of curriculum and instruction based on assessment analysis	Demonstrates most of the following: Frequent, appropriate formative and summative assessments; Multiple means of assessment, including standard, alternative, and performance-based assessment; Substantive, thoughtful analysis of assessment; Modification of curriculum and instruction based on assessment analysis	
	<b>Standards</b>				



	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
	<b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b> <b>PLO:</b> PI 2c. Use a range of assessments to inform teaching. <b>PLO:</b> PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: ASSESSMENT</b> <b>Standard 4:</b> Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.				
Technology – Personal and professional use	Shows lack of basic competency in the use of technology	Demonstrates basic competency in using: Email communication; Word processing	Demonstrates basic competency in using several of the following: Email communication; Word processing; Spreadsheets; Internet search; Library e-references; accesses and manages information on student learning using ICT resources	Demonstrates proficiency in using standard technology tools, including most of the following: Email communication; Word processing; Spreadsheets; Internet search; Library e-references; accesses and manages information on student learning using ICT resources	
	<b>Standards</b> <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: PROFESSIONALISM</b> <b>Standard 5.1:</b> Practices and behaviors of developing career teachers--Candidates understand and apply practices and behaviors that are characteristic of developing career teachers;				
Technology – Instructional use	Little to no evidence of the use of technology to achieve learning objectives	Demonstrates: Incorporation of educational e-resources in instruction; Use of multi-media to support learning objectives	Demonstrates several of the following: Locating and evaluating exemplary educational e-resources; Selecting and using multi-media to support learning objectives; Planning instruction that includes student use of technology to achieve learning objectives; Developing technology-based resources for instructional use (ex: webquests)	Demonstrates most of the following: Locating and evaluating exemplary educational e-resources; Selecting and using multi-media to support learning objectives; Planning instruction that includes student use of technology to achieve learning objectives; Developing technology-based resources for instructional use (ex: webquests)	
	<b>Standards</b> <b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b> <b>PLO:</b> PLO 3. Use current and emerging technologies in instructionally powerful ways. <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b>				



	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
	<b>Domain: INSTRUCTION</b> <b>Standard 3.4:</b> Active engagement in learning--Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments				
Diversity – Differentiation	Little to no evidence that instruction is differentiated or that respect for a diverse student population is supported	Includes modifications for students with special needs in some instructional plans	Demonstrates most of the following: Instructional plans include accommodations or modifications for students with special needs; Classroom policies support respect for all students, including those with diverse needs and backgrounds	Demonstrates most of the following: Instructional plans include appropriate accommodations and modifications for students with special needs; Classroom policies require students to interact respectfully with others, including those with diverse needs and backgrounds; Some materials provide helpful, appropriate information about community services to support students with personal and/or academic issues	
	<b>Standards</b> <b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b> <b>PLO:</b> PLO 4. Foster successful learning experiences for all students by addressing individual differences. <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: INSTRUCTION</b> <b>Standard 3.2:</b> Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;				
Modeling and teaching problem solving skills	Little or no evidence for personal use of problem-solving or opportunities for students to use critical thinking to solve problems	Demonstrates more than one opportunity for students to use critical thinking to solve problems	Demonstrates some of the following: Selects strategies and resources that facilitate the development of students' critical thinking and independent problem solving skills; Selects topics and issues that require critical thinking ; Personal use of critical thinking to solve problems in education	Demonstrates most of the following: Selects strategies and resources that facilitate the development of students' critical thinking and independent problem solving skills; Selects topics and issues that require critical thinking; Personal use of critical thinking to solve problems in education	
	<b>Standards</b> <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: INSTRUCTION</b> <b>Standard 3.3:</b> Development of critical thinking, problem solving, performance skills--Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;				





	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Scholarly Inquiry – Uses research	Little or no evidence for the use of scholarly inquiry in teaching and learning	Shows ability to read and understand academic research	Demonstrates some of the following: Locates appropriate and useful academic information; Evaluates academic research, using appropriate criteria; Applies information from research to improve teaching and learning	Demonstrates most of the following: Locates appropriate and useful academic information; Evaluates academic research, using appropriate criteria; Applies information from research to improve teaching and learning	
	<b>Standards</b> <b>International- Qatar National Professional Standards for Teachers (2016)</b> <b>Standard:</b> 5. Demonstrating high professional practices and engaging in continuous professional development. <b>Indicator:</b> 5.1 Reflects critically on professional practice to improve performance. <b>Indicator:</b> 5.2 Develops self professionally and is involved in professional learning networks. <b>Indicator:</b> 5.4 Demonstrating professional practices that reflect impact of professional development learning. <b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b> <b>PLO:</b> PLO 6. Actively engage in scholarship in education. <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain:</b> PROFESSIONALISM <b>Standard 5.1:</b> Practices and behaviors of developing career teachers--Candidates understand and apply practices and behaviors that are characteristic of developing career teachers;				
Scholarly Inquiry – Engages in research	Little to no evidence of personal research in education	Designs research on a problem in education	Designs quality research on a problem in education that is (or can be) applied for positive change	Designs and conducts high quality research on a problem in education that is (or can be) applied for positive change	
	<b>Standards</b> <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain:</b> PROFESSIONALISM <b>Standard 5.1:</b> Practices and behaviors of developing career teachers--Candidates understand and apply practices and behaviors that are characteristic of developing career teachers;				
Ethical relationships and collaboration with students and parents	Several instances in which opportunities to apply ethical values were ignored or better choices could have been made in several of the following areas: relationships students; relationships with other stakeholders; school policies; intellectual property	A few omissions or mistakes in the application of ethical values in all of the following: relationships with students, including those with special needs or from diverse backgrounds; relationships with supervisors and colleagues; relationships with parents and community stakeholders; activities	Overall, sound choices in the application of ethical values in the following areas: relationships with students, including those with special needs or from diverse backgrounds; relationships with supervisors and colleagues; relationships with parents and community stakeholders; activities related to school policies; activities	Clear commitment to ethical values in the following areas: relationships with students, including those with special needs or from diverse backgrounds; relationships with supervisors and colleagues; relationships with parents and community stakeholders; activities related to school policies; activities related intellectual property	



	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
		related to school policies; activities related intellectual property	related intellectual property (unauthorized usage and/or plagiarism)	(unauthorized usage and/or plagiarism); Shows, through narrative, active investigation of ethical issues and deliberate choices.	
	<b>Standards</b> <b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b> <b>PLO:</b> PLO 7. Apply professional ethics in all educational contexts. <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: PROFESSIONALISM</b> <b>Standard 5.3:</b> Collaboration with families--Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children				
Initiative – communication	Fostering collaboration through communication with peers, parents or students was not addressed in any meaningful way.	Gives one example of communication that fostered collaboration with peers, parents or students.	Gives more than one example of communication that fostered collaboration with peers, parents and students.	Gives several examples of extensive and meaningful communication that fostered collaboration with peers, parents and students.	
	<b>Standards</b> <b>International- Qatar National Professional Standards for Teachers (2016)</b> <b>Standard:</b> 6 Maintaining effective partnerships with parents and community. <b>Indicator:</b> 6.1 Communicates effectively with parents to improve students' learning and achievement. <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b> <b>Domain: INSTRUCTION</b> <b>Standard 3.5:</b> Communication to foster collaboration--Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom				
Initiative -- Building and maintaining partnerships with colleagues and community partners	Little or no evidence of establishing or maintaining partnerships with colleagues or community partners.	Shows awareness of the importance of establishing partnerships, but no more than one example is provided and the tie to students' learning or well-being is weak.	Provides at least two examples of having established partnerships with colleagues and/or community partners, or provides at least two examples of how to maintain and/or strengthen partnership with colleagues or community partners. Overall, examples show support for students' learning and well-being.	Provides at least three creative, effective examples of having established partnerships with colleagues and/or community partners, and for each example provides one or more suggestion for maintaining and/or strengthening the partnership. All examples clearly support students' learning and well-being	
	<b>Standards</b> <b>International- Qatar National Professional Standards for Teachers (2016)</b> <b>Standard:</b> 6 Maintaining effective partnerships with parents and community.				



	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
	<p><b>Indicator:</b> 6.2 Makes use of local partnerships to support students' learning and achievement.</p> <p><b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b></p> <p><b>PLO:</b></p> <p>PLO 8: Lead positive change in education.</p> <p><b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b></p> <p><b>Domain:</b> PROFESSIONALISM</p> <p><b>Standard 5.4:</b> Collaboration with colleagues and the community--Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being</p>				

## Action Research Rubric

	Not Demonstrated or Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
Question / Problem	The question or problem is not clearly related to teaching and learning or the field of the candidate.	The question or problem is related to teaching and learning or the field of the candidate, but may lack significant (may not be an important issue).	The question or problem significant to teaching and learning and to the field of study of the candidate, but my lack clarity in its description.	The question or problem is clearly identified and is significant to teaching and learning and to the field of study of the candidate.	
Abstract	Abstract is missing, poorly written, too long, or omits important information.	Abstract gives a brief description of at question and results, but either omits method or is unclear.	Abstract gives a brief description of question, method(s), and results.	Abstract is informative, interesting, and easy to read. It is concise and gives a brief description of question, method(s), and results.	
Literature Review	Literature Review has very few references or sources are not related to the question/problem, or formatting of citations and references does not follow any accepted system.	Literature review has a limited number of references and/or sources do not clearly relate to question/problem. Many mistakes in formatting of citations and/or references.	Literature review includes a sufficient number of references although all may not be clearly related to question/program.. Few mistakes formatting in citations and references.	Literature review includes well chosen and a sufficient number of quality and supportive references. All studies are important and clearly related to the question/topic. All citations are appropriately formatted and complete.	
Method	Method description is either missing or clearly not appropriate for answering the question/problem.	Method description in unclear. Only one method of data collection is used, and it is not entirely appropriate for collecting data to answer the question (other methods would be better).	Method is clearly described. Only one method of data collection is used, but it is appropriate for collecting data to answer the question.	Methods is clearly described and includes more than one data source. Methods are clearly sufficient to answer research questions.	
Findings	Findings are not described, are not based on the data, or do not related to the question or problem.	Findings are described, but not clearly emerge from the data. Findings may not entirely relate to	Findings are described and emerge from the data. Findings relate to the	Findings are clearly and thoroughly described and clearly and accurately based	



	Not Demonstrated or Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
		the question or problem.	question or problem.	on the data. Findings answer the question or provide solutions to the problem.	
Reflection	Reflection is missing, poorly written, or does not relate to improvement in teaching and/or learning.	Reflection is limited but relates in at least a limited sense to improvement in teach and learning.	Reflection is well-written, and relates to improvement in teaching and learning.	Reflection is thorough, thoughtful, well-written, and clearly relates to improvement in teaching and learning.	
	<b>Standards</b> <b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b> <b>PLO:</b> PLO 8: Lead positive change in education.				
Overall Organization	Introduction is not well organized and important data is difficult to locate.	Introduction is organized but is in a format differing from the suggested one.	The proposal as a whole follows a logical and evident structure, although some parts may lack clear organization.	All sections and the proposal as a whole follows logical and evident structure.	

## Mid and Final Reflections Rubric

(TaskStream Assignment)

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Reflectivity التأمل	Reflections do not reveal the thoughts, feelings, or insights of the candidate. التأمل لا يبين أفكار، مشاعر أو رؤى المرشح.	Reflections reveal some (limited) personal experiences, thoughts, feelings, or insights. التأمل يبين بعض التجارب الشخصية المحدودة، والأفكار، والمشاعر، والرؤى.	Reflections provide personal experiences, noting some personal thoughts, feelings, or insights. التأمل يقدم تجارب شخصية، يبين بعض الأفكار الشخصية، والمشاعر، والرؤى.	Reflections are deeply thoughtful, providing personal thoughts, feelings, and insights. التأملات تكون مدروسة بعمق، وتقدم أفكاراً شخصية، ومشاعر، ورؤى.
Thoroughness الشمول	Very limited number of reflections; brief and/or incomplete. عدد محدود من التأملات، وتكون مختصرة و/أو غير مكتملة.	Set of reflections provides some insight into experience, but lacks thoroughness and/or depth. مجموعة من التأملات تتضمن بعض التجارب أو العمق. وتفتقر الشمول و	Set of reflections provides an overview of experience. مجموعة من التأملات تقدم لمحة عامة عن الخبرات والتجارب.	Set of reflections is substantive, thorough and provides an in-depth view of experience. مجموعة من التأملات تكون موضوعية، وتقدم صورة عميقة عن الخبرات والتجارب.
Variety التنوع	Reflections are repetitive and portray a very limited number of aspects of teaching and learning. التأملات مكررة وتعطي صورة محدودة جداً عن مجالات التعلم والتعليم.	A limited number of aspects of teaching and learning are discussed. عدد محدود من مجالات التعلم والتعليم يتم مناقشتها.	Several important aspects of teaching and learning are discussed. عدد من المجالات المهمة في عملية التعلم والتعليم يتم مناقشتها.	Narratives on a broad range of experiences provide in-depth perspectives on numerous aspects of teaching and learning. السردي على نطاق واسع من التجارب والخبرات يقدم وجهات نظر عميقة حول جوانب عدة من التعلم والتعليم.
Professionalism المهنية	There are serious errors in professionalism. هناك بعض الأخطاء الكبيرة في المهنة.	There are some errors in professionalism in several of the reflections; none serious. هناك بعض الأخطاء المهنية في بعض من التأملات، ذات ولكنها ليست أخطاء اثر كبير	Overall, the reflections exhibit high standards of confidentiality, ethics, and respect for teaching as a profession. إجمالاً، التأملات تقدم مقياس عالي من السرية، الأخلاق، والاحترام للتعليم كمهنة.	The entire set of reflections exhibits high standards of confidentiality, ethics, and respect for teaching as a profession. كل التأملات تقدم مقياس عالي من السرية، الأخلاق، والاحترام للتعليم كمهنة.
Growth التطور	No professional growth is demonstrated. لا يوجد شرح للتطور.	There is some evidence of candidate growth in skill, understanding, or professionalism; however, it is not clearly demonstrated. يوجد بعض الأدلة على تطور مهارات المرشح، وتطور فهمه أو مهنيته، ولكن دون وجود شرح واضح.	Overall, the reflections demonstrate candidate growth in skill, understanding, or professionalism. إجمالاً، التأملات تشرح تطور مهارات المرشح، وتطور فهمه ومهنيته.	The set of reflections clearly demonstrate candidate growth in skill, understanding, and professionalism. مجموعة من التأملات تشرح بوضوح تطور مهارات المرشح، وتطور فهمه ومهنيته.

## College Supervisor Evaluation Form

Student Teacher's Program Area \_\_\_\_\_ Date \_\_\_\_\_

College Supervisor's Name \_\_\_\_\_

Rating: 3 = Exemplary 2 = Satisfactory 1 = Unsatisfactory

- Visits were timely and helpful.
- Observations were objective and fair.
- Helpfulness and support were provided consistently.
- Conferences were constructive and insightful.
- Feedback on my reflections was helpful.
- Knowledge of teaching is demonstrated consistently.
- Feedback on my lesson plans supported my growth as a professional.
- Feedback on my teaching supported my growth as a professional.
- Professional behavior was modeled consistently.

Comments \_\_\_\_\_

Return to: Ms. Lamy Al-Eisa  
Field Experience Unit Coordinator  
College of Education  
Qatar University

## Mentor Teacher Evaluation Form

Student Teacher's Program Area \_\_\_\_\_ Date \_\_\_\_\_

Supervising Teacher's Name \_\_\_\_\_

Rating: 3 = Exemplary 2 = Satisfactory 1 = Unsatisfactory

- Observations were timely and helpful.
- Observations were objective and fair.
- Helpfulness and support were provided consistently.
- Conferences were constructive and insightful.
- Feedback on my reflections was helpful.
- Knowledge of teaching is demonstrated consistently.
- Feedback on my lesson plans supported my growth as a professional.
- Feedback on my teaching supported my growth as a professional.
- Professional behavior was modeled consistently.

Would you recommend that additional student teachers be placed with this mentor teacher?

Yes

No

Comments \_\_\_\_\_

Return to: Ms. Lamy Al-Eisa  
Field Experience Unit Coordinator  
College of Education  
Qatar University



## Remediation Intervention Form

*This form is to be used only if the candidate is not showing satisfactory knowledge, skills and/or dispositions for teaching.*

Student teacher'Name\_\_\_\_\_Date\_\_\_\_\_  
School\_\_\_\_\_Grade level/content\_\_\_\_\_  
Cooperating Teacher\_\_\_\_\_  
College Supervisor\_\_\_\_\_

The following concern(s) have been discussed explicitly with the candidate, cooperating teacher, or college supervisor.

Data that support these concerns include:

These specific steps must be taken by the candidate for professional growth (please list actions and dates for completion).

Date for re-evaluation of concern(s).\_\_\_\_\_

I have read and received a copy of this document.

Student teacher Signature\_\_\_\_\_Date:\_\_\_\_\_

Supervisor Signature\_\_\_\_\_Date:\_\_\_\_\_

Mentor Signature\_\_\_\_\_Date:\_\_\_\_\_

## Handbook Acknowledgement

My signature below acknowledges that I have read the Student Teacher's Handbook and agree to abide by the standards, policies, and procedures defined or referenced in the Handbook. I understand that I have an obligation to inform my college supervisor of any changes in personal information, such as name, phone number, or address. I also accept responsibility for contacting my college supervisor or program advisor if I have any questions or concerns, or if further explanations are needed.

Student Teacher's Printed Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Please return this signed form to the Instructor of the Student Teaching Seminar. All signed forms will reside with:

Return to: Ms. Lamyia Al-Eisa  
Field Experience Unit Coordinator  
College of Education  
Qatar University