

# INTERNSHIP HANDBOOK

For the Diploma in Early Childhood Education



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

College of Education  
Qatar University

Fall 2015

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## COURSE MATRIX

| College of Education Unit Learning Outcomes   | QNPST As aligned in CF | Items in CEES  | Qatar National Professional Standards | Assessment (Tasks/Artifacts)   |
|---|------------------------|--|---------------------------------------|--|
| <b>Teaching</b><br><b>Content:</b> Apply the key theories and concepts of the subject matter.   | 3<br>9                 | 1.5, 3.1, 3.2, 3.3, 5.1, 6.1, 9.1, 9.2   | 1 2 4 5<br>6 9 12                     | Unit Plan<br>Clinical Experience<br>Evaluation Survey  |
| <b>Pedagogy:</b> Plan effective instruction to maximize student learning.   | 1<br>2<br>7<br>8       | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.3, 3.4, 4.1, 4.2, 5.3, 4.4, 4.5, 4.6, 5.1, 5.3, 5.4, 5.5, 6.1, 6.2, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.4, 8.5, 9.2, 9.3, 9.4 | 1 2 3 4<br>5 6 7 8<br>9 11 12         | Unit Plan<br>Assessment Project<br>Clinical Experience<br>Evaluation Survey  |
| <b>Technology:</b> Use current and emerging technologies in instructionally powerful ways.  | 5<br>6                 | 2.6, 5.3, 6.21, 6.2, 6.3, 6.4, 6.5   | 1 2 3 4<br>5 6 7 8<br>9 12            | Clinical Experience<br>Evaluation Survey<br>Technology for<br>Teaching and<br>Learning                             |
| <b>Diversity:</b> Foster successful learning experiences for all students by addressing individual differences.                                   | 4                      | 1.3, 2.5, 4.4, 8.2   | 1 2 3 4<br>5 6 7 8<br>9 10 11<br>12   | Unit Plan<br>Clinical Experience<br>Evaluation Survey  |
| <b>Scholarship</b><br><b>Problem Solving:</b> Arrive at data-informed decisions by systematically examining a variety of factors and resources.   | 12                     | 4.3, 5.1, 5.2, 5.3, 5.5, 6.5, 9.4  | 2 6 9<br>12                           | Unit Plan<br>Clinical Experience<br>Evaluation Survey  |
| <b>Scholarly Inquiry Problem Solving:</b><br>Actively engage in scholarship by learning from and contributing to the knowledge base in education. | 12                     | 5.1, 5.2, 5.3, 5.4, 6.3, 8.1, 8.3, 9.3, 9.4  | 2 3 5 6<br>7 9 11<br>12               | Unit Plan<br>Clinical Experience<br>Evaluation Survey<br>Reflective Journal<br>Parent Contact<br>Report<br>E-folio |
| <b>Leadership</b><br><b>Ethical Values:</b> Apply professional ethics in all educational contexts.  | 12                     | 4.2, 4.5, 4.6, 8.2, 8.3  | 1 2 3 4<br>5 6 7 8<br>9 10 11<br>12   | Clinical Experience<br>Evaluation Survey<br>Parent Contact<br>Report<br>Reflective Journal                         |
| <b>Initiative:</b> Lead positive change in education.   | 10<br>11               | 4.1, 4.2, 4.5, 4.6, 5.1, 5.2, 5.4, 5.5, 8.5  | 1 3 5 6<br>9 10 11<br>12              | Parent Contact<br>Report<br>Clinical Experience<br>Evaluation Survey   |

## **Qatar National Professional Standards**

1. Structure innovative and flexible learning experiences for individuals and groups of students.
2. Use teaching strategies and resources to engage students in effective learning.
3. Foster language literacy and numeracy development.
4. Create safe, supportive, and challenging learning environments.
5. Construct learning experiences that connect with the world beyond school.
6. Apply information and communication technology in managing student learning.
7. Assess and report on student learning.
8. Apply knowledge of students and how they learn to support student learning and development.
9. Apply teaching/subject area knowledge to support student learning.
10. Work as a member of professional teams.
11. Build partnerships with families and the community.
12. Reflect on, evaluate, and improve professional practice.

## **INTRODUCTION AND INTERNSHIP OVERVIEW**

. This handbook gives an overview of the clinical experience for the Diploma in Early Childhood Education . As teacher education candidates progress through their programs, an increasing importance is placed on field-based learning experiences. Internship 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 internship 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 intern 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 intern'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 intern in planning and completing the internship experience successfully. It is important that these materials be reviewed both at the beginning and throughout the internship 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.

## INTERNSHIP TIMELINE

**Overview:** The following sections describe a framework for your progress during internship. 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 the Internship

The Internship for all Diploma 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. Interns must also attend 18 hours of Seminar at the beginning of the semester **before** the classroom experience. These 18 hours prepare you for your classroom experience and provide you with forms and information necessary for the internship. The classroom experience is determined to be 300 hours, most likely completed over 10 weeks. If it is determined that you will benefit from more time in the classroom, the time will be extended.

The timelines in each section describe your activities in more detail. During the 10 weeks with your mentor teacher, you 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 internship, including your E-Folio, and turning in all required assignments and forms, as well as mentor and supervisor evaluations. The total number of hours for the internship is the following: 2-hour Orientation, 18 hours of seminar before supervision begins, 300 hours of internship, and 20 hours of seminar during supervision for a total of 340 contact hours.

| Week<br>Assignm<br>ent                   | 1            | 2 | 3 | 4 | 5              | 6 | 7 | 8 | 9 | 10 | Exam<br>Week |
|--|--------------|---|---|---|----------------|---|---|---|---|----|--------------|
| Early<br>Childho<br>od<br>Candidat<br>es | Kindergarten |   |   |   | Grades 1 and 2 |   |   |   |   |    |              |

**Overview:** The following subsections describe the activities that are part of your internship. The responsibilities progress from supportive activities in the classroom toward full responsibility for all teaching, and then scaling back your 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 internship will be spent on the classroom environment and management techniques. The first weeks of internship are to be spent in observing the classroom environment through the perspective of classroom management, instructional strategies, and assessment practices. You should arrange to observe other teachers in the building as well as your mentor teacher.

**Observation guides are in the Appendix.**

When you are assisting, co-planning, and co-teaching, remember that in your academic studies, practices were discussed as an **ideal** way of doing things; encounters during internship 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 your 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 you 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.
  - Assist students with make-up work/tutorials.
- b. **Co-plan:** Learn how planning is done in your school. While requirements and standards are used in all independent schools, each school has slightly different policies and practices. Help your mentor teacher and her 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 your knowledge and skills. Co-teaching allows you 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 you, as the intern, 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 your 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 you have the opportunity.

Let your mentor teacher know when you are ready to become more involved. She/he may hesitate to challenge you, so demonstrate enthusiasm and initiative. At the same time, be sensitive to your 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, 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, you should be teaching fulltime – whole lessons, multiple classes, and/or multiple topics, depending on your internship placement.
- c. **Co-plan and independently plan:** Continue co-planning and independent planning for the main activity for multiple sections of the same class, different grade levels, etc., depending on your internship placement and your mentor teacher's teaching load. Always discuss your ideas with your mentor teacher and supervisor. Week 5 should see you 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 class into two groups with each of you taking a group for instruction.
  - 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 you are teaching independently, your mentor teacher should be in the room with you, 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 12 hours of classes during the school week. For at least 25 consecutive days during which school is in session, it is your responsibility to plan and teach as the regular classroom teacher. Remember, too, that you will also perform all other duties related to teaching. Your mentor teacher is still involved with checking your plans, observing your 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 internship. Your mentor teacher resumes her/his teaching responsibility throughout the week until she/he is again the main instructor. You should continue to assist and observe until the end of the week.

**Note:** The following table is a list of your 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 you, your mentor, **and** your college supervisor.

## ASSIGNMENTS

Throughout your internship, keep a well-organized ring-notebook of printed notices, information, and materials collected during your work. It should be up-to-date and available for and member of the internship staff to examine on any visit to your school. Details of its contents are listed in the *Appendix*.

|   |   |
|---|---|
| Classroom responsibility                  | The sections above provide details about the observations and level of teaching for each week of your internship.   |
| Lesson Plans                              | Lesson plans must be written for every lesson – partial or whole – in which you are involved in teaching.   |
| Weekly Journal                            | Create a journal entry for each week of internship. <i>See guidelines in the Appendix.</i>  |
| Observations                              | Follow the guidelines for focused and general classroom observations of other teachers. <i>See guidelines and forms in the Appendix.</i>  |
| Parent Contact Report                     | Arrange to meet with the parents of one of your students and complete the form found in the <i>Appendix</i> . The report is due before Week 6.  |
| Assessment Analysis & Conclusions         | Complete the Assessment Analysis assignment as described in the <i>Appendix</i> .   |
| Technology for Learning                   | 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.)  |
| Unit Plan                                 | Create a unit plan for one of the topics in your curriculum. <i>See guidelines in the Appendix.</i> The unit is due at the end of internship.   |
| 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, <i>See guidelines in the Appendix.</i>      |
| Mid-point and Final Evaluations           | At the midpoint and end of the internship, evaluations are completed using the CEES. You (the intern), your mentor, and your college supervisor will discuss your progress and performance together each time. <i>See guidelines and forms in the Appendix.</i> |
| E-Folio                                   | Using the online student portfolio site, complete all required uploads and submissions, including the Portfolio Reflection.   |
| Supervisor and Mentor Teacher Evaluations | Complete the provided evaluations of your Mentor Teacher and College Supervisor. <i>See forms in the Appendix.</i> These are completed at the end of the semester and are anonymous and confidential.   |



## ASSIGNMENT TIMELINE

| Week                 | Assignment Due  |
|----------------------|---|
| Pre-placement 1      | Attend Seminar<br>Visit your placement school to meet your mentor teacher and the school's principal.   |
| Pre-placement 2      |   |
| Pre-placement 3      |   |
| 1                    | Journal<br>Observations: Classroom Management (3); Instructional Strategies (3)   |
| 2                    | Journal<br>Observations: Assessment Practices (3); CM + IS (3)<br>Lesson Plans: Starters/Closers (3)  |
| 3                    | Journal<br>Observations: IS + AP (3); CM + IS + AP (3)<br>Lesson Plans: Main Activity (3)   |
| 4                    | Journal<br>Lesson Plans: Full Lesson (3)  |
| 5: Mid-point         | Journal<br>Lesson Plans: Full Responsibility<br>Mid-point reflection<br>Mid-point Conference<br>Clinical Experience Evaluation Survey   |
| 6, 7, 8, and 9       | Journal<br>Lesson Plans: Full Responsibility<br>Assessment Analysis<br>Technology Infusion Lesson<br>Unit Plan<br>Parent Contact Report   |
| 10: Final            | Journal<br>Lesson Plans: Partial Responsibility<br>Final Reflection<br>Final Conference<br>Clinical Experience Evaluation Survey<br>E-Folio (Assignment uploads and Overall Reflection) |
| 11: Post supervision | Complete all assignments and evaluations<br>Complete uploads to E-Folio   |

## COURSE REQUIREMENTS

Remember that internship is a university course required to complete your chosen program. As such, there are assignments that must be completed. The following descriptions will help you fulfill the requirements for your internship and also produce artifacts that might be included in your E-Folio.

- A. **E-Folio:** Creating and maintaining an E-Folio on TaskStream ([www.taskstream.com](http://www.taskstream.com)) is a required component of all programs in the College of Education. It will document your professional experiences across all methods courses and field experiences, and show your competence in your chosen profession. The E-Folio will be evaluated within your program and details will be provided in the Seminar.
- B. **Notebook:** Organize a internship notebook. Keep this notebook on your desk so that when your supervisor comes to observe, she/he will be able to locate it easily. You will need a ring file with six section dividers labeled as follows:
  1. **General Information**—Include items such as blank forms, school and office memos, calendars, and university information.
  2. **Observations**—Collect copies of the assigned observation forms for the first three weeks of internship. *Guidelines and forms are available in the Appendix.*
  3. **Lesson Plans**—Use the lesson plan form provided in the Handbook Appendix for every lesson you teach and for the lessons that are part of your Unit Plan. Be sure to have your mentor teacher initial any lesson plans you keep in your notebook. Keep the most recent lesson plans at the front of this section. **Reflections should be included for every lesson you teach.** You may write your reflections on the back of the lesson plan form or on a separate sheet of paper after teaching a lesson. Put the lesson plan—and the reflection—in your notebook after teaching the lesson.
  4. **Mentor Teacher/Supervisor Evaluations and Feedback**—Encourage your mentor teacher to evaluate you and give written feedback as often as possible (at least once each week). She/he may use the evaluation forms found in the Handbook Appendix. Keep a copy of the evaluation in your notebook. Also, every time your college supervisor visits, an evaluation will be completed on your performance. Keep copies of all your evaluations in this section of your notebook; originals will be kept by your mentor teacher and college supervisor. Evaluations that are more formal—using the Clinical Experience Evaluation Survey (CEES) will also be conducted at the mid- and final points of your internship.
  5. **Journal** - Make reflective entries in your journal each week. It is a place for observations, reflections, and questions. The journal should be accessible to your college supervisor to comment on your observations and to answer your questions.
  6. **Course Assignments** - Include documentation, with all forms filled in, for all required internship assignments, as listed in the paragraphs below. These must be accurately completed and approved by your college supervisor. Make sure your college supervisor initials each document. A chart with the assignment timeline is included in the Appendix.
- C. **Reflections (What and When):**
  1. After teaching the lesson, 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 your Internship. See the rubric in the *Appendix*.
  3. Before mid-point and final evaluations—assess your overall teaching capabilities and performance. Complete these the week **before** the mid-point and final three-way conferences. Guiding questions and the rubric are included in the *Appendix*.
- D. **Parent Contact Report and Log:** In consultation with your mentor teacher, schedule and conduct at least one parent conference. Document this conference on the *Parent Conference Report Form* included in the Handbook *Appendix*. Keep a log of all parent contacts; this includes

telephone calls (even attempted calls), informal chats in the hall, conferences, home visits, and notes. A log template is included in the Handbook *Appendix*.

**E. Unit Plan:**

1. Purpose: You will develop a Unit Plan, made up of all lesson plans 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 six (6) blocks of class time to complete.
  - The unit should align with the prescribed curriculum of the school and subject area.

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

## **COURSE EXPECTATIONS**

### **School Schedule**

During this ten-week period, your internship 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**.

### **Seminar**

A weekly seminar is scheduled for interns to meet as a group. The topics for the seminar include accessing resources to deal with unexpected situations that arise during the internship, 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 you 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, you should communicate with the seminar instructor(s) regarding the situation. Failure to do so may result in a conference and/or termination of your internship.

## **ASSIGNMENT VALUES AND GRADE SYSTEM**

Each assignment during your Internship has a value in your overall grade, and the final grade is calculated and posted by your college supervisor.

| Assignment                   | Maximum Score | Grade Value |
|------------------------------|---------------|-------------|
| Parent Conference Report     | 5             | 5%          |
| Notebook and Weekly Journal  | 10            | 5%          |
| Mid and Final Journal Report | 20            | 10%         |
| *Unit Plan                   | 20            | 20%         |
| *CEES (Final Only)           | 4.00 Average  | 25%         |
| Technology Lesson            | 20            | 10%         |
| Seminar                      |               |             |
| *Assessment Analysis         | 20            | 10%         |
| *E-Folio                     | 60            | 10%         |
| Other Seminar Assignments    | 20            | 5           |

\*Note: These assignments must be complete at the satisfactory level or above to achieve a passing grade in the internship.

### **QU Grading System**

A = 100 - 90  
B+ = 89.99 - 85  
B = 84.99 - 80  
C+ = 79.99 - 75  
C = 74.99 - 70  
D+ = 69.99 - 65  
D = 64.99 - 60  
F = 59.99 - 0

## **INTERNSHIP POLICIES AND PROCEDURES**

### **School Attendance**

Since the internship is a university course and is a required part of the BED 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; however, if you miss more than three days, you must make up the time. If a serious condition requires that you miss an extended number of days, be sure to discuss it with your college supervisor **before** your absence, if at all possible. Arrangements can be made for you to complete your internship based on your specific situation.

As a intern, you are expected to be in attendance at your placement school according to the calendar for that specific school. Leaving the school campus during the school day is not permitted without prior approval from your college supervisor. It is your responsibility to inform the mentor teacher, college supervisor, **and** the school office as early as possible in case of an illness or other forced absence. Be sure to arrange communication details with both your mentor teacher and college supervisor, e.g., e-mail, phone, or SMS, at the beginning of your internship in case something arises that will interfere with the normal schedule.

### **Holidays and Staff Development Days**

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

### **Evaluations**

Written documentation of your 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 you by both the college supervisor and the mentor teacher.

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

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

It is also requested that interns, supervisors, mentor teachers, and other school personnel involved with internship 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.

## **RE-ASSIGNMENT OR TERMINATION OF INTERNSHIP**

If a candidate is experiencing significant difficulty during the semester, there are procedures and practices that provide options. If either you or your college supervisor has serious concerns about your placement, the situation must be documented before any action can be taken. If the problems cannot be resolved with your mentor and school, and depending on your specific situation, the following alternatives are possible:

- a. You might be re-assigned to another classroom for the remainder of the semester—possibly in another school.
- b. You might withdraw with the option of repeating the internship the following semester.
- c. You might stop the internship with a grade of “Incomplete.” If and when you complete the requirements for the internship, the “Incomplete” can be changed to a full grade.

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

- a. If there is mutual consent and agreement by the intern, cooperating school, and college supervisor for reasons of illness, injury, or other unforeseen problem.
- b. If the intern 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.
- c. If the intern does not abide by the policies of the cooperating school.
- d. If the intern demonstrates unprofessional conduct towards supervisors, school personnel, or students.

If it becomes necessary to terminate an intern'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 -- INTERN

### **Dedication**

- Make internship 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 internship seminars.
- Collaborate with other faculty members or interns 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 intern.
- Complete your evaluations and other paperwork in a timely fashion.

### Orientation

- Attend the QU Internship Orientation with your intern.
- Orient the intern 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 intern as a professional co-worker.
- Prepare a workspace for the intern with a desk, chair, shelves, curriculum guides, and teaching materials.
- Discuss the new intern'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 intern 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 intern 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 intern 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 intern to assume full responsibility of the classroom instruction and management for at least five weeks during the semester.
- At some point during the intern'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 intern; encourage reflective thinking about the strengths and weaknesses of his/her effectiveness in the planning and teaching process.
- Assist the intern 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 intern to have time to confer with the college supervisor following an observation.
- Write evaluations of the intern's progress and discuss them with him/her using the Lesson Observation Form found in the *Appendix*.
- Discuss your observations with the intern and suggest changes he/she might make to be more effective.
- Participate in a three-way evaluation conference with the intern 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 intern as an individual and refrain from comparing her/him with previous interns.
- Free the intern to attend all required College of Education Seminars, which are part of her/his clinical experience.
- Leave the intern 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 intern to professional journals, resources, and organizations.
- Involve the intern 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 intern.

### **Orientation and Organization**

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

### **Preparation**

- Meet the mentor teacher before the internship begins.
- Prepare a file of all forms and requirements the intern 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 Internship Handbook.

### **Teaching**

- Participate in the 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 intern, and college supervisor.
- Share information with interns about professional development opportunities in the community.

### **Scholarship**

- Observe, assess, and evaluate interns at least five (5) times during the internship placement regarding teaching, planning, management, and professionalism.
- Guide the intern's growth in reflective thinking and self-evaluation.
- Evaluate the intern'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 Coordinator of BED Programs as soon as all parties have signed the plan.
- Participate in a three-way evaluation conference (at least 20 minutes) with the intern and mentor teacher at the mid-point and end of the semester.
- Complete mid-point and final evaluations with the mentor teacher of each intern and write recommendations and/or summaries.
- Evaluate completed assignments and score all online submissions.

### **Leadership**

- Continue professional development by reading professional journals and attending conferences.
- Serve as a mentor to a new internship supervisor, if requested.
- Communicate regularly with the Program Director about areas of concern or make suggestions for programmatic changes.
- Act as a liaison between the intern and the Qatar University College of Education (this includes communication with principals, mentor teachers, interns, the director of internship, and the program coordinator).
- Assist in the placement of interns for the upcoming semester by offering suggestions and/or recommendations.
- Complete recommendation letters for interns who are applying for initial teaching jobs.

## APPENDICES

|   |    |
|---|----|
| <b>Lesson Plan Form and Guidelines</b> .....  | 21 |
| All your lesson plans should use this format for all lessons. Keep all lesson plans (and their reflections) in your notebook. There is space at the end of the form for your reflections about the lesson after it is taught. The guidelines remind you of what should be included in each sections of the lesson plan. |    |
| <b>Weekly Teaching Schedule Form</b> .....  | 22 |
| Fill this out with your mentor teacher or to record your daily teaching schedule, and give it to your college supervisor, so she/he can arrange visits.   |    |
| <b>Candidate Observation Guidelines and Forms</b>   |    |
| Classroom Management .....  | 23 |
| I   |    |
| <b>Clinical Experiences Evaluation Survey (CEES)</b> .....  | 26 |
| The CEES is to be completed by the intern, mentor teacher, and college supervisor for both the mid-point and final evaluations.   |    |
| <b>Parent Contact Report Form</b> .....   | 35 |
| The Parent Conference Report is due to your college supervisor before the 5 <sup>th</sup> week of internship.   |    |
| <b>Parent Contact Log</b> .....   | 36 |
| Use the Parent Contact Log to keep a record of parents you talk to or meet, and the purpose of the meeting.   |    |
| <b>Assessment Guidelines</b>  |    |
| Weekly Journal Guidelines.....  | 37 |
| Reflection Guidelines for Mid-Point and Final Evaluations (TaskStream Assignment) .....   | 38 |
| Unit Plan Guidelines (TaskStream Assignment) .....  | 40 |
| Assessment Analysis Guidelines (TaskStream Assignment) .....  | 41 |
| <b>Rubrics</b>  |    |
| Lesson Plan.....  | 43 |
| Mid and Final Journal .....   | 47 |
| Technology for Learning .....   | 48 |
| Unit Plan .....   | 49 |
| Assessment Analysis .....   | 51 |
| <b>College Supervisor Evaluation Form</b> .....   | 52 |
| You will complete this form at the final seminar.   |    |
| <b>Mentor Teacher Evaluation Form</b> .....   | 53 |
| You will complete this form at the final seminar.   |    |
| <b>Remediation Contract</b> .....   | 54 |
| This form will only be used if the candidate is not showing satisfactory knowledge, skills, or dispositions for teaching.   |    |
| <b>Handbook Acknowledgement</b> .....   | 55 |
| You will complete this form at the first seminar.   |    |



## LESSON PLAN FORM

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

Mentor Teacher: \_\_\_\_\_ # of Students: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ Time Frame: \_\_\_\_\_

|   |   |
|---|---|
| <p><b>Qatar Standards</b><br/>Write out the Qatar Standard and provide number and letter where appropriate.</p>   | <p><b>Objective(s)</b><br/>State what you expect students to know and be able to do <b>after</b> completing the lesson.</p>   |
| <p><b>Resources</b> (Used in planning)<br/>Include book title(s), text, website, or other source information used to help put together the learning plan.</p> | <p><b>Materials</b> (Used in teaching &amp; learning)<br/>Identify the quantity of various materials needed for the activity. Do not forget multimedia equipment when needed.</p> |

**Activating Prior Knowledge/Focus/Motivation**  
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: **After** the focus activity, state the lesson's objective to students.

|   |  |
|---|--|
| <p><b>Teacher Strategies</b><br/>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.</p> | <p><b>Student Activities</b><br/>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 relating to particular content information or expected solutions based on student experiences and questions.</p> |
|---|--|

|   |  |
|---|--|
| <p><b>Differentiation/Modifications</b><br/>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> | <p><b>Lesson Extension</b><br/>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> |
|---|--|

**Closure**  
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.

**Assessment**  
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 checklists when appropriate. (Be sure to match objectives to assessments.)

**Reflective Evaluation of Lesson:** Reflection is done after teaching the lesson:  
Reflect on your own teaching. You may consider addressing the following 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?

(Lesson Plan Rubric in Appendix)



**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.)

Intern'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.           |        |        |         |           |          |
|              |        |        |         |           |          |
|              |        |        |         |           |          |



## Candidate 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?

- a. 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?)
- b. 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?
- c. **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.

- a. 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)?
- b. Student engagement
  - How are students actively participating in the lesson?
  - How are students working together?
  - How frequently does the teacher ask open-ended questions?
- c. **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.

- a. 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?
- b. Examples of types of formative assessments
  - Open-ended questions
  - Graphic organizers
  - Activity or lab worksheets
  - Exit cards
- c. 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  |            | Yes/No |
| Open-ended questions   |                             | Graphic organizers |         | Worksheets |        |
| Closed-ended questions |                             | Quiz               |         | Exit cards |        |
|                        |                             |                    |         |            |        |
| Summative assessment   |                             |                    |         |            |        |
|                        |                             |                    |         |            |        |

Clinical Experience Evaluation – Diploma in Early Childhood

**TO BE COMPLETED ONLINE**

تقييم الأداء في التدريب الميداني – دبلوم في الطفولة المبكرة

College of Education, Qatar University

كلية التربية – جامعة قطر

To be used by the College Supervisor, Mentor Teacher, and Intern at Mid-point and End Evaluations

يتم استخدامه من قبل مشرف الكلية – والمعلم المعاون - والطالب المتدرب في الخبرات المبكرة والتدريب الميداني في التقييم النصفي و النهائي

|                       |                    |                                |                       |                           |                           |
|-----------------------|--------------------|--------------------------------|-----------------------|---------------------------|---------------------------|
| <b>Intern's Name</b>  | اسم الطالب المتدرب | <b>Evaluator: (Circle one)</b> |                       |                           | المقيم ( اختر واحدا فقط ) |
|                       |                    | <b>Self</b>                    | <b>Mentor Teacher</b> | <b>College supervisor</b> |                           |
|                       |                    | تقييم ذاتي                     | المعلم المعاون        | مشرف الكلية               |                           |
| <b>Mentor Teacher</b> | المعلم المعاون     | <b>College Supervisor</b>      |                       |                           | مشرف الكلية               |
| <b>Subject</b>        | المادة             | <b>Grade</b>                   | الصف                  | <b>Date</b>               | التاريخ                   |
|                       |                    |                                |                       | <b>Total score</b>        | الدرجة النهائية           |

*Important: 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.*

هام جداً: 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 النصفي؛ فيجب أن يكون هناك خطة علاجية قد تم صياغتها وتنفيذها، وتُرفق مع هذا النموذج.

Note: This evaluation tool is used in College of Education programs to determine candidates' progress over time.

Part I--the Classroom Performance Assessment (CPA)--addresses QNP Standards 1-9.

Part II --the Professional Performance Indicators (PPI)--addresses QNP Standards 10-12.

Part II – the Professional Dispositions Instrument (PDI)—addresses the College of Education's identified dispositions for teaching.

ملاحظة : يستخدم هذا التقييم لتحديد مدى تقدم الطالب المتدرب في الخبرة الميدانية بمرور الوقت .

الجزء الاول - - تقييم الاداء الصفي ( CPA ) - المتعلقة بالمعايير المهنية الوطنية للمعلمين 1- 9

الجزء الثاني - - مؤشرات الاداء المهني (PPI)- المتعلقة بالمعايير المهنية الوطنية للمعلمين 10 – 12

الجزء الثالث - اداة تقييم التوجهات المهنية (PDI)- المتعلقة بالتوجهات المهنية في التدريس والمحددة في كلية التربية

**Instructions:** Please mark the number that matches your observation for that item.

**Rating scale:** 4= target

2=needs improvement

3= satisfactory

1=unsatisfactory

التعليمات : الرجاء اختيار الرقم الذي يطابق ملاحظتك حسب كل عبارة من التالية مستخدماً مقياس التقدير :

4 = مستهدف 3 = مقبول 2 = يحتاج الى تحسين 1 = غير مقبول

|  |   |   |   |   | امثله Examples<br>(أكتب ملاحظة أو تعليق حول<br>الشواهد والأدلة) |
|--|---|---|---|---|---|
| PLO 1: Applies key theories and concepts of the subject matter in educational settings.<br>PLO1 : يطبق النظريات والمفاهيم الأساسية المرتبطة بالتخصص في<br>المواقف التعليمية.                           | 1 | 2 | 3 | 4 |   |
| PLO 2. Plans effective instruction to maximize student learning.<br>PLO 2 : يخطط لتدريس فعال لزيادة تعلم الطالب  | 1 | 2 | 3 | 4 |   |
| PI 2a. Designs instructional plans to maximize student learning.<br>PI 2 a : يصمم الخطط التدريسية لزيادة تعلم الطالب   | 1 | 2 | 3 | 4 |   |
| PI 2b. Designs an effective educational environment.<br>PI 2 b : يصمم بيئة تعليمية فعالة   | 1 | 2 | 3 | 4 |   |
| PI 2c. Uses a range of assessments to inform teaching.<br>PI 2c : يستخدم طرق تقييم متعددة لتعزيز التدريس   | 1 | 2 | 3 | 4 |   |
| PLO 3. Uses current and emerging technologies in instructionally powerful ways.<br>PLO 3 : يستخدم أساليب التكنولوجيا الحالية والمستحدثة بشكل فعال في<br>التدريس  | 1 | 2 | 3 | 4 |   |
| PLO 4. Fosters successful learning experiences for all students by addressing individual differences.<br>PLO 4 : يقدم خبرات تعلم ناجحة لجميع الطلاب من خلال مراعاة الفروق<br>الفردية .                 | 1 | 2 | 3 | 4 |   |
| PLO 5. Arrives at data-informed decisions by systematically examining a variety of factors and resources.<br>PLO 5 : يفحص العديد من العوامل والموارد بطريقة منظمة للوصول الى<br>قرارات تدعمها البيانات | 1 | 2 | 3 | 4 |   |
| PLO 6. Actively engages in scholarship in education<br>PLO 6 : يشترك بصورة نشطة في البحث العلمي التربوي  |   |   |   |   |   |
| PLO 7. Applies professional ethics in all educational contexts.<br>PLO 7 : يطبق الاخلاقيات المهنية في جميع الأطر (المواقف) التعليمية   |   |   |   |   |   |
| Total points for this section (28 possible):<br>مجموع الدرجة الكلية على هذا القسم (28)   |   |   |   |   |   |
| Average for this section: (Total score divided by 7)<br>معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 7)   |   |   |   |   |   |
| <b>QATAR NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS</b><br>المعايير المهنية الوطنية للمعلمين في دولة قطر   |   |   |   |   |   |
| 1) Structures innovative and flexible learning experiences for individuals and groups of students<br>يصمم خبرات تعلم تتسم بالمرونة والابتكار للطلبة أفراداً وجماعات                                    | 1 | 2 | 3 | 4 |   |
| 2) Uses teaching strategies and resources to engage students in effective learning.<br>يستخدم استراتيجيات التعليم ومصادره لإشراك الطلبة في تعلم<br>فاعل  | 1 | 2 | 3 | 4 |   |
| 3) Fosters language, literacy and numeracy development.<br>يشجّع تطوير المهارات اللغوية والأدبية والمهارات<br>الحسابية.  | 1 | 2 | 3 | 4 |   |
| 4) Creates safe, supportive and challenging learning   | 1 | 2 | 3 | 4 |   |

|  |   |   |   |   |  |
|--|---|---|---|---|--|
| environments<br>يهيئ لبيئات تعلم آمنة وداعمة ومثيرة للتحدي .   |   |   |   |   |  |
| 5) Constructs learning experiences that connect with the world beyond school.<br>بناء خبرات تعلم تربط الطالب بالعالم خارج المدرسة  | 1 | 2 | 3 | 4 |  |
| 6) Applies internet communication technology (ICT) in managing student learning<br>يطبق تكنولوجيا الاتصال عبر الانترنت في ادارة تعلم الطلاب .  | 1 | 2 | 3 | 4 |  |
| 7) Assesses and report on student learning.<br>7- يقيم تعلم الطلاب ويصدر تقاريراً بذلك   | 1 | 2 | 3 | 4 |  |
| 8. Applies knowledge of students and how they learn to support student learning and development<br>يطبق المعرفة المتوافرة عن الطلبة والطريقة التي يتعلمون بها في دعم تعلمهم وتطورهم. | 1 | 2 | 3 | 4 |  |
| 9. Applies teaching/subject area knowledge to support student learning.<br>يطبق المعرفة في التدريس وموضوع التخصص لدعم تعلم الطلاب  | 1 | 2 | 3 | 4 |  |
| 10. Works as a member of professional teams<br>العمل كعضو في الفرق المهنية   | 1 | 2 | 3 | 4 |  |
| 11. Builds partnerships with families and the community.<br>بناء علاقات شراكة مع الأسر والمجتمع .  | 1 | 2 | 3 | 4 |  |
| 12. Reflects on, evaluate and improve professional practice.<br>يتفكر في ممارساته المهنية وقيمتها ويحسنها  | 1 | 2 | 3 | 4 |  |
| <b>Total points for this section (48 possible):</b><br>مجموع الدرجة الكلية على هذا القسم (48)  |   |   |   |   |  |
| <b>Average for this section: (Total score divided by 12)</b><br>معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 12)  |   |   |   |   |  |

## NAEYC STANDARDS

|  |   |   |   |   |  |
|--|---|---|---|---|--|
| 1.0 Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.<br>الطلبة الذين يتم تأهيلهم في برنامج الطفولة المبكرة متمكنين من الأساس المعرفي المتعلق بنمو الأطفال وتطورهم. ويستخدمون فهمهم لخصائص واحتياجات الاطفال الصغار، والعوامل المتعددة التي تؤثر على تعلمهم وتطورهم، في ابتكار بيئة صحية وداعمة يسود فيها الاحترام وتمتاز بإثارة التحدي لكل طفل . |   |   |   |   |  |
| 1a: Knows and understands young children's characteristics and needs, from birth through age 8.<br>يعرف ويفهم خصائص واحتياجات الأطفال من الولادة وحتى عمر الثامنة .  | 1 | 2 | 3 | 4 |  |
| 1b: Knows and understands the multiple influences on early development and learning.<br>يعرف ويفهم التأثيرات المتعددة على التعلم والنمو في مراحلها المبكرة   | 1 | 2 | 3 | 4 |  |
| 1c: Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>يستخدم معرفته بالنمو والتطور في ابتكار بيئة تعليمية للأطفال تكون صحية وداعمة ويسود فيها الاحترام .   | 1 | 2 | 3 | 4 |  |
| <b>Total points for this section (12 possible):</b><br>مجموع الدرجة الكلية على هذا القسم (12)  |   |   |   |   |  |
| <b>Average for this section: (Total score divided by 3)</b><br>معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 3)  |   |   |   |   |  |
| 2. Candidates prepared in early childhood degree programs understand that successful early childhood   |   |   |   |   |  |

education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

الطلبة الذين يتم تأهيلهم في برنامج الطفولة المبكرة يعرفون أن نجاح التعليم في برنامج الطفولة المبكرة يعتمد على علاقة الشراكة مع الأسر والمجتمع. وهم يعرفون ويفهمون ويقدرّون أهمية وتعقيد خصائص أسر الأطفال والمجتمع. ويستخدمون فهمهم هذا في ابتكار علاقات متبادلة قائمة على الاحترام وتستفيد من الأسر وتدعمهم، وتشارك جميع الأسر في تعلم أطفالهم وتطورهم.

|  |   |   |   |   |  |
|--|---|---|---|---|--|
| 2a: Knows about and understanding diverse family and community characteristics.<br>يعرف ويفهم تنوع الأسر وخصائص المجتمع .  | 1 | 2 | 3 | 4 |  |
| 2b: Supports and engages families and communities through respectful, reciprocal relationships.<br>يدعم و يشارك الأسر والمجتمع من خلال العلاقات المتبادلة القائمة على الاحترام | 1 | 2 | 3 | 4 |  |
| 2c: Involves families and communities in young children's development and learning.<br>يشرك الأسر والمجتمع في تعلم الأطفال وتطورهم   | 1 | 2 | 3 | 4 |  |

Total points for this section (12 possible):

مجموع الدرجة الكلية على هذا القسم (12)

Average for this section: (Total score divided by 3)

معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 3)

3. Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

الطلبة الذين يتم تأهيلهم في برنامج الطفولة المبكرة يفهمون أن ملاحظة الطفل والتوثيق وأشكال التقييم الأخرى هي عناصر محورية في الممارسة لجميع المتخصصين في مراحل الطفولة المبكرة . فهم يعرفون ويفهمون التقييم من حيث الأهداف والفوائد والاستخدامات. وهم يعرفون ويستخدمون الملاحظة المنظمة، والتوثيق واستراتيجيات التقييم الفعالة الأخرى في تعاونهم مع الأسر وزملائهم المهنيين الآخرين للتأثير بشكل إيجابي على تطور كل طفل.

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| 3a: Understands the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children<br>يعرف أهداف وفوائد واستخدامات التقييم – بما في ذلك استخداماته في تطوير أهداف ملائمة ومناهج واستراتيجيات تدريس ملائمة للأطفال.                                 | 1 | 2 | 3 | 4 |  |
| 3b: Knows about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.<br>يعرف ويستخدم الملاحظة، والتوثيق، وطرق وأدوات التقييم الملائمة الأخرى بما في ذلك استخدام التوثيق بواسطة التكنولوجيا والتقييم وجمع البيانات | 1 | 2 | 3 | 4 |  |
| 3c: Understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.<br>يفهم ويطبّق التقييم بمسؤولية لتعزيز النتائج الايجابية لكل طالب ، مضمناً ذلك استخدام التكنولوجيا المساعدة للأطفال ذوي الاحتياجات الخاصة .                     | 1 | 2 | 3 | 4 |  |

Total points for this section (12 possible):

مجموع الدرجة الكلية على هذا القسم (12)

Average for this section: (Total score divided by 3)

معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 3)

4. Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

الطلبة الذين يتم تأهيلهم في برنامج الطفولة المبكرة يفهمون أن التدريس والتعلم للأطفال الصغار هو عملية مركبة، وتتباين تفصيلاتها تبعاً لعمر الطفل وخصائصه والسياق الذي يحدث فيه التدريس والتعلم. فهم يفهمون ويستخدمون العلاقات الايجابية والتفاعلات كقاعدة أساسية لعملهم مع الاطفال وأسرتهم. والطلبة يعرفون ويفهمون ويستخدمون مجموعة واسعة من مناهج النمو الملائمة، واستراتيجيات التدريس، والأدوات لربطها بالأطفال وأسرتهم، وتؤثر ايجاباً على تطور الطفل وتعلمه.

|   |   |   |   |   |
|---|---|---|---|---|
| 4a: Understands positive relationships and supportive interactions as the foundation of their work with young children.<br>يفهم العلاقات الايجابية والعلاقات المتبادلة الداعمة كقاعدة اساسية لعملهم مع الاطفال                | 1 | 2 | 3 | 4 |
| 4b: Knows and understands effective strategies and tools for early education, including appropriate uses of technology.<br>يعرف ويفهم استراتيجيات وأدوات فعالة في التعليم المبكر، بما في ذلك الاستخدامات الملائمة للتكنولوجيا | 1 | 2 | 3 | 4 |
| 4c: Uses a broad repertoire of developmentally appropriate teaching /learning approaches.<br>يستخدم مدى واسع من أساليب التدريس /التعلم المناسبة لتطور الطفل   | 1 | 2 | 3 | 4 |
| 4d: Reflects on own practice to promote positive outcomes for each child.<br>يتفكر في ممارساته لتعزيز المخرجات الايجابية لدى كل طفل.  | 1 | 2 | 3 | 4 |

Total points for this section (16 possible):

مجموع الدرجة الكلية على هذا القسم (16)

Average for this section: (Total score divided by 4)

معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 4)

5. Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

الطلبة الذين يتم تأهيلهم في برنامج الطفولة المبكرة يستخدمون معرفتهم بالمحتوى الأكاديمي لتصميم وتطبيق وتقييم الخبرات التي تعزز التطور الايجابي للتعلم لكل طفل. ويفهم الطلاب أهمية مجالات النمو والتطور ومحتوى التخصص الأكاديمي في منهاج الطفولة المبكرة. فهم يعرفون المفاهيم الأساسية، وأدوات البحث والاستقصاء وبنية محتوى التخصص بما في ذلك الموضوعات الأكاديمية، ويستطيعون تحديد المصادر لتعميق ذلك الفهم. ويستخدم الطلبة معلوماتهم والمصادر الأخرى لتصميم وتطبيق وتقييم ذي معنى للمنهاج الذي يتصف بالتحدي ويعزز التطور الشامل للطفل ومخرجات تعلمه.

|   |   |   |   |   |
|---|---|---|---|---|
| 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| education, health and safety; and social studies.<br>يفهم المحتوى المعرفي والمصادر المتاحة في التخصصات الأكاديمية: اللغة والادب، والفن – والموسيقى، والحركات الإبداعية، والرقص، والدراما أو التمثيل، والفنون البصرية، والرياضيات والعلوم وأنشطة الفيزياء، والتربية البدنية، والصحة والسلامة، والدراسات الاجتماعية   |   |   |   |   |  |
| 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.<br>يفهم ويستخدم المفاهيم الرئيسية، وأدوات الاستقصاء والبحث وبنية محتوى التخصص أو التخصصات الأكاديمية.   | 1 | 2 | 3 | 4 |  |
| 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.<br>يستخدم معرفته ومعايير التعلم المبكر الملائمة والمصادر الأخرى لتصميم وتطبيق وتقييم المنهاج الذي يتصف بالتحدي ويكون ذات معنى لكل طفل.  | 1 | 2 | 3 | 4 |  |
| <b>Total points for this section (12 possible):</b><br>مجموع الدرجة الكلية على هذا القسم (12)   |   |   |   |   |  |
| <b>Average for this section: (Total score divided by 3)</b><br>معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 3)   |   |   |   |   |  |
| 6. Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.<br>الطلبة الذين يتم تأهيلهم في برنامج الطفولة المبكرة يُعرّفون بأنفسهم ويتصرفون كأعضاء في مهنة الطفولة المبكرة. فهم يعرفون ويستخدمون المبادئ الأخلاقية وغيرها من المعايير المهنية المتعلقة بممارسات في الطفولة المبكرة. وهم متعلمون مستمرين ومتعاونون ويظهرون المعرفة، ويتفكرون ويتمتعون بنظرة ناقدة للأعمال التي يقومون بها، ويتخذون قرارات مدعومة بالبيانات ويوظفون المعرفة المتحققة من مصادر مختلفة. ويعتبرون داعمون ذوي معرفة بالسياسات والممارسات التربوية المتعددة. |   |   |   |   |  |
| 6a: Identifying and involving oneself with the early childhood field.<br>يعرّف بنفسه ويشترك في مجال الطفولة المبكرة.  |   |   |   |   |  |
| 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines.<br>يعرف عن المعايير الأخلاقية ويلتزم بها وكذلك المبادئ المهنية الأخرى للطفولة المبكرة.   |   |   |   |   |  |
| 6c1: Engaging in continuous, collaborative learning to inform practice;<br>يشترك في أنشطة تعلم تعاوني ومستمر بغرض تحسين الممارسة.<br>6c2: using technology effectively with young children, with peers, and as a professional resource.<br>يستخدم التكنولوجيا بشكل فعال مع الأطفال، ومع زملاءه كمصدر مهني   |   |   |   |   |  |
| 6d: Integrating knowledgeable, reflective, and critical perspectives on early education.<br>يدمج وجهة نظره القائمة على المعرفة والتفكير والنقد في التربية المبكرة.  |   |   |   |   |  |
| 6e: Engaging in informed advocacy for young children and the early childhood profession.<br>6e: يشترك وبشكل داعم مستندا للمعرفة في مهنة الطفولة المبكرة والأطفال الآخرين  |   |   |   |   |  |
| <b>Total points for this section (24 possible):</b><br>مجموع الدرجة الكلية على هذا القسم (24)   |   |   |   |   |  |

Average for this section: (Total score divided by 6)

معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 6)

Observer Comments: تعليقات الملاحظ

Strengths: نقاط القوة

Areas for improvement: مجالات التحسين

Summary: ملخص

Intern comments: تعليقات الطالب المتدرب

#### QU COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONALISM

توقعات كلية التربية للمهنية / الاحترافية - جامعة قطر

| PROFESSIONAL BEHAVIORS التصرفات المهنية                                      |  |   |   |   |   |  |
|--|--|---|---|---|---|--|
| 1.0 Attendance and Punctuality الحضور و الانتظام                             |  |   |   |   |   |  |
| 1.1 Arrives on time.   | الوصول في الوقت المحدد   | 1 | 2 | 3 | 4 |  |
| 1.2 Stays until the end of the school day                                    | البقاء الى نهاية اليوم المدرسي .                                 | 1 | 2 | 3 | 4 |  |
| 1.3 Notifies mentor and supervisor if absent.                                | إعلام المدرب و المشرف في حالة الغياب                             | 1 | 2 | 3 | 4 |  |
| 1.4 Makes up missed days.  | التعويض عن أيام الغياب   | 1 | 2 | 3 | 4 |  |
| 2.0 Professionalism الكفاءة المهنية  |  |   |   |   |   |  |
| 2.1 Dresses appropriately.   | ارتداء الملابس المناسبة  | 1 | 2 | 3 | 4 |  |
| 2.2 Demonstrates preparedness.   | اظهار حسن الاستعداد  | 1 | 2 | 3 | 4 |  |
| 2.3 Demonstrates a positive attitude.  | اظهار السلوك الايجابي  | 1 | 2 | 3 | 4 |  |
| 2.4 Willingly accepts responsibilities.                                      | تقبل المسؤليات بصدر رحب  | 1 | 2 | 3 | 4 |  |
| 2.5 Completes tasks as instructed.   | انجاز المهام وفقاً للتعليمات                                     | 1 | 2 | 3 | 4 |  |
| 2.6 Seeks advice and/or feedback.  | البحث عن النصائح و/أو التغذية الراجعة                            | 1 | 2 | 3 | 4 |  |
| 2.7 Accepts feedback constructively.   | قبول التغذية الراجعة بشكل ودي                                    | 1 | 2 | 3 | 4 |  |
| 2.8 Demonstrates respect for mentor, children, parents, and others.          | اظهار الاحترام للمعلم المعاون والاطفال وأولياء الامور وغيرهم     | 1 | 2 | 3 | 4 |  |
| 2.9 Assumes responsibility for routine tasks without being asked repeatedly. | تحمل مسؤولية الاعمال الروتينية بدون طلب ذلك منه مراراً و تكراراً | 1 | 2 | 3 | 4 |  |
| 2.10 Completes routine paperwork on time.                                    | اتمام الاعمال الورقية الروتينية في الوقت المحدد                  | 1 | 2 | 3 | 4 |  |



| 3.0 Attitude Demonstration اظهار الاتجاه المناسب  |   |   |   |   |  |
|---|---|---|---|---|--|
| 3.1 Demonstrates initiative. اظهار حسن المبادرة.  | 1 | 2 | 3 | 4 |  |
| 3.2 Demonstrates enthusiasm in working with children. اظهار الحماس عند العمل مع الأطفال                           | 1 | 2 | 3 | 4 |  |
| 3.3 Demonstrates enthusiasm for learning new ideas and/or skills. اظهار الحماس في تعلّم افكار و/ أو مهارات جديدة. | 1 | 2 | 3 | 4 |  |
| Total points for this section (68 possible):<br>مجموع الدرجة الكلية على هذا القسم (68)                            |   |   |   |   |  |
| Average for this section: (Total score divided by 17)<br>معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 17)  |   |   |   |   |  |

**Comments: التعليقات**

**Strengths: نقاط القوة**

**Areas for improvement: مجالات التحسين**

**Summary: ملخص**

**Intern comments: تعليقات الطالب المتدرب**

**Part III. Professional Dispositions**

**الجزء الثالث : التوجهات المهنية :**

| Teaching التدريس   |   |   |   |   |  |
|--|---|---|---|---|--|
| Content: Upholds high standards for content knowledge for all young children.<br>المحتوى: يحافظ على معايير مرتفعة لمعرفة المحتوى لدى جميع الأطفال  | 1 | 2 | 3 | 4 |  |
| Pedagogy: Makes decisions consistent with the belief that all children can learn.<br>التدريس : يتخذ قرارات بما يتفق مع الاعتقاد أن كل طفل لديه القدرة على التعلم .   | 1 | 2 | 3 | 4 |  |
| Diversity: Validates young children's unique strengths and ways of learning.<br>التنوع : يتأكد من نقاط القوة الفريدة وطرق التعلم لدى الأطفال   | 1 | 2 | 3 | 4 |  |
| Technology: Demonstrates willingness to adopt the most appropriate learning resources, including ICT resources.<br>التكنولوجيا: يظهر رغبة في تبني معظم مصادر التعلم المناسبة، بما في ذلك مصادر تكنولوجيا المعلومات . | 1 | 2 | 3 | 4 |  |

| Scholarship البحث العلمي   |   |   |   |   |  |
|--|---|---|---|---|--|
| Problem Solving: Recognizes and uses the importance of a systematic approach to problem solving and decision-making. | 1 | 2 | 3 | 4 |  |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| حل المشكلات: يدرك أهمية المنهج المنظم ويستخدمه لحل المشكلات واتخاذ القرارات   |   |   |   |   |  |
| Scholarly Inquiry: Reflects on personal beliefs and practices about teaching and learning.<br>الاستقصاء البحثي : يتفكر في معتقداته الشخصية وفي ممارسات التدريس والتعلم. | 1 | 2 | 3 | 4 |  |

| Leadership القيادة   |   |   |   |   |  |
|--|---|---|---|---|--|
| Ethical Values: Treats all children, parents, and colleagues with fairness and dignity.<br>القيم الاخلاقية : يعامل جميع الأطفال وأولياء الامور وزملاءه بإنصاف ونزاهة | 1 | 2 | 3 | 4 |  |
| Readily engages with new opportunities and tasks.<br>يشترك طواعية في فرص ومهام جديدة   | 1 | 2 | 3 | 4 |  |
| Total points for this section (32 possible):<br>مجموع الدرجة الكلية على هذا القسم (32)   |   |   |   |   |  |
| Average for this section: (Total score divided by 8)<br>معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 8)   |   |   |   |   |  |

Observer comments: تعليقات الملاحظ

Intern comments: تعليقات الطالب المتدرب

Student Teacher/Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
توقيع الطالب المتدرب التاريخ

Observer Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
توقيع الملاحظ التاريخ



## Parent Contact Report Form

Intern's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Initials (K-12): \_\_\_\_\_ Gender: \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_

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

Topic of Discussion during Conference:

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

Intern's Feedback: (What, if anything, did you say to the parent about their child?)

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

Intern's \_\_\_\_\_ Mentor \_\_\_\_\_



**PARENT CONTACT LOG**

| <b>Date/Time</b> | <b>Parent's Name/<br/>Student's Name</b> | <b>Type of Contact /<br/>Details</b> | <b>Notes</b> | <b>Mentor Teacher's<br/>Initials</b> |
|------------------|--|--------------------------------------|--------------|--------------------------------------|
|                  |  |                                      |              |                                      |
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Intern's Signature \_\_\_\_\_ Mentor Signature \_\_\_\_\_



## 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 and 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:

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

#### **Examples:**

- a. How did you feel as you begin your internship?
- b. Are you nervous even though you already have some experience teaching?
- c. Were you especially pleased or disappointed in a particular event that happened this week?

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

#### **Examples:**

- a. What do you see as a target of your plan for improvement?
- b. What specific actions do you want to take or have you taken this week?
- c. Were there any situations with students that happened unexpectedly? How were you involved? What do you think about the situation?

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

#### **Examples:**

- a. Is it, or has it been, more difficult than you imagined it would be to change the habits you had before you started the program?
- b. What evidence of professionalism do you see in your own behavior and the behavior of your colleagues?

### **4. 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:**

- a. Did a student or colleague tell you something in confidence? How should you deal with that information?
- b. What is an example of your support for teaching as a profession?

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

#### **Examples:**

- a. Did you participate in any professional development sessions this week? What was it about?
- b. Is there a topic in PD that you would like to learn more about? What is it?
- c. Do your needs in PD change as you gain more experience as a teacher? Why do you think so?



## Mid-point and Final Evaluations TaskStream Assignment

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

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

### A. For Mid-point Evaluation:

1. What has been the biggest challenge you faced during the first half of your internship? Explain.
2. What was a positive event or situation that you did not expect during the first half of your internship? Explain.
3. What two areas that would you like to focus on for improvement during the second half of your internship?
  - a. First:
  - b. Second:
4. 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.
5. 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.

### B. For Final Evaluation:

1. What was the greatest challenge you faced during your internship? Explain.
2. What aspect of your internship do you think has been the most successful? Explain.
3. How has participating in internship changed your attitudes and skills in the following areas?
  - a. Supporting learning for all students
  - b. Teaching
  - c. Scholarship
  - d. Leadership

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 internship 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

- A. 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.**

B. 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.**

C. 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.
- A young student who has difficulty focusing on his work because of auditory distractions has noise-canceling headphones that receive the teacher's instructions through a Bluetooth microphone-and-receiver set.

**NOTE: A student with an exceptionality simply using a computer does not fulfill the requirements for this task.**



## **Guidelines for the Unit Plan 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**

1. The unit should be a set of sequenced lessons all related to different topics within the concept.
2. The unit's objectives should align with the prescribed curriculum of the school and subject area.
3. The unit should take four (4) to six (6) blocks of class time to teach.
4. 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***.



## **Assessment Analysis**

### **TaskStream Assignment**

1. Select a set of 3-5 daily lessons on the same topic or concept.
2. Design an assessment that reflects what you think students should know, understand, and be able to do at the end of the set of lessons.
3. Have your students complete the assessment **before** you begin teaching and record their marks on a spreadsheet. Use “1” if an answer is correct, use “0” if the answer is wrong.
4. Record their scores for each item, as well as their total score. When you have completed the lessons, have the students take the same assessment, scoring and recording it in the same way as the pre-assessment.

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

#### **Data collection**

1. Calculate the mean, median, and mode for both pre-and post-assessment.
2. Calculate the total for each of the items of both assessments. This tells us which items had the most correct responses. (Frequency distribution)
3. Calculate the mean for each of the items. (Item analysis)
4. Determine which items addressed individual levels of Bloom’s Taxonomy.

#### **Analysis**

1. Mean, median, and mode for both pre-and post-test
  - a. How do they compare?
  - b. What does this tell you about the results?
2. Items with the most correct responses or highest points
  - a. In the pre-test, what does this mean?
  - b. In the post-test what does this mean?
3. The frequency of correct responses to an individual item
  - a. Did it change or stay the same?
  - b. Was the change positive or negative?
4. Items addressing individual levels of Bloom’s Taxonomy
  - a. What type of question appeared most often?
  - b. How do these items compare to the frequency distribution you did for #2 in the data collection?

#### **Display the Results**

1. Use the chart function of the spreadsheet program to make a chart or figure of your data or arrange the data in a table.
2. Use the table or figure you created in reflecting on the results.

#### **Implications**

1. When comparing the mean, median, and mode of the pre- and post-tests, what might this indicate?
2. Did the group of items with the most correct responses get smaller, stay the same, or get bigger? What does this indicate?
3. When comparing the items from the pre-assessment to the same items on the post-assessment:
  - a. What does it mean if fewer students answered correctly after the instruction?
  - b. What does it mean if more students answered correctly after the instruction?
  - c. If there were items that showed no change in score from pre- to post-test, what might you conclude?
4. What are some implications of the analysis of the test items distributed on Bloom’s taxonomy?
  - a. Which level of the taxonomy levels had the most questions?
  - b. Which level of questions had the most correct responses?

### **Extended analysis**

1. Use the spreadsheet array to do a content analysis.
  - a. Which items are related to the same content?
  - b. Which content items were aligned with which level of Bloom's taxonomy?
  - c. How many correct responses were associated to each of the items of the same or similar content?

### **Reflection**

1. How helpful was it to display the results in a table, graph, or chart?
2. What did you learn about student learning from doing this activity?
3. How would you use this information in planning future lessons?

### Lesson Plan Rubric

|   | Unsatisfactory   | Needs Improvement  | Satisfactory  | Target   |
|---|--|--|---|--|
| Qatar Curriculum Standards<br>معايير المناهج القطرية                                      | QNCP standards are identified but are clearly inappropriate in number, grade and/or topic.<br>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.<br>تم التعرف علي عدد من معايير المناهج القطرية ولكنها اما غير مناسبة في العدد او لا تتماشى مع الصف الدراسي و الموضوع | An appropriate number of QNCS standards are identified; most match grade and topic.<br>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.<br>تم التعرف علي عدد مناسب من معايير المناهج القطرية و هي تتماشى بصورة واضحة مع الصف الدراسي و الموضوع   |
| Instructional Objectives<br>أهداف التدريس   | Objectives are not aligned with standards or assessments AND are not measureable.<br>لا تتماشى الاهداف المصاغة مع المعايير أو اساليب التقييم و لا يمكن قياسه   | Stated objectives are not aligned to standards and assessments OR are not measureable.<br>لا تتماشى الاهداف المصاغة مع المعايير و اساليب التقييم أو لا يمكن قياسها   | Stated objectives are aligned with standards and assessments, but all are not measureable.<br>تتماشى الاهداف المصاغة مع المعايير و اساليب التقييم و لكنها جميعا لا يمكن قياسها  | Stated objectives are aligned with standards and assessments and describe measureable goals.<br>تتماشى الاهداف المصاغة مع المعايير و اساليب التقييم و تصف اهدافا يمكن قياسها   |
| Materials<br>المواد   | Materials are insufficient in number or are not be appropriate to students' level or to the topic.<br>المواد التعليميه غير كافية من حيث العدد أو غير مناسبة لمستوي الطلاب او الموضوع                                 | Materials are insufficient in number and or contribute only slightly to the lesson.<br>المواد التعليميه غير كافية من حيث العدد و او تساهم بصورة طفيفة في الدرس   | Materials are adequate in quality and number, appropriate to students' level and to the topic.<br>تتميز المواد التعليميه بانها مناسبة من حيث الجودة و مناسبة لمستوي الطلاب و الموضوع  | Materials are high quality and clearly enhance the lesson. They are adequate in number and appropriate to students' level.<br>تتميز المواد التعليميه بانها عالية الجودة و تدعم الدرس بصورة فهي كافية من واضحة حيث العدد و مناسبة لمستوي الطلاب                       |
| Resources<br>المصادر  | Resource list has many important omissions and no supportive resources.<br>يوجد بقائمة المصادر اشياء كثيرة محذوفة و لا يوجد مصادر داعمة  | Most required resources are named, with only minor omissions. Supportive resources are lacking<br>م تسمية معظم المصادر المطلوبة، مع وجود بعض الاشياء الغير تنقص. موجودة الثانوية الخطة المصادر الداعمة                             | All required resources and some additional resources are identified, although the list lacks variety in type of resources identified.<br>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; various types of resources are included (print, electronic, physical).<br>جميع المصادر المطلوبة و الاضافية تم التعرف عليها، و تم تضمين انواع متعددة من المصادر (مطبوعة، الكترونية، مادية) |
| Activating Prior Knowledge/<br>Focus/ Motivation<br>اثارة الدافعية/تنشيط الخلفية المعرفية | Prior knowledge is not activated or activity is not  | Prior knowledge is somewhat activated, but the   | Prior knowledge is activated through a specific technique   | Prior knowledge is activated through a specific engaging   |

|   | Unsatisfactory  | Needs Improvement   | Satisfactory   | Target   |
|---|---|---|--|--|
|   | related to objectives.<br>لم يتم تنشيط المعرفة السابقة أو النشاط لا يرتبط بالاهداف  | relationship to objectives is weak.<br>تم تنشيط المعرفة السابقة الي حد ما ،و لكن العلاقة بنها و بين الاهداف ضعيفة   | related to objectives.<br>تم تنشيط المعرفة السابقة من خلال اجراء محدد مرتبط بالاهداف   | technique that is clearly related to objectives.<br>تم تنشيط المعرفة السابقة من خلال نشاط يدمج الطلاب و مرتبط بصورة واضحة مع الاهداف   |
| Technology<br>التكنولوجيا                 | Technology use distracts from learning objectives.<br>هناك استخدام مبدع للتكنولوجيا من جانب الطلاب و هذا الاستخدام يدعم بصورة واضحة اهداف التعلم  | Use of technology to support lesson objectives by the teacher is limited; no use of technology by students.<br>يدعم الاستخدام المناسب للتكنولوجيا من جانب المعلم او الطلاب اهداف التعلم   | Appropriate use of technology by teacher or students supports learning objectives.<br>استخدام التكنولوجيا لدعم اهداف الدرس من جانب المعلم محدود ،و لا يستخدم الطلاب التكنولوجيا  | Creative use of technology by students clearly supports learning objectives.<br>استخدام التكنولوجيا لا يمتاشي مع اهداف التعلم  |
| Teacher Strategies<br>استراتيجيات التدريس | Instructional strategy is poorly described and is not appropriate for the learning objectives.<br>تم وصف الاستراتيجيات التدريسية بصورة ضعيفة و هي ليست مناسبة لاهداف التعلم   | A single instructional strategy is described that is appropriate for learning objectives.<br>تم وصف استراتيجية واحدة و هي مناسبة لاهداف التعلم  | More than one learning strategy is described; the set of learning strategies is appropriate for learning objectives.<br>تم وصف اكثر من استراتيجية تدريسية ،و تتناسب مجموعة الاستراتيجيات التدريسية مع اهداف التعلم   | Instructional strategies are clearly described, varied, and clearly support learning objectives.<br>تم وصف الاستراتيجيات التدريسية بصورة و هي متنوعة و واضحة تدعم اهداف التعلم بصورة واضحة   |
| Student Activities<br>الانشطة الطلابية    | Student activities<br>• Include a single mode of interaction (E.g., visual, auditory, or kinesthetic),<br>• Do not encourage students to ask questions, and<br>• Offer limited conceptual and cognitive development<br>يستخدم مهارة واحدة فقط .<br>لا يشجع الطلبة على الاسئلة .<br>يشجع على تعليم المفاهيم بشكل محدود جدا | Student activities<br>• Include a single mode of interaction (E.g., visual, auditory, or kinesthetic),<br>• Minimally encourage students to ask questions of the teacher but not other students, and<br>• Offer limited conceptual and cognitive development<br>يستخدم نوع واحد من حركية أو سمعية (المهارة (أو بصرية).<br>يشجع الطلبة على طرح الاسئلة للمدرس بشكل محدود ولا يشجع على طرح الاسئلة البنينة .<br>يشجع الوعي المفاهيمي بشكل محدود | Student activities may<br>• Include multiple modes of interaction (E.g., visual, auditory, or kinesthetic),<br>• Encourage students to ask questions of the teacher but not other students, and<br>• Enhance conceptual and cognitive development appropriate to the subject area.<br>ينوع في المهارات (بصرية أو سمعية أو حركية).<br>يشجع الطلاب على الاسئلة للمعلم ولكن ليس للطلبة .<br>يشجع على تطوير الوعي المفاهيمي المناسب لموضوع الدرس | Student activities<br>• Include multiple modes of interaction (E.g., visual, auditory, or kinesthetic),<br>• Encourage students to ask questions of the teacher and other students, and<br>• Enhance conceptual and cognitive development appropriate to the subject area.<br>وتشمل على (بصرية)تنوع المهارات (حركية/سمعية/بصرية) يشجع الطلبة على طرح الاسئلة على المعلم .<br>و الطلاب<br>يشجع على تطوير الوعي المفاهيمي المناسب لموضوع الدرس |
| Modifications/ Differentiation            | A strategy to help  | Multiple strategies   | Multiple and   | Multiple and   |

|   | Unsatisfactory   | Needs Improvement  | Satisfactory  | Target  |
|---|--|--|---|---|
| التنوع والتمايز                                     | students with a single type of need is identified, or strategies identified are not appropriate. يقوم بتحديد استراتيجيات واحدة لنوع من الحاجات أو يقوم بتحديد استراتيجيات متنوعة ولكنها لا تستخدم. | 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.                           | appropriate strategies to help students with diverse needs are identified. يحدد الاستراتيجيات المتنوعة لمساعدة الطلبة في التعلم بحسب احتياجاتهم المختلفة.   | appropriate strategies to help students with diverse needs are identified and explained. يستخدم استراتيجيات متنوعة ومناسبة لتقديم المعلومة بحسب احتياجات الطلاب المختلفة.   |
| Lesson Extension<br>شمولية الدرس<br>(التوسع بالدرس) | 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.   | Extension includes limited opportunities for students to apply the information, concepts, or skills in a similar context. يعطي فرصا محدودة لتطبيق ما تعلمه الطلاب في ظروف مشابهة.                  | Extension includes opportunity for students to apply the information, concepts, or skills in a new context. يعطي فرصة للطلاب لتطبيق ما تعلموه في مواقف مشابهة.  | Extension includes one or more opportunities for students to apply the information, concepts, or skills in new and authentic situations or contexts. يعطي فرصا متعددة للطلاب لتطبيق ما تعلموه في مواقف مشابهة أو ظروف حقيقية.   |
| Closure<br>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 محدودة لبعض الطلبة لتلخيص الدرس والاجابة عن الاسئلة وربط التعليم السابق 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<br>التقييم التقويم                      | Assessment does not align with lesson objectives or does not provide feedback on each student. لا تتفق أدوات التقييم مع محتوى الدرس وأهدافه ولا تعطي تغذية راجعة لكل طالب.                         | Assessment provides feedback for each student and is aligned with most of the lesson's objectives in content. يتفق التقويم مع معظم اهداف الدرس ومحتواه والتغذية الراجعة تكون من المدرس للطلبة فقط. | Assessment provides feedback for each student and is aligned with the lesson standards and objectives in content, and cognitive level (Bloom's taxonomy). يتفق التقويم مع معطيات الدرس ومحتواه واسلوب التدريس وهرم بلوم ولكن التغذية الراجعة تكون لكل طالب فقط وليس للمعلم.                     | Assessments clearly align with the lesson standards and objectives in content, mode (way it was taught), and cognitive level (Bloom's taxonomy); provides focused feedback for teacher and every student. تتفق ادوات التقييم مع معطيات الدرس وأهدافه ومحتواه وطريقة التعليم (بلوم) والمستوى الذهني. |

|  | Unsatisfactory | Needs Improvement | Satisfactory | Target                                       |
|--|----------------|-------------------|--------------|--|
|  |                |                   |              | وتكون التغذية الراجعة هادفة للمعلم ولكل طالب |

**Mid and Final Reflections Rubric**  
(Final Only -- TaskStream Assignment)

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

## Technology for Learning Rubric

|                                      | Unsatisfactory   | Needs Improvement   | Satisfactory   | Target  |
|--------------------------------------|--|---|--|---|
| Technology in teaching               | Teacher uses technology to display information.  | 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. | 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. | 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. |
| Technology for learning              | Students use technology for single-purpose tasks isolated from lessons and objectives. | Students use technology, but for routine, low-level word processing, presentation, and/or spreadsheet processes and functions.  | Students use technology effectively in a learning opportunity that would be difficult or impossible to do without technology.  | 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.   |
| Assistive technologies               | Little to no attention to the identification of or use of assistive technologies.      | Identifies assistive technologies and identifies students' needs, but does not match ATs to specific needs.   | Identifies appropriate assistive technologies to enhance learning of students with specific exceptionalities.  | Identifies creative uses of readily available technologies to enhance the learning opportunities of students with exceptionalities, correctly matching the solution to the learning challenge and learning objective.   |
| Creativity and Higher Level Thinking | Technology use does not encourage or allow for higher-level thinking or creativity.    | Technology use allows for creativity and higher -level thinking, although in a limited way.   | Technology use allows for creativity and higher -level thinking.   | Technology use encourages creativity and higher-level thinking.   |
| Reflection                           | Reflection discusses student learning.   | Reflection discusses student learning; may identify connections between technology and learning.  | Reflection discusses students learning; identifies ways in which technology affects learning.  | Reflection focuses on student learning; clearly and insightfully identifies the ways in which technology interacts, enhances, or restricts learning.  |



## UNIT PLAN RUBRIC

| Unit Plan Rubric                         |  |   |   |  |
|--|--|---|---|--|
|  | Unsatisfactory   | Needs Improvement   | Satisfactory  | Target   |
| Objectives                               | 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. | Some objectives are aligned with Qatar National Curriculum Standards and written clearly in measurable terms, and appropriate for each lesson and for students. | Most objectives are aligned with Qatar National Curriculum Standards and written clearly in measurable terms, and appropriate for each lesson and for students.   | All objectives are aligned with Qatar National Curriculum Standards and written clearly in measurable terms, and appropriate for each lesson and for students.   |
| Content                                  | 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 (Arabic or English), math, science, and social studies.                             |
| Language arts-Integration                | Uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills                             | Uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills                        | Uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills  | Uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills in several lessons in realistic   |
| Alignment of Instruction and Objectives  | Few lessons, activities, and assignments are linked to objectives.   | Some lessons, activities, and assignments are linked to objectives.   | Most lessons, activities, and assignments are linked to objectives.   | All lessons, activities, and assignments are linked to objectives.   |
| Technology                               | Available technology is not used or is used inappropriately.   | Available technology is used but does little to support the objectives and to engage learners.  | Available technology is used appropriately, somewhat supports the objectives, and engages learners.   | Available technology is used appropriately, supports the objectives, and engages learners.   |
| Instructional Strategies and Assignments | Employs no variety of instructional strategies and assignments. Instruction is teacher-centered; almost no opportunity for active learning or creative thought.      | Employs little variety of instructional strategies and assignments. Most activities are teacher-centered. Little opportunity for creative thought.              | 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. | 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. |
| Differentiation of Instruction           | Differentiation is not used.   | Differentiation is used across few lessons to meet the needs of students.   | Differentiation is used across some lessons to meet the needs of students.  | Differentiation is used across all lessons to meet the needs of students.  |

|                                |   |   |   |  |
|--------------------------------|---|---|---|--|
| Assessment                     | Lessons do not contain an assessment, or no assessments are aligned with the objectives.                                      | Few lessons contain an assessment that is aligned with objective(s), or lessons include an assessment that is not aligned with the objectives.                                      | Most lessons contain an assessment that is aligned with objectives.   | All lessons contain at least assessments that are aligned with objectives.   |
| Lesson and unit coherence      | Lessons are minimally organized. Unit does not reflect knowledge about the development, learning, and motivation of children. | Lessons are somewhat organized and move students somewhat toward achieving objectives. Limited reflection of knowledge about the development, learning, and motivation of children. | Lessons are organized and move students toward achieving objectives. Some lessons reflect an understanding of the development, learning, and motivation of children, but not consistently demonstrated. | Lessons are sequentially organized and move students toward achieving objectives. Set of lessons reflects an understanding of the development, learning, and motivation of children. |
| Spelling, grammar, punctuation | Errors in grammar, punctuation, or spelling require major editing and revising.   | Errors in grammar, punctuation, or spelling require major editing and revising.   | Errors in grammar, punctuation, or spelling require minor editing and revising.   | Unit contains almost no errors in grammar, punctuation, or spelling.   |

### Early Childhood Assessment Analysis Rubric

|                                     | <b>Unsatisfactory</b>  | <b>Needs Improvement</b>  | <b>Satisfactory</b>  | <b>Target</b>  |
|-------------------------------------|--|---|--|--|
| <b>Assessment Design</b>            | Assessment not appropriate to developmental level of students or to content area; does not provide meaningful feedback.      | Assessment is somewhat useful in providing feedback.  | Assessment is appropriate to developmental level of students and provides meaningful feedback.                                   | Assessment is appropriate to developmental level of students and to content area; provides meaningful feedback on all objectives for all students. |
| <b>Data collection</b>              | Data are collected but show no clear representation of student performance.  | Data represent student performance, but may not be clear.   | Data validly and reliably represent student performance  | Data validly and reliably are extremely helpful, representing student performance clearly and meaningfully.  |
| <b>Data display</b>                 | Data are recorded and displayed, but analysis and interpretation are difficult or impossible.                                | Data are recorded and displayed, and minimally facilitates analysis or interpretations.   | Data are appropriately and adequately recorded and/or displayed to facilitate analysis and interpretation.                       | Data are recorded and displayed in such a way that analysis and interpretation are clear, logical, and obvious.                                    |
| <b>Data analysis</b>                | Minimal processes are applied to the data, and analysis is disconnected from the actual data processes.                      | Processes are applied to the data, but they may be inconsistent and/or inconclusive.  | Appropriate and accurate processes are applied to the data.  | Data is thoroughly analyzed using the most appropriate means.  |
| <b>Data interpretation</b>          | Interpretations and/or conclusions are disjointed from the data.   | 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.  | Interpretations and/or conclusions are logical, and are appropriately supported by evidence from the data analysis.              | Interpretations and conclusions clearly emerge from the data analysis and are presented in a professional, concise, and thorough manner.           |
| <b>Implications for instruction</b> | Implications are not supported by the data and are not appropriate to the students, content, or teaching/learning situation. | Implications are somewhat related to the data, but may not be clearly supported by it. Stated implications may not be appropriate to identified students, content, and teaching/learning situation. | Implications are supported by the data and are appropriate to the identified students, content, and teaching/learning situation. | Multiple implications are clearly supported by the data, and are appropriate to the identified students, content, and teaching/learning situation. |

**COLLEGE SUPERVISOR EVALUATION FORM**

Intern's Program Area \_\_\_\_\_ Date \_\_\_\_\_

College Supervisor' 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:     Dr. Fatma Al-Mutawah  
                  Coordinator of the Diploma Programs  
                  College of Education  
                  Qatar University

**MENTOR TEACHER EVALUATION FORM**

Intern'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 interns be placed with this mentor teacher?

\_\_\_\_\_ Yes    \_\_\_\_\_ No

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Return to:    Dr, Fatma Al-Mutawah  
                  Coordinator of the Diploma Programs  
                  College of Education  
                  Qatar University

**REMEDIATION INTERVENTION FORM**

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

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Grade level/content \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_  
University Supervisor \_\_\_\_\_

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

Candidate Signature \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Signature \_\_\_\_\_ Date: \_\_\_\_\_

## HANDBOOK ACKNOWLEDGMENT

My signature below acknowledges that I have read the Internship 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.

Intern's Printed Name \_\_\_\_\_

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

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

Return to: Dr. Fatma Al-Mutawah  
Coordinator of the Diploma Programs  
College of Education  
Qatar University