

Exhibit 2.2.f – Evaluation Instruments for Field and Clinical Experience

Please note that for the various concentrations, the rubrics are modified appropriately and linked to the appropriate SPA standards. Because of the number of programs and thus the volume of documents, what is represented in Table 1 are the rubrics for the primary programs, which are modified as needed for the student populations for each concentration and according to SPA standards. Please see SPA submissions for the BPRI, DPRI, DEC, and DSPED for additional details. Specific rubrics for each program for each field and internship assignment may be found in the Online Exhibits Hall at <http://www.qu.edu.qa/education/accreditation/2014>

Table 1. Program Abbreviations in This Document

Program	Abbreviation
Bachelor of Education, Primary Education	BPRI
Bachelor of Education, Secondary Education	BSEC
Post-Baccalaureate Diploma in Primary Education, English concentration	DPRI-ENG
Post-Baccalaureate Diploma in Primary Education, Arabic concentration	DPRI-ARA
Post-Baccalaureate Diploma in Early Childhood Education	DEC
Post-Baccalaureate Diploma in Special Education Education	DSPED
Post-Baccalaureate Diploma in Secondary Education	DSEC
Masters in Education in Special Education	MSPED
Masters in Education in Educational Leadership	EDEL

Table 2. Common Assignment Field Experience Instruments – Initial Programs

Program	Instrument
BPRI (3 concentrations) EDEC 452, EDPR 452, EDPR 453, EDPR 446	Small group work
BSEC (8 concentrations) EDSE 341, EDSE 342, EDSE 343, EDSE 344, EDSE 345, EDSE 346, EDSE 347, EDSE 348	
DSPED SPED 520 & SPED 521	
DEC EDEC 511 & EDEC 512	
DPRI-ARA EDPR 544 & EDPR 545	
DPRI-ENG EDEC 511 & EDEC 512	

DSEC (8 concentrations) EDSE 502 & EDSE 503	
BPRI (3 concentrations) EDEC 453, EDEC 456, EDPR 450, EDPR 451	Micro-teach
DSEC (8 concentrations) EDSE 461, EDSE 462, EDSE 463, EDSE 464, EDSE 465, EDSE 466, EDSE 467, EDSE 468	
DSPED, DEC, & DPRI-ENG EDPR 520	
DPRI-ARA EDPR 544 & EDPR 545	
DSEC (8 concentrations) Methods I (EDPR 553-560) & Methods II (EDPR 563-570)	

Only the rubrics for field assignments that are also required Tasksteam assignments are currently available (Table 2).

Table 3. Example Field Assignments Scoring Rubrics in Initial Program

Course	Activity
EDUC 315	Field Activity
EDUC 503	IEP
EDUC 504	Data collection and analysis on classroom management

Table 4. Instruments Used for Common Assignments During Clinical Experience in Initial Programs

Program	Instrument
BPRI & DPRI	Unit Plan
BSEC & DSEC	Unit Plan
DEC	Unit Plan
DSPED	Unit Plan
BPRI, DPRI, BSEC, DSEC	e-Folio
DEC	e-Folio
DSPED	e-Folio
BPRI, DPRI, BSEC, DSEC	Assessment Project
DEC	Assessment Project
DSPED	Assessment Project
BPRI, DPRI, BSEC, DSEC, DEC, DSPED	Technology Project

BPRI, DPRI	CEES
BSEC, DSEC	CEES
DSPED	CEES
DEC	CEES

Table 5. Instruments Used in the Field and Clinical Experiences in the Advanced Programs

Program	Instrument
SPED 602	Policy and Practice Report
SPED 603	Intervention Project
SPED 607	IEP
SPED 621 (Internship)	Evaluation Survey Final Report e-Folio
EDEL 608	Supervision Report Rubric
EDEL 609	Action Research
EDEL 610 (Internship)	Evaluation Survey Final Report e-Folio

Small Group-work Rubric
سلم تقييمات أنشطة المجموعات الصغيرة

	1	2	3	4
Instructional objectives specification مواصفات الأهداف التعليمية	Objectives are inadequately specified, lack alignment with curriculum standards and/or are not measurable. الأهداف غير محددة بشكل كافٍ ينقصها الموازنة مع معايير المناهج وأو لا يمكن قياسها	Objectives are specified though not very clearly; are partially aligned with curriculum standards, but not measurable. الأهداف محددة ولكنها غير واضحة ، نوعا ما متوائمة مع معايير المناهج ولكن لا يمكن قياسها	Objectives are clearly specified and aligned to curriculum standards, but not measurable. تم تحديد الأهداف بوضوح ، وهي متوائمة مع معايير المناهج ولكن لا يمكن قياسها	Objectives are clearly specified, aligned to curriculum standards and measurable. تم تحديد الأهداف بوضوح ، وهي متوائمة مع معايير المناهج ويمكن قياسها
Pedagogy علم أصول التدريس	Technique(s) used are not appropriate to support students' learning. أساليب التدريس المستخدمة غير مناسبة لدعم تعلم الطلاب	Techniques are limited in number or have limited effectiveness in supporting students' learning. أساليب التدريس المستخدمة محدودة العدد أو ذات فعالية محدودة في دعم تعلم الطلاب	More than one teaching technique is used; most techniques used are appropriate to support students' learning. تم استخدام أكثر من أسلوب تدريس ومعظم الأساليب المستخدمة مناسبة لدعم تعلم الطلاب	Multiple teaching techniques are used; all techniques used are appropriate to support students' learning. تم استخدام عدة أساليب تدريس وكل الأساليب المستخدمة مناسبة لدعم تعلم الطلاب
Materials المواد التعليمية	Materials used are disengaging and inappropriate to student level and for group work activities/learning. المواد التعليمية المستخدمة لا تفعل مشاركة الطلاب ولا تناسب مستوى تعلمهم أو مستوى أنشطة المجموعات	Many materials used are disengaging or inappropriate to student level or for group work activities/learning المواد التعليمية المستخدمة لا تفعل مشاركة الطلاب أو لا تناسب مستوى تعلمهم أو مستوى أنشطة المجموعات	Most materials are engaging, appropriate to student level, and are appropriate for successful group work activities/ learning. معظم المواد التعليمية المستخدمة تفعل مشاركة الطلاب و تناسب مستوى تعلمهم و مستوى أنشطة المجموعات	All materials are engaging, appropriate to student level, and are appropriate for successful group work activities/ learning. المواد التعليمية المستخدمة تفعل مشاركة الطلاب و تناسب مستوى تعلمهم و مستوى أنشطة المجموعات
Integration التكامل	Group work does not integrate with main lesson &/or does not support	Group work integrates with a few lesson goals.	Group work integrates with most of the lesson goals.	Group work integrates well & supports all lesson goals.

	أنشطة lesson goals. العمل التعاوني لا تتكامل فيما بينها ولا تدعم أهداف الدرس	أنشطة العمل التعاوني تتكامل فيما بينها وتدعم بعض أهداف الدرس	أنشطة العمل التعاوني تتكامل فيما بينها وتدعم بعض أهداف الدرس	أنشطة العمل التعاوني تتكامل فيما بينها وتدعم أهداف الدرس
Differentiation of Instruction التنوع في طرق التعليم (التمايزات والاختلافات)	Strategies, activities, and materials are clearly inappropriate for students with exceptionalities. استراتيجية تدريس واحدة ، نشاط أو مادة تعليمية تم استخدامهم ولم توافق حاجات الطلاب التعليمية والأنشطة والمواد التعليمية المستخدمة غير ملائمة إطلاقا للطلاب ذوي الاحتياجات الخاصة	Some of the strategies, activities or materials used are inappropriate for students with exceptionalities. بعض استراتيجيات التعلم والأنشطة والمواد التعليمية المستخدمة غير ملائمة للطلاب ذوي الاحتياجات الخاصة	Strategies, activities and materials used meet the needs of most students, including those with exceptionalities. تلبية استراتيجيات التعلم والأنشطة والمواد التعليمية المستخدمة احتياجات معظم الطلاب بما يفهم الطلاب ذوي الاحتياجات الخاصة	Strategies, activities and materials used meet the needs of all students, including those with exceptionalities. تلبية استراتيجيات التعلم والأنشطة والمواد التعليمية المستخدمة احتياجات كل الطلاب بما يفهم الطلاب ذوي الاحتياجات الخاصة
Assessment of student learning تقييم تعلم الطلاب	Assessment is either missing OR unfair to the learning (not appropriate to the content or to the learner or group work). التقييم غير متوفر أو غير عادل (غير ملائم للتعليم أو لمحتوى المادة أو للمتعلم أو للعمل التعاوني)	Assessment is administered, but data does not clearly relate to learning objectives. هناك تقييم ولكن البيانات لا ترتبط بوضوح بأهداف التعلم	Assessment administered provides useful data related to most objectives. Assessment is fair (appropriate to the learners and the content and group work). يوفر التقييم المستخدم بيانات مفيدة ترتبط بمعظم أهداف التعلم التقييمات عادلة ومناسبة لمستوى المتعلمين ومحتوى المادة والتعلم التعاوني	Assessment administered clearly focuses on the learning objective and is clearly linked to student learning. Assessment is fair (appropriate to the learners and the content and group work). يركز التقييم المستخدم على أهداف التعلم ويرتبط بوضوح بتعلم الطلاب التقييمات عادلة ومناسبة لمستوى المتعلمين ومحتوى المادة والتعلم التعاوني
Group Management إدارة المجموعة	Does not monitor the group or correct ineffective group interaction لا تتابع سلوكيات المجموعة ولا تصحح التعاملات الخاطئة.	Rarely monitors the group or corrects ineffective group interaction. نادرا ما توجه أو تتابع سلوكيات المجموعة أو تصحح التعاملات الخاطئة	Occasionally monitors the group and corrects ineffective group interaction. تدير عمل المجموعات في بعض الأحيان وتصحح تعاملات المجموعة غير الفعالة	Routinely monitors the group and actively directs effective group interaction. تدير عمل المجموعات بشكل اعتيادي وتوجه تعاملات المجموعة بفعالية
Reflection	Reflection not	Includes strengths	Realistic	Thoughtful,

<p>التأمل</p>	<p>realistic; little or no discussion of strengths or weaknesses of activity; no consideration of assessment data.</p> <p>التأمل غير واقعي قليل من التأمل يرتبط بنقاط قوة ونقاط ضعف الأنشطة لا مراعاة لنتائج التقييم</p>	<p>or weaknesses of activity. The results of the assessment are referred to, but not thoughtfully examined. a Few suggestions are given.</p> <p>مؤشرات واقعية لنقاط قوة وضعف الأنشطة تمت الإشارة لنتائج تأمل الطلاب لكنها لم تؤخذ بعين الاعتبار كما تم تقديم بعض المقترحات</p>	<p>indication of strengths and weaknesses of activity. The results of the assessment are part of the reflection. Appropriate suggestions for improvement that include assessment results are given.</p> <p>مؤشرات واقعية لنقاط قوة وضعف الأنشطة تمت الإشارة لنتائج تعلم الطلاب وهي جزء من عملية التأمل تم تقديم بعض المقترحات الملائمة للتحسين بناء على نتائج التقييم</p>	<p>meaningful, and realistic reflection; indicates strengths and weaknesses of activity. The results of the assessment are clearly understood and thoughtfully discussed. Suggestions for improvement that are clearly based on data are given.</p> <p>تأمل واقعي وعملي وشامل لنقاط قوة وضعف الأنشطة كما تمت الإشارة بوضوح لنتائج التقييم و مناقشتها عملية التأمل تم تقديم بعض المقترحات للتحسين بناء على نتائج التقييم</p>
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Individual accountability: Ensuring that students understand that they are individually accountable for completing the assignment/ activity and using appropriate strategies to hold each student accountable for learning the materials.

This can be done by assigning a specific role to each individual in the group.

المسؤولية الفردية: التأكد من معرفة الأفراد بالمسؤولية الفردية لانجاز المهام والأنشطة وابتعاد طرق ليتمثل كل طالب المسؤولية عن تعلمه وهذا يمكن انجازه من خلال تعيين مهام لجميع أعضاء المجموعة

Small group-work reflection

تأمل- عمل المجموعات الصغيرة

1. What worked well in the small-group activity? ما الذي تم بشكل جيد في نشاط المجموعات الصغيرة؟
2. What did not work well and why? ما الذي لم يتم بشكل جيد ولماذا؟
3. What are the strengths and weaknesses of the strategy (ies) used? ما نقاط القوة والضعف في الاستراتيجيات المستخدمة

4. What changes can you add to make the activity more effective? ما الذي يمكن تغييره
لتكون الأنشطة أكثر فعالية
5. What did you learn from this activity? ما الذي تعلمته من هذا النشاط?

Micro Teach Rubric v4

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Lesson Plan	Many omissions in the written lesson plan OR many of the items are inappropriate for subject area, context, and developmental level of students.	Several omissions from the lesson plan OR several items are not entirely appropriate OR are not appropriate for subject area, context, and developmental level of students.	Most of the elements of the lesson plan are present; most are appropriate to support the goal of the lesson are appropriate for subject area, context, and developmental level of students.	All elements of a well-written lesson plan (see template) are complete and appropriate; All elements support the lesson goal and are appropriate for subject area, context, and developmental level of students.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. PLO: PI 2a. Design instructional plans to maximize student learning. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: DEVELOPMENT, LEARNING AND MOTIVATION Standard 1: Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>				
Pedagogy	A single strategy is used; does not represent best practice; is not appropriate for content or grade level. Serious errors in content. Little to no active learning.	Strategies used are not inappropriate for content or grade level; not varied or engaging. Most content is correct; no serious errors. Active learning is limited.	Includes several strategies appropriate for content and grade level; some variety; somewhat engaging, many are active. All content is correct and presented in logical order.	Includes multiple best practices; varied, engaging, active, appropriate for content and grade level. All content is important, correct and presented in logical order.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard:</p>				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. PLO: PI 2a. Design instructional plans to maximize student learning. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.4: Active engagement in learning--Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments</p>			
Content	<p>Serious errors in content accuracy or content presented is not appropriate for the development level of the learners, or sequencing seriously interferes with understanding.</p>	<p>Few errors in content, none serious. Content may be above or below developmental level of learners. Sequencing may interfere with best learning. One or more analogies or activities could lead to misconceptions.</p>	<p>All content information is correct and one or more key concepts of the discipline is (are) targeted. Content is appropriate level for learners. Sequencing does not distract from understanding. Analogies/activities do not foster misconceptions.</p>	<p>All content information is correct and represents key concepts and/or skills of the discipline. Main content ideas are emphasized. Content is logically and appropriately sequenced for learner understanding and at developmentally appropriate level.. All analogies/activities are appropriate for both the content and the learners.</p>
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 3. Foster language, literacy and numeracy development Standard: 9. Apply teaching/subject area knowledge to support student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.1: Integrating and applying knowledge for instruction--Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;</p>			
Integration	<p>Little attention to knowledge of students, learning theory, subject</p>	<p>Plans instruction based on knowledge of</p>	<p>Plans instruction based on knowledge of at least four of the following: students,</p>	<p>Plans and implements instruction based on knowledge of students, learning</p>

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	matter, curricular goals OR community in instructional plans.	students, learning theory, subject matter, curricular goals OR community.	learning theory, subject matter, curricular goals, and community.	theory, subject matter, curricular goals, and community.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. PLO: PI 2a. Design instructional plans to maximize student learning. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.1: Integrating and applying knowledge for instruction--Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;</p>			
Integrated technology	Technology is not used by either teacher or students in the lesson.	Some technology is used, but may not be aligned with lesson objectives.	Technology is used that is consistent with the lesson objectives by either the teacher (presentation of lesson) and by students (processing/presenting information). .	Technology is used to enhance the lesson toward achievement of objectives by both the teacher (presentation of lesson) and by students (processing/presenting information). .
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 6. Apply internet communication technology (ICT) in managing student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.</p>			
Presentation	Lacking in appropriate pacing, voice, or eye contact. Interaction with students is negative. Instructions are unclear. No higher level questions.	Instructions are unclear or inadequate pacing, voice, or eye contact; lack of higher level questioning. Most	Includes several of the following: clear instructions, appropriate pacing, voice, eye contact, engaging, positive interactions, and higher level questioning.	Includes most of the following: clear instructions, appropriate pacing, voice, eye contact, engaging, positive interactions, and higher level questioning.

	Unsatisfactory	Needs Improvement	Satisfactory	Target
		interactions are positive.		
Organization	Time requirements were not met, or presentation is disorganized, hard to follow.	Some minor errors in time requirements; Some disorganized elements, but presentation can be followed.	All time requirements met; Most elements ready & appropriately sequenced and paced; no serious disruptions.	All time requirements met; All instructional elements ready and appropriately sequenced and paced.
Assessment	Assessment is either missing or does not provide meaningful data OR assessments are unfair to the learning (not appropriate to the content or to the learner).	Appropriate assessment is administered, but data may not clearly relate to learning objectives OR data analysis may be difficult to complete.	Appropriate assessment is administered that includes useful data related to most objectives. Assessments are fair (appropriate to the learners and the content). Data analysis can be completed.	Appropriate assessment is administered that clearly focus on the learning objectives, provide meaningful data, and are clearly linked to student learning. Assessments are fair (appropriate to the learners and the content). Assessments clearly lead to a method for meaningful data analysis.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2c. Use a range of assessments to inform teaching. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: ASSESSMENT Standard 4: Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>			
Reflection	Reflection not realistic; little reflection on strengths or weaknesses of activity or no consideration of assessment data.	Strengths or weaknesses are noted, but omits several key areas. The results of the assessment are referred to , but not thoughtfully	Realistic indication of strengths and weaknesses of planning, instruction, and assessment are included. The results of the assessment are part of the reflection. Appropriate	Thoughtful, helpful, and realistic, indicators strengths and weaknesses of all parts of the lesson, including planning, instruction, and assessment. The results of the

	Unsatisfactory	Needs Improvement	Satisfactory	Target
		examined. Few suggestions are given.	suggestions for improvement are given that include assessment results.	assessment are clearly understood and thoughtfully discussed. Suggestions for improvement are given that are clearly based on reflection data.
	<p>Standards USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: PROFESSIONALISM Standard 5.2: Reflection and evaluation--Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally</p>			

EDUC 315 Field Experience Rubric

	Unsatisfactory	Needs Improving	Meets Expectations	Target
Quality of observations	Few notes; notes related to only one or two domains of child development.	Notes (with some lack of clarity) related to at least 3 domains of child development.	Meaningful notes related to at least 4 of the domains of child development.	Thorough and meaningful notes related to each of the 5 domains of child development.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 12. Reflect on, evaluate and improve professional practice International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p>				
Understanding of child development theories	Many errors in identifying which domain applies to noted behaviors.	Analysis has several errors in identifying which domain applies to noted behaviors.	Analysis has few errors in identifying which domain applies to all noted behaviors	Analysis clearly and accurately identifies which of the 5 domains applies to all noted behaviors
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 12. Reflect on, evaluate and improve professional practice International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p>				
Application of child development theories	Few or no theories are used to reflect on student behaviors OR theories are applied incorrectly.	Analysis shows some (shallow) reflection on student behaviors, although development theories are used only infrequently.	Analysis has few errors, none serious, in reflecting on student behaviors in at least 4 of the 5 domains.	Analysis clearly and accurately uses theory to reflect on student behaviors in each of the 5 domains.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 12. Reflect on, evaluate and improve professional practice International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p>				

	Unsatisfactory	Needs Improving	Meets Expectations	Target
	Education (2013) PLO: . PLO: PLO 6. Actively engage in scholarship in education.			
Overall quality of the paper	Paper has serious problems in improvement in organization; has several errors in spelling, grammar, or punctuation; some of which interfere with understanding.	aper needs improvement in organization; has several errors in spelling, grammar, or punctuation; some interfere with understanding.	Paper is organized and interesting, but has a several errors in spelling, grammar, or punctuation, none that interfere with understanding.	Paper is thorough, organized, interesting, and has few to no errors in spelling, grammar, or punctuation; none serious.
	Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 10. Work as a member of professional teams Standard: 11. Build partnerships with families and the community International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 8: Lead positive change in education.			

IEP Rubric

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Basic Information	Majority of information is missing.	A designation is provided for student name, birth date, date of IEP, and type of IEP.	A designation is provided for student name, birth date, district, building site, date of IEP, and type of IEP.	A designation is provided for student name, birth date, date of IEP, and type of IEP.
Present Level of Educational Performance	Little to no information is provided about the present level of education performance, or information provided is clearly not accurate.	Objective statements about educational, behavioral and social strengths and needs are listed but are not consistently appropriate or do not directly link to the evaluation data. Existing standardized and informal evaluation data are inconsistently included with results showing effects of child's disability on educational performance. The impact of the disability on the involvement/progress in general curriculum.	Objective statements about educational, behavioral and social strengths and needs are listed and directly relate to evaluation data, but are not consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of child's disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided	Objective statements about educational, behavioral and social strengths and needs are listed, directly relate to evaluation results, and are consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of child's disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning Standard: 9. Apply teaching/subject area knowledge to support student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. PLO: PLO 7. Apply professional ethics in all educational contexts. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: ASSESSMENT Standard 4: Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>				
Long Term Goals	Little or no information is provided for long-term goals, or the information provided is clearly not appropriate. Little or no application major concepts, principles, theories,	Annual goals are selected and may or may not be based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs.	Annual goals are selected and based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs. Goals are written in	Annual goals are selected and prioritized based on present level of performance data. Goals are written in measurable terms and show direction for growth. Clear

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	and research related to the development of children and young adolescents.	Goals are not written in measurable terms and/or do not show direction for growth. Limited application major concepts, principles, theories, and research related to the development of children and young adolescents.	measurable terms and show direction for growth. (minimum of 2). Some application major concepts, principles, theories, and research related to the development of children and young adolescents.	application major concepts, principles, theories, and research related to the development of children and young adolescents.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: DEVELOPMENT, LEARNING AND MOTIVATION Standard 1: Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Domain: INSTRUCTION Standard 3.2: Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>			
Short Term Objectives/ Benchmark	Little or no information is provided for short term goals, or the information provided is clearly not appropriate.	Majority of short term objectives/ benchmark (linked to annual goals) are not written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks may or may not be age-appropriate and correlate with past IEP benchmarks.	Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks written are age-appropriate and correlate with past IEP benchmarks.	Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PI 2c. Use a range of assessments to inform teaching. PLO: PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>PLO: PLO 7. Apply professional ethics in all educational contexts. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.2: Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>			

Data Collection Assessment Rubric

	Unsatisfactory	Needs Improvement	Acceptable	Target
Data Collection: gathering information (A-B-C)	Minimal to no information on ABC's. No relevance between ABC's and hypothesis statement. Failed to identify potential reinforcers	Some information on antecedents and consequences for EITHER problem or replacement behavior. Weak development of hypothesis statement and/or identification of potential reinforcers	Some information on antecedents and consequences for BOTH problem and replacement behavior. Developed hypothesis statement and identified potential reinforcers	Conducted Direct Observation and gathered information on antecedents and consequences for BOTH problem and replacement behavior. Well-developed hypothesis statement; identified potential reinforcers
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning Standard: 12. Reflect on, evaluate and improve professional practice International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. PLO: PLO 6. Actively engage in scholarship in education.</p>				
Data Collection; direct observation and baseline data	Minimal to no information on direct observation data. Observations were not done consistently. Failed to include data collection forms and graph of baseline for each behavior.	Repeated direct observations across days.. Serious omissions in data collection forms.	Repeated direct observations across days. Missing data collection forms, none serious	Repeated direct observations across days. Completed data collection forms and graph of baseline for each behavior
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 12. Reflect on, evaluate and improve professional practice International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p>				
Grammar and Content	Failed to include appropriate professional terms.	Included few professional terms. Problems with	Included appropriate professional terms. Minimal problems	Content included appropriate professional terms.

	Unsatisfactory	Needs Improvement	Acceptable	Target
	Serious problems with grammar and punctuation that interfered with comprehension and understanding.	grammar and punctuation; some that interfered with understanding.	with grammar and punctuation; none that interfered with understanding.	Used proper grammar and punctuation.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 10. Work as a member of professional teams Standard: 11. Build partnerships with families and the community International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 8: Lead positive change in education.</p>			
Use of technology	No use of technology was made to collect, organize, analyze, or display data.	Some use of technology was made to collect, organize, analyze, or display data.	Appropriate use of technology was made to collect, organize, analyze, and display data.	Well-chosen and correct use of technology was made to collect, organize, analyze, and display data.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 5. Construct learning experiences that connect with the world beyond school Standard: 6. Apply internet communication technology (ICT) in managing student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.</p>			

Unit Plan (all initial programs)

	Unacceptable	Needs significant improvement	Acceptable	Target
Alignment with Qatar National Curriculum Standards	Few objectives are aligned with Qatar National Curriculum Standards.	Some objectives are aligned with Qatar National Curriculum Standards.	Most objectives are aligned with Qatar National Curriculum Standards.	All objectives are aligned with Qatar National Curriculum Standards.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 2. Use teaching strategies and resources to engage students in effective learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.</p>			
Objectives	Few are listed or written clearly in measurable terms, or few are appropriate for each lesson and for students.	Some are listed, written clearly in measurable terms, and appropriate for each lesson and for students.	Most are listed, written clearly in measurable terms, and appropriate for each lesson and for students.	All are listed, written clearly in measurable terms, and appropriate for each lesson and for students.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 2. Use teaching strategies and resources to engage students in effective learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.</p>			
Integration:	Content may be accurate and clearly presented; is not integrated; lessons focus is on a single subject area.	Content may be accurate and clearly presented; may not be integrated appropriate for the students (too simple or too complex). Content is dominated by a single subject.	Content is accurate and clearly presented, but may not be integrated appropriately for the students (too simple or too complex).. Unit includes content from several of the disciplines of language arts (Arabic or English), math, science, art, health, social studies, and P.E.	Content is accurate and clearly presented; is integrated appropriately for the developmental level of the students. Unit includes content from each of the disciplines of language arts (Arabic or English), math, science, art, health, social studies, and P.E.

	Unacceptable	Needs significant improvement	Acceptable	Target
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 5. Construct learning experiences that connect with the world beyond school International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.1: Integrating and applying knowledge for instruction--Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;</p>			
Content	Content knowledge is not clearly and accurately presented and/or shows little understanding of the major ideas of the discipline.	Some content knowledge is clearly and accurately presented; shows some understanding of the major ideas of the discipline.	Most content knowledge is accurate and clearly presented; knowledge reflects the major ideas of the discipline. Unit includes content from several of the disciplines of language arts (Arabic or English), math, science, art, health, social studies, and P.E.	All content knowledge is accurate and clearly presented; knowledge reflects the major ideas of the discipline.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 9. Apply teaching/subject area knowledge to support student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.</p>			
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.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard:</p>			

	Unacceptable	Needs significant improvement	Acceptable	Target
	<p>1. Structure innovative and flexible learning experiences for individuals and groups of students</p> <p>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</p> <p>PLO:</p> <p>PLO 1: Apply key theories and concepts of the subject matter in educational settings.</p> <p>PLO:</p> <p>PLO 2. Plan effective instruction to maximize student learning.</p>			
Materials and Resources	Plans no variety of materials and resources.	Plans little variety of materials and resources.	Plans some variety of materials and resources.	Plans for the use of a variety of materials and resources.
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.
	<p>Standards</p> <p>International- Qatar National Professional Standards for Teachers and School Leaders (2011)</p> <p>Category: National Professional Standards for Teachers (SEC, 2007)</p> <p>Standard:</p> <p>6. Apply internet communication technology (ICT) in managing student learning</p> <p>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</p> <p>PLO:</p> <p>PLO 3. Use current and emerging technologies in instructionally powerful ways.</p> <p>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</p> <p>Standard 3.4: Active engagement in learning--Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments</p>			
Instructional Strategies and Assignments	Plans no variety of instructional strategies and assignments. Instruction is teacher-centered; almost no opportunity for active learning or creative thought.	Plans little variety of instructional strategies and assignments. Most activities are teacher-centered. Little opportunity for creative thought.	Plans 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.	Plans 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.
	3.3 Development of critical thinking and problem solving.			

	Unacceptable	Needs significant improvement	Acceptable	Target
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.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO 4: Fosters successful learning experiences for all students by addressing individual differences. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.2: Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>				
Assessment	Few assessments, or assessments are not appropriate to provide feedback to inform instruction.	Both formal and informal assessments are included in the unit, but limited in number (not all lessons have an assessment. Assessments do not consistently reflect objectives.	Plans several different kinds of appropriate formal and informal assessment strategies to evaluate and strengthen instruction; most lessons have formal or informal assessment that will provide appropriate and meaningful feedback to inform instruction. Overall, the assessments reflect the objectives.	Plans several different kinds of appropriate formal and informal assessment strategies to evaluate and strengthen instruction; each lesson has a formal or informal assessment that will provide appropriate and meaningful feedback to inform instruction. Assessments are clearly aligned with objectives.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning. International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO: PI 2c. Assess student learning. USA- ACEI- Association for Childhood Education International Program</p>				

	Unacceptable	Needs significant improvement	Acceptable	Target
	<p>Standards for Elementary Teacher Preparation Domain: ASSESSMENT Standard 4: Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>			
Lesson Closure	Neither lesson closure nor transition is addressed.	Lesson closure is described and/or transition is identified.	Lesson closure is described and transition is identified.	Lesson closure is clearly described and transition is clearly identified.
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 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.
	<p>Standards USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: DEVELOPMENT, LEARNING AND MOTIVATION Standard 1: Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Standard 1.0: Candidate understands human development, learning, and motivation and plans instruction accordingly</p>			
Title Page, Table of Contents (x1)	Both title page and table of contents are missing.	Either title page or table of contents is missing.	Both title page and table of contents included but have errors.	Title page and table of contents included.
Overall Purpose of the Unit (x1)	Purpose of the unit not stated.	Purpose of the unit poorly stated.	Purpose of the Unit weakly stated.	Purpose of the Unit clearly stated.
Spelling, grammar, punctuation (x1)	Errors in grammar, punctuation, or spelling require major editing and	Errors in grammar, punctuation, or spelling require major editing	Errors in grammar, punctuation, or spelling require minor editing and revising.	Unit contains almost no errors in grammar, punctuation, or spelling.

	Unacceptable	Needs significant improvement	Acceptable	Target
	revising.	and revising.		

Unit Plan Secondary

Objectives	Few objectives are aligned with Qatar National Curriculum Standards. Few are listed 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. Some are listed, written clearly in measurable terms, and appropriate for each lesson and for students.	Most objectives are aligned with Qatar National Curriculum Standards. Most are listed, written clearly in measurable terms, and appropriate for each lesson and for students.	All objectives are aligned with Qatar National Curriculum Standards. All are listed, written clearly in measurable terms, and appropriate for each lesson and for students.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 8. Apply knowledge of students and how they learn to support student learning and development Standard: 9. Apply teaching/subject area knowledge to support student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.</p>				
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.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</p>				

	<p>Domain: CURRICULUM</p> <p>Standard 2.1: English language arts--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas</p> <p>Standard 2.2: Science--Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy</p> <p>Standard 2.3: Mathematics--Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data</p> <p>Standard 2.4: Social studies--Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world</p> <p>Standard 2.5: The arts-- Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students</p> <p>Standard 2.6: Health education--Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;</p> <p>Standard 2.7: Physical education--Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students;</p> <p>Domain: INSTRUCTION</p> <p>Standard 3.1: Integrating and applying knowledge for instruction--Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;</p>			
Support for Literacy	Limited use of reading and writing	Includes reading reading/writing tasks	Includes reading reading/writing tasks that support both the content area and literacy	Includes reading from multiple sources and multiple reading/writing tasks that clearly support both the content area and literacy
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.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard:</p>				

	<p>1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO:</p> <p>PLO 2. Plan effective instruction to maximize student learning.</p>			
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.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 6. Apply internet communication technology (ICT) in managing student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.</p>			
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.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: Standard: 2. Use teaching strategies and resources to engage students in effective learning Standard: 9. Apply teaching/subject area knowledge to support student learning International- Qatar University CED Standards- Bachelor or Diploma in Education PLO 2. Plan effective instruction to maximize student learning. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: DEVELOPMENT, LEARNING AND MOTIVATION Standard 1: Development, Learning and Motivation--Candidates know, understand, and</p>			

	<p>use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p> <p>Domain: INSTRUCTION</p> <p>Standard 3.3: Development of critical thinking, problem solving, performance skills--Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;</p> <p>Standard 3.4: Active engagement in learning--Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments</p>			
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	<p>Standards</p> <p>International- Qatar National Professional Standards for Teachers and School Leaders (2011)</p> <p>Category: National Professional Standards for Teachers (SEC, 2007)</p> <p>Standard:</p> <p>4. Create safe, supportive and challenging learning environments</p> <p>Standard:</p> <p>10. Work as a member of professional teams</p> <p>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</p> <p>PLO:</p> <p>PLO 4: Foster successful learning experiences for all students by addressing individual differences.</p> <p>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</p> <p>Domain: INSTRUCTION</p> <p>Standard 3.2: Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>			
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.
	<p>Standards</p> <p>International- Qatar National Professional Standards for Teachers and School Leaders (2011)</p> <p>Category: National Professional Standards for Teachers (SEC, 2007)</p> <p>Standard:</p> <p>1. Structure innovative and flexible learning experiences for individuals and groups of students</p> <p>Standard:</p> <p>4. Create safe, supportive and challenging learning environments</p> <p>Standard:</p> <p>5. Construct learning experiences that connect with the world beyond school</p>			

	<p>Standard: 6. Apply internet communication technology (ICT) in managing student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: ASSESSMENT Standard 4: Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>			
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 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	<p>Standards USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: DEVELOPMENT, LEARNING AND MOTIVATION Standard 1: Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Domain: INSTRUCTION Standard 3.1: Integrating and applying knowledge for instruction--Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;</p>			
	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.

Unit Plan Rubric DEC

	Unacceptable	Needs significant improvement	Acceptable	Target
Alignment with Qatar National Curriculum Standards	Few objectives are aligned with Qatar National Curriculum Standards.	Some objectives are aligned with Qatar National Curriculum Standards.	Most objectives are aligned with Qatar National Curriculum Standards.	All objectives are aligned with Qatar National Curriculum Standards.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 2. Use teaching strategies and resources to engage students in effective learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.</p>			
Objectives	Few are listed or written clearly in measurable terms, or few are appropriate for each lesson and for students.	Some are listed, written clearly in measurable terms, and appropriate for each lesson and for students.	Most are listed, written clearly in measurable terms, and appropriate for each lesson and for students.	All are listed, written clearly in measurable terms, and appropriate for each lesson and for students.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 2. Use teaching strategies and resources to engage students in effective learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.</p>			
Integration:	Content is not integrated; lessons focus is on a single subject area.	Plan attempts to integrate across the curriculum, but instruction is not enriched by the attempt.	Plan shows knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. Unit includes content from several of the disciplines of language arts (Arabic	Plan clearly shows effective implementation of instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. Unit includes content from each of the

	Unacceptable	Needs significant improvement	Acceptable	Target
			or English), math, science, art, health, social studies, and P.E.	disciplines of language arts (Arabic or English), math, science, and social studies and at least one of the following: art, health, and P.E.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 5. Construct learning experiences that connect with the world beyond school International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. NAEYC 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 education, health and safety; and social studies. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.</p>			
Content	Content knowledge is not clearly and accurately presented and/or shows little understanding of the major ideas of the discipline.	Some content knowledge is clearly and accurately presented; shows some understanding of the major ideas of the discipline.	Most content knowledge is accurate and clearly presented; knowledge reflects the major ideas of the discipline. Unit includes content from several of the disciplines of language arts (Arabic or English), math, science, art, health, social studies, and P.E.	All content knowledge is accurate and clearly presented; knowledge reflects the major ideas of the discipline.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 9. Apply teaching/subject area knowledge to support student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. NAEYC 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 education, health and safety; and social</p>			

	Unacceptable	Needs significant improvement	Acceptable	Target
	studies. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.			
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.
	Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. PLO: PLO 2. Plan effective instruction to maximize student learning.			
Materials and Resources	Plans no variety of materials and resources.	Plans little variety of materials and resources.	Plans some variety of materials and resources.	Plans for the use of a variety of materials and resources.
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.
	Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 6. Apply internet communication technology (ICT) in managing student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways. NAEYC 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.			
Instructional Strategies and Assignments	Plans no variety of instructional strategies and	Plans little variety of instructional	Plans some variety of instructional strategies and	Plans a variety of instructional strategies and

	Unacceptable	Needs significant improvement	Acceptable	Target
	assignments. Instruction is teacher-centered; almost no opportunity for active learning or creative thought.	strategies and assignments. Most activities are teacher-centered. Little opportunity for creative thought.	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.	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.
3.3 Development of critical thinking and problem solving.				
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.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO 4: Foster successful learning experiences for all students by addressing individual differences. NAEYC 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches.</p>				
Assessment	Few assessments, or assessments are not appropriate to provide feedback to inform instruction.	Both formal and informal assessments are included in the unit, but limited in number (not all lessons have an assessment. Assessments do not consistently reflect objectives.	Plans several different kinds of appropriate formal and informal assessment strategies to evaluate and strengthen instruction; most lessons have formal or informal assessment that will provide appropriate and meaningful feedback to inform instruction. Overall, the assessments reflect the objectives.	Plans several different kinds of appropriate formal and informal assessment strategies to evaluate and strengthen instruction; each lesson has a formal or informal assessment that will provide appropriate and meaningful feedback to inform instruction. Assessments are clearly aligned with objectives.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011)</p>				

	Unacceptable	Needs significant improvement	Acceptable	Target
	<p>Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning. International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO: PI 2c. Assess student learning. NAEYC 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.</p>			
Lesson Closure	Neither lesson closure nor transition is addressed.	Lesson closure is described and/or transition is identified.	Lesson closure is described and transition is identified.	Lesson closure is clearly described and transition is clearly identified.
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 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.
	<p>Standards NAEYC 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</p>			
Title Page, Table of Contents	Both title page and table of contents are missing.	Either title page or table of contents is missing.	Both title page and table of contents included but have errors.	Title page and table of contents included.
Overall Purpose of the Unit	Purpose of the unit not stated.	Purpose of the unit poorly stated.	Purpose of the Unit weakly stated.	Purpose of the Unit clearly stated.
Spelling,	Errors in grammar,	Errors in	Errors in grammar,	Unit contains almost no

	Unacceptable	Needs significant improvement	Acceptable	Target
grammar, punctuation	punctuation, or spelling require major editing and revising.	grammar, punctuation, or spelling require major editing and revising.	punctuation, or spelling require minor editing and revising.	errors in grammar, punctuation, or spelling.

Unit Plan Rubric DSPED

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Alignment with Qatar National Curriculum Standards as appropriate for students with exceptionalities	Few objectives are aligned with Qatar National Curriculum Standards; little evidence of the use of general or specialized content knowledge for teaching across curricular content areas to individualize learning for individual(s) with exceptionalities	Some objectives are aligned with Qatar National Curriculum Standards and demonstrate the use of general and/or specialized content knowledge for teaching across curricular content areas to individualize learning for individual(s) with exceptionalities	Most objectives are aligned with Qatar National Curriculum Standards and demonstrate the use of general and/or specialized content knowledge for teaching across curricular content areas to individualize learning for individual(s) with exceptionalities	All objectives are aligned with Qatar National Curriculum Standards and demonstrate the use of general and specialized content knowledge for teaching across curricular content areas to individualize learning for individual(s) with exceptionalities
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 9. Apply teaching/subject area knowledge to support student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.</p>				
Objectives	Few are listed or written clearly in measurable terms, or they are not appropriate for the development and individual differences of individuals with exceptionalities.	Most are written in measurable terms; however, they may not be appropriate for the development and individual differences of individuals with exceptionalities.	Most are listed, written clearly in measurable terms, and appropriate for the development and individual differences of individuals with exceptionalities.	All are listed, written clearly in measurable terms, and appropriate for the development and individual differences of individuals with exceptionalities.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 2. Use teaching strategies and resources to engage students in effective learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.</p>				
Subject integration	Content may be accurate and clearly	Content may be accurate and clearly	Content is accurate and clearly	Content is accurate and clearly

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	presented; is not integrated; lessons focus is on a single subject area, or is not appropriate for individual(s) with exceptionalities.	presented; may not be integrated appropriate for the individual(s) with exceptionalities (too simple or too complex). Content is dominated by a single subject.	presented, but may not be integrated appropriately for the students for individual(s) with exceptionalities. Unit includes content from several of the disciplines of language arts (Arabic or English), math, science, art, health, social studies, and P.E.	presented; is integrated appropriately for the developmental level of the students. Unit includes content from each of the disciplines of the disciplines of language arts (Arabic or English), math, science, art, health, social studies, and P.E., appropriately integrated for individual(s) with exceptionalities.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 5. Construct learning experiences that connect with the world beyond school International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 3: Curricular Content Knowledge - 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Key Element: 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</p>			
Content	Central concepts, structures of the discipline, or tools of inquiry of the content areas as appropriate for individual(s) with exceptionalities are not demonstrated.	Central concepts, structures of the discipline, or tools of inquiry of the content areas as appropriate for individual(s) with exceptionalities is demonstrated to a limited extent.	Demonstrates understanding of the central concepts, structures of the discipline, and tools of inquiry of the content areas as appropriate for individual(s) with exceptionalities.	Demonstrates a thorough understanding of the central concepts, structures of the discipline, and tools of inquiry of the content areas as appropriate for individual(s) with exceptionalities.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011)</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>Category: National Professional Standards for Teachers (SEC, 2007) Standard: 9. Apply teaching/subject area knowledge to support student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 3: Curricular Content Knowledge - 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Key Element: 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</p>			
Alignment of Instruction and Objectives	Few lessons, activities, and assignments are linked to objectives or are not modified to make them accessible to individual(s) with exceptionalities.	Some lessons, activities, and assignments are linked to objectives and modified to make them accessible to individual(s) with exceptionalities.	Most lessons, activities, and assignments are linked to objectives and modified to make them accessible to individual(s) with exceptionalities.	All lessons, activities, and assignments are linked to objective and modified to make them accessible to individual(s) with exceptionalities.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. PLO: PI 2a. Design instructional plans to maximize student learning. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 3: Curricular Content Knowledge - 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Key Element: 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p>			
Materials and Resources	Uses almost no variety of materials and resources, or materials and resources are	Uses little variety of materials and resources, or the majority of which are either not	Uses a variety of materials and resources, the majority of which are appropriate AND	Uses a variety of materials and resources, all of which are appropriate AND

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	inappropriate for individual(s) with exceptionalities.	appropriate or not helpful for individual(s) with exceptionalities.	helpful for individual(s) with exceptionalities.	helpful for individual(s) with exceptionalities.
Technology	Technology is not used or is used inappropriately or ineffectively..	Some (limited) integration of technology in planning and delivery of instruction effectively to individual(s) with exceptionalities OR assistive technologies as appropriate.	Integrates technology throughout the unit as appropriate in planning and delivery of instruction effectively to individual(s) with exceptionalities OR assistive technologies as appropriate.	Integrates technology throughout the unit as appropriate in planning and delivery of instruction effectively to individual(s) with exceptionalities AND assistive technologies as appropriate.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 6. Apply internet communication technology (ICT) in managing student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p>				
Cross-disciplinary activities and Assignments	Employs no variety in activities or assignments. Instruction is teacher-centered; almost no opportunity for active learning or creative thought.	Employs little variety of cross-disciplinary activities or activities do not relate closely to objectives. Most activities are teacher-centered. Little opportunity for creative thought.	Employs some variety of cross-disciplinary activities designed 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 cross-disciplinary activities designed 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 critical thinking and problem solving.
Standards				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 2. Use teaching strategies and resources to engage students in effective learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2a. Design instructional plans to maximize student learning. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.7 Beginning special education professionals teach cross- disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p>			
Differentiation of Instruction	Little to no evidence of knowledge about how exceptionalities may interact with learning.	Some (limited) knowledge about how exceptionalities may interact with learning is evident.	Knowledge about how exceptionalities may interact with learning is evident in some lessons to provide meaningful and challenging learning experiences.	Knowledge about how exceptionalities may interact with learning is used extensively to provide meaningful and challenging learning experiences throughout the unit.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 1: Learner Development and Individual Learning Differences - 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Key Element: 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>			
Assessment	Lessons do not contain an assessment, or no assessments are aligned with the	Few lessons contain an assessment that is aligned with objective(s), or lessons include an	Most lessons contain an assessment that is aligned with objectives.	All lessons contain at least assessments that are aligned with objectives.

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	objectives.	assessment that is not aligned with the objectives.		
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</p>			
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.
	<p>Standards USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: DEVELOPMENT, LEARNING AND MOTIVATION Standard 1: Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>			
Overall Purpose of the Unit	Purpose of the unit not stated.	Purpose of the unit poorly stated.	Purpose of the Unit weakly stated.	Purpose of the Unit clearly stated.
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.

E-folio BPRI, DPRI, BSEC, DSEC

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Content – Knowledge of Reading, Writing, and Oral Language	Many errors in content knowledge in reading, writing, or oral language OR not enough evidence in the area to make a valid judgment.	Adequate evidence of content knowledge in reading, writing, and oral language appropriate for the elementary level; few errors, none serious.	Sound evidence of accurate content knowledge in reading, writing, and oral language and in the identification of key concepts.	Clear and convincing evidence of accurate and thorough content knowledge in reading, writing, and oral language appropriate for the elementary level and in the identification and ordering of key concepts.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 3. Foster language, literacy and numeracy development International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: CURRICULUM Standard 2.1: English language arts--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas</p>			
Content – Knowledge of Science	Many errors in content knowledge in science OR not enough evidence in the area to make a valid judgment.	Adequate evidence of content knowledge in science appropriate for the elementary level; few errors, none serious.	Sound evidence of accurate content knowledge in science appropriate for the elementary level and in the identification of key concepts.	Clear and convincing evidence of accurate and thorough content knowledge in science appropriate for the elementary level and in the identification and ordering of key concepts.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 9. Apply teaching/subject area knowledge to support student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO:</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>PLO 1: Apply key theories and concepts of the subject matter in educational settings. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: CURRICULUM Standard 2.2: Science--Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy</p>			
Content – Knowledge of Mathematics	Many errors in content knowledge in mathematics OR not enough evidence in the area to make a valid judgment.	Adequate evidence of content knowledge in mathematics appropriate for the elementary level; few errors, none serious.	Sound evidence of accurate content knowledge in mathematics appropriate for the elementary level and in the identification of key concepts.	Clear and convincing evidence of accurate and thorough content knowledge in mathematics appropriate for the elementary level and in the identification and ordering of key concepts.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 3. Foster language, literacy and numeracy development International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: CURRICULUM Standard 2.3: Mathematics--Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data</p>			
Content – Knowledge of Social Studies ACEI	Many errors in content knowledge in mathematics OR not enough evidence in the area to make a valid judgment.	Adequate evidence of content knowledge in social studies appropriate for the elementary level; few errors, none serious.	Sound evidence of accurate content knowledge in social studies appropriate for the elementary level and in the identification of key concepts.	Clear and convincing evidence of accurate and thorough content knowledge in social studies appropriate for the elementary level and in the identification and ordering of key concepts.
	<p>Standards</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 9. Apply teaching/subject area knowledge to support student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: CURRICULUM Standard 2.4: Social studies--Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas —to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world</p>			
Content – Knowledge of the Arts	Many errors in content knowledge in the arts OR not enough evidence in the area to make a valid judgment.	Adequate evidence of content knowledge in the arts appropriate for the elementary level; few errors, none serious.	Sound evidence of accurate content knowledge in the arts appropriate for the elementary level and in the identification of key concepts.	Clear and convincing evidence of accurate and thorough content knowledge in the arts appropriate for the elementary level and in the identification and ordering of key concepts.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 9. Apply teaching/subject area knowledge to support student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: CURRICULUM Standard 2.5: The arts-- Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students</p>			
Content – Knowledge of students	Little to no evidence that instruction is planned in accordance with current theories of man development, learning, and	Some evidence of instruction planned in accordance with current theories of man development, learning, and motivation.	Sound evidence that plans for instruction are consistent with current theories of man development, learning, and motivation.	Clear and convincing evidence that candidate understands human development, learning, and motivation and plans

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	motivation.			instruction accordingly
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 8. Apply knowledge of students and how they learn to support student learning and development International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2b. Design an effective educational environment. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: DEVELOPMENT, LEARNING AND MOTIVATION Standard 1: Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>			
Content – knowledge of content-specific pedagogy	Few or no examples of content-specific strategies	A few examples of content-specific strategies, but limited in number and/or variety	Examples of content-specific strategies incorporated into instruction	Multiple examples of a range of content-specific strategies incorporated into instruction
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2a. Design instructional plans to maximize student learning. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.1: Integrating and applying knowledge for instruction--Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;</p>			
Pedagogy – Instructional planning	Plans for instruction lack several key elements	Plans for instruction include the following: Learning goals Learning activities List of teaching materials and resources	Plans for instruction include several of the following: Learning goals from Curriculum Standards (and IEP, if appropriate) Learning	Plans for instruction include almost all of the following elements: Learning goals from Curriculum Standards (and IEP, if appropriate)

	Unsatisfactory	Needs Improvement	Satisfactory	Target
		Some means of assessment	experiences suitable to students' developmental levels Innovative and flexible teaching and learning strategies Appropriate and varied teaching materials and resources Methods for assessment and feedback	Learning experiences suitable to students' developmental levels Innovative and flexible teaching and learning strategies Appropriate and varied teaching materials and resources Methods for assessment and feedback
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2a. Design instructional plans to maximize student learning. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.1: Integrating and applying knowledge for instruction--Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;</p>			
Pedagogy – Educational environment	Little evidence of plans for creating or maintaining a positive educational environment	Includes the following: Philosophy of learning A plan for classroom management Opportunities for students to work collaboratively	Includes several of the following: A student-centered philosophy of learning A plan for effective classroom management Topics and issues in instruction that foster students' critical thinking skills Opportunities for students to work collaboratively	Includes almost all of the following: A student-centered philosophy of learning A plan for effective classroom management Topics and issues in instruction that foster students' critical thinking skills Opportunities for students to work collaboratively in multiple ways (e.g. pairs, groups, etc.)
	<p>Standards International- Qatar National Professional Standards for Teachers and School</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 4. Create safe, supportive and challenging learning environments International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2b. Design an effective educational environment. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: DEVELOPMENT, LEARNING AND MOTIVATION Standard 1: Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>			
Pedagogy – Behavior management	Little evidence of a behavior management plan, or behavior management plan is not consistent with theories of child/human development	Provides a behavior management plan that rewards positive behavior	Provides a behavior management plan that is consistent with theories of child/human development and that rewards positive behaviors	Provides a clearly articulated behavior management plan that is clearly based on an understanding of child/human development and that rewards positive behaviors
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 8. Apply knowledge of students and how they learn to support student learning and development International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2b. Design an effective educational environment. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: DEVELOPMENT, LEARNING AND MOTIVATION Standard 1: Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>			
Pedagogy – Assessment	Few means of assessment are demonstrated or assessment results are not used to adjust teaching and learning	Demonstrates the following: Formative and summative assessments Multiple means of assessment Modification of curriculum or	Demonstrates several of the following: Appropriate formative and summative assessments Multiple means of assessment,	Demonstrates most of the following: Frequent, appropriate formative and summative assessments Multiple means of assessment,

	Unsatisfactory	Needs Improvement	Satisfactory	Target
		instruction based on assessments	Analysis of assessment Modification of curriculum and instruction based on assessment analysis	including standard, alternative, and performance-based assessment Substantive, thoughtful analysis of assessment Modification of curriculum and instruction based on assessment analysis
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2c. Use a range of assessments to inform teaching. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: ASSESSMENT Standard 4: Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>			
Technology – Personal and professional use	Shows lack of basic competency in the use of technology	Demonstrates basic competency in using: Email communication Word processing	Demonstrates basic competency in using several of the following: Email communication Word processing Spreadsheets Internet search Library e-references accesses and manages information on student learning using ICT resources	Demonstrates proficiency in using standard technology tools, including most of the following: Email communication Word processing Spreadsheets Internet search Library e-references accesses and manages information on student learning using ICT resources
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 6. Apply internet communication technology (ICT) in managing student learning International- Qatar University CED Standards- Bachelor or Diploma in</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: PROFESSIONALISM Standard 5.1: Practices and behaviors of developing career teachers--Candidates understand and apply practices and behaviors that are characteristic of developing career teachers;</p>			
Technology – Instructional use	<p>Little to no evidence of the use of technology to achieve learning objectives</p>	<p>Demonstrates: Incorporation of educational e-resources in instruction Use of multi-media to support learning objectives</p>	<p>Demonstrates several of the following: Locating and evaluating exemplary educational e-resources Selecting and using multi-media to support learning objectives Planning instruction that includes student use of technology to achieve learning objectives Developing technology-based resources for instructional use (ex: webquests)</p>	<p>Demonstrates most of the following: Locating and evaluating exemplary educational e-resources Selecting and using multi-media to support learning objectives Planning instruction that includes student use of technology to achieve learning objectives Developing technology-based resources for instructional use (ex: webquests)</p>
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 6. Apply internet communication technology (ICT) in managing student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.4: Active engagement in learning--Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments</p>			
Diversity – Differentiation	<p>Little to no evidence that instruction is differentiated or that respect for a diverse</p>	<p>Includes modifications for students with special needs in some</p>	<p>Demonstrates most of the following: Instructional plans include</p>	<p>Demonstrates most of the following: Instructional plans include appropriate</p>

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	student population is supported	instructional plans	accommodations or modifications for students with special needs Classroom policies support respect for all students, including those with diverse needs and backgrounds	accommodations and modifications for students with special needs Classroom policies require students to interact respectfully with others, including those with diverse needs and backgrounds Some materials provide helpful, appropriate information about community services to support students with personal and/or academic issues
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students</p> <p>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences.</p> <p>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.2: Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>			
Problem-solving	Little or no evidence for personal use of problem-solving or opportunities for students to use critical thinking to solve problems	Demonstrates more than one opportunity for students to use critical thinking to solve problems	Demonstrates some of the following: Selects strategies and resources that facilitate the development of students' critical thinking and independent problem solving skills Selects topics and issues that require critical thinking Personal use of critical thinking to	Demonstrates most of the following: Selects strategies and resources that facilitate the development of students' critical thinking and independent problem solving skills Selects topics and issues that require critical thinking Personal use of

	Unsatisfactory	Needs Improvement	Satisfactory	Target
			solve problems in education	critical thinking to solve problems in education
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 5. Construct learning experiences that connect with the world beyond school International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.3: Development of critical thinking, problem solving, performance skills--Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;</p>			
Scholarly Inquiry – Uses research	Little or no evidence for the use of scholarly inquiry in teaching and learning	Shows ability to read and understand academic research	Demonstrates some of the following: Locates appropriate and useful academic information Evaluates academic research, using appropriate criteria Applies information from research to improve teaching and learning	Demonstrates most of the following: Locates appropriate and useful academic information Evaluates academic research, using appropriate criteria Applies information from research to improve teaching and learning
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 12. Reflect on, evaluate and improve professional practice International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 6. Actively engage in scholarship in education. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: PROFESSIONALISM Standard 5.1: Practices and behaviors of developing career teachers--Candidates understand and apply practices and behaviors that are characteristic of developing career teachers;</p>			
Scholarly Inquiry	Little to no evidence	Designs research on	Designs quality	Designs and

	Unsatisfactory	Needs Improvement	Satisfactory	Target
– Engages in research	of personal research in education	a problem in education	research on a problem in education that is (or can be) applied for positive change	conducts high quality research on a problem in education that is (or can be) applied for positive change
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 12. Reflect on, evaluate and improve professional practice International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 6. Actively engage in scholarship in education. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: PROFESSIONALISM Standard 5.1: Practices and behaviors of developing career teachers--Candidates understand and apply practices and behaviors that are characteristic of developing career teachers;</p>			
Ethical Values	Several instances in which opportunities to apply ethical values were ignored or better choices could have been made in several of the following areas: relationships with students relationships with other stakeholders school policies intellectual property	A few omissions or mistakes in the application of ethical values in all of the following: relationships with students, including those with special needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related intellectual property	Overall, sound choices in the application of ethical values in the following areas: relationships with students, including those with special needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related intellectual property (unauthorized usage and/or plagiarism)	Clear commitment to ethical values in the following areas: relationships with students, including those with special needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related intellectual property (unauthorized usage and/or plagiarism) Shows, through narrative, active investigation of ethical issues and deliberate choices.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011)</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>Category: National Professional Standards for Teachers (SEC, 2007) Standard: 12. Reflect on, evaluate and improve professional practice International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 7. Apply professional ethics in all educational contexts. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: PROFESSIONALISM Standard 5.1: Practices and behaviors of developing career teachers--Candidates understand and apply practices and behaviors that are characteristic of developing career teachers;</p>			
Initiative -- communication	Fostering collaboration through communication with peers, parents or students was not addressed in any meaningful way.	Gives one example of communication that fostered collaboration with peers, parents or students.	Gives more than one example of communication that fostered collaboration with peers, parents and students.	Gives several examples of extensive and meaningful communication that fostered collaboration with peers, parents and students.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 11. Build partnerships with families and the community International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 8: Lead positive change in education. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.5: Communication to foster collaboration--Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom</p>			

DEC E-Folio Rubric 2014

	Unsatisfactory	Needs Improvement	Satisfactory	Target
CONTENT PLO 1 NAEYC 5.0 (5a, 5b, 5c)	Little to no evidence of the use of use of general and specialized content knowledge for teaching young children	Provides an example (may not be fully or clearly described) of using the essential concepts of an academic discipline to design learning experiences for young children.	Provides multiple examples (may not be fully or clearly described) of using the essential concepts, inquiry tools, and structure of content areas to design and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.	Provides multiple, well-described examples of using the essential concepts, inquiry tools, and structure of content areas, including academic subjects, to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
PEDAGOGY 1 PLO 2.1 NAEYC 4b, 4c	Little to know evidence of the use of effective strategies and tools for early or developmentally appropriate teaching/learning approaches.	Provides an example of a learning experience that demonstrates effective strategies and tools for early education; does not demonstrate a broad repertoire of developmentally appropriate teaching/learning approaches.	Provides more than one example of learning experiences demonstrating effective strategies and tools for early education and using a broad repertoire of developmentally appropriate teaching/learning approaches.	Provides multiple examples of creating exemplary learning experiences demonstrating effective strategies and tools for early education and using a broad repertoire of developmentally appropriate teaching/learning approaches.
PEDAGOGY 2 PLO 2.2 NAEYC 1c	Little to no evidence of contributing to a positive learning environment.	Provides an example of contributing to a positive learning environment.	Provides more than one example (some may lack clarity) of using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children	Provides multiple, clearly described examples of using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
PEDAGOGY 3 PLO 2.3 NAEYC 3.0 (3a,3b, 3c, 3d)	Little to no evidence of assessing young children in a responsible way.	Gives a description of one example of assessing young children in a responsible way.	Gives a description (may lack clarity) of more than one example of knowing about and using systematic observations,	Gives clear descriptions of multiple examples of knowing about and using systematic observations, documentation, and

	Unsatisfactory	Needs Improvement	Satisfactory	Target
			documentation, or other effective assessment strategies in a responsible way; includes partnership with families or other professionals.	other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
TECHNOLOGY 1 PLO 3 NAEYC 6c	Shows lack of basic competency in the use of technology	Demonstrates basic competency in using: Email communication Word processing	Demonstrates basic competency in using at least 3 of the following: Email communication Word processing Spreadsheets Internet search Library e-references Accessing and managing information on student learning using ICT resources	Demonstrates proficiency in using standard technology tools, including most (4-6) of the following: Email communication Word processing Spreadsheets Internet search Library e-references Accessing and managing information on student learning using ICT resources
TECHNOLOGY 2 PLO 3 NAEYC 4b	Little or no evidence of the use of technology to support the education of young children.	Gives an example of the use of technology in the education of young children. May not be entirely appropriate or effective.	Gives an example of the use of technology to support planning, instruction, and assessment for young children, including the use of assistive technology for students with disabilities.	Clearly describes several examples of the effective and appropriate use of technology to support planning, instruction, and assessment for young children, including the use of assistive technology for students with disabilities.
DIVERSITY PLO 4 NAEYC 5c	Little to no evidence of using knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	Gives one example of using knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	Gives more than one example of using knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	Gives several well described examples of using knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child, specifically

	Unsatisfactory	Needs Improvement	Satisfactory	Target
				describing how to meet the needs of children with diverse cultural/linguistic backgrounds and children with exceptionalities.
PROBLEM SOLVING PLO 5 NAEYC 2c	Little to no evidence of involving families and communities in young children's development and learning.	Gives one example of involving families and communities in young children's development and learning.	Gives more than one example (all may not be clearly described) of involving families and communities in young children's development and learning.	Gives several well-described examples of involving families and communities in young children's development and learning.
SCHOLARLY INQUIRY PLO 6 NAEYC 6d	Little to no reflection about the education of young children or about the candidate's own learning and professional growth.	Provides a reflection about the education of young children or about the candidate's own learning and professional growth	Provides an example that integrates knowledge and reflection about the education of young children and about the candidate's own learning and professional growth.	Provides several thoughtful, insightful examples that show the integration of knowledge and reflection about the education of young children and about the candidate's own learning and professional growth.
ETHICAL VALUES PLO 7 NAEYC 6b	Several serious errors in the application of ethics related to: students other stakeholders school policies intellectual property	Few serious errors in the application of ethics in the following: relationship with students, including those with special needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related to intellectual property	Few errors, none serious, related to the application of ethics in the following: relationship with students, including those with special needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related to intellectual property (unauthorized usage and/or plagiarism)	Clear commitment to ethical values in most of the following: relationship with students, including those with special needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related to intellectual property (unauthorized usage and/or plagiarism)
INITIATIVE PLO 8 NAEYC 6a, 6e	Provides little to no evidence of creativity, leadership, or support for	Demonstrates support for positive change in education. Limited efforts to	Demonstrates leadership toward positive change in education. Makes	Demonstrates creativity and leadership in initiating and

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	positive change in education. No evidence of efforts toward collaboration.	communicate or collaborate students, colleagues, parents, and other stakeholders.	effort to communicate and collaborate with students, colleagues, parents, and other stakeholders.	managing positive changes in education. Demonstrates effective communication and collaboration with students, colleagues, parents, and other stakeholders.

E-Folio Rubric DSPED

	Unsatisfactory	Needs Improvement	Satisfactory	Target
CONTENT	Little to no evidence of the use of general and specialized content knowledge for teaching across curricular content areas to individualize learning for individual(s) with disabilities.	Provides an example of using knowledge of general and specialized curricula to individualize learning for individual (s) with disabilities, but description may be unclear.	Provides a well-described example of using general and specialized content knowledge for teaching across curricular content areas to individualize learning for individual(s) with disabilities.	Provides multiple, well-described examples of using general and specialized content knowledge for teaching across curricular content areas to individualize learning for individual(s) with disabilities.
<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 3: Curricular Content Knowledge - 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Key Element: 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</p>				
PEDAGOGY 1	Little to know evidence that the candidate recognizes and plans for the developmental and cultural influences on learning experiences for individuals with disabilities.	Provides an example of a learning experience that recognizes the developmental or cultural influences on individuals with disabilities.	Provides more than one example of learning experiences that recognize the developmental and cultural influences on individuals with disabilities.	Provides multiple examples of creating exemplary learning experiences that recognize the developmental and cultural influences on individuals with disabilities.
<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2a. Design instructional plans to maximize student learning. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development,</p>				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	and adaptation of learning experiences for individual with exceptionalities.			
PEDAGOGY 2	Little to no evidence of contributing to a positive educational environment for individuals with disabilities or using motivational strategies to help students adapt to the environment.	Provides an example of creating or contributing to a positive educational environment for individuals with disabilities or using motivational strategies to help students adapt to the environment.	Provides an example of creating and/or contributing to a positive educational environment for individuals with disabilities and using motivational strategies to help students adapt to the environment.	Provides multiple examples of creating and/or contributing to a positive educational environment for individuals with disabilities and using motivational strategies to help students adapt to the environment.
<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 2: Learning Environments - 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Key Element: 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>				
PEDAGOGY 3	Assessments are technically sound; little to no collaboration is evident.	Gives a description of a more than one method of assessment and data-sources in making educational decisions. Collaboration with parents or peers in decision-making is either absent or weak.	Gives a description of a more than one technically sound method of assessment and data-sources in making educational decisions. Demonstrates the inclusion of either parents or colleagues in assessment and decision-making.	Gives clear descriptions of multiple, technically sound methods of assessment and data-sources in making educational decisions and demonstrates collaboration with parents and colleagues in assessment and decision-making.
<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2c. Use a range of assessments to inform teaching. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for</p>				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	individuals with exceptionalities.			
TECHNOLOGY	Little or no use of technology to support instructional assessment, planning, or delivery for individuals with disabilities.	Gives an example of the use technology to support instructional assessment, planning, or delivery for individuals with disabilities; description may not be clear.	Gives several examples of the use technology to support instructional assessment, planning, or delivery for individuals with disabilities; includes one example of how assistive technology could be used to enhance learning.	Clearly describes several examples of the use technology to support instructional assessment, planning, and delivery for individuals with disabilities; includes one example of how assistive technology could be used to enhance learning.
	<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p>			
DIVERSITY 1	Little to no evidence of actions toward creating safe, inclusive, culturally responsive learning environments.	Gives one example of actions toward creating safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities or social interactions or of	Gives several examples (all may not be clearly described) of actions toward creating safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities or social interactions and	Gives several well-described examples of actions toward creating safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
	<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 2: Learning Environments - 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>Key Element: 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p>			
DIVERSITY 2	Shows little to no evidence of collaboration with families, other educators, service providers, individuals with disabilities, or personnel from community agencies to address the learning needs of individuals with disabilities	Demonstrates some (limited) collaboration with families, other educators, service providers, individuals with disabilities, or personnel from community agencies to address the learning needs of individuals with disabilities.	Includes at least two examples of collaboration with families, other educators, service providers, individuals with disabilities, or personnel from community agencies to address the learning needs of individuals with disabilities.	Clear description of at least two examples of collaboration with multiple stakeholders, such as families, other educators, service providers, individuals with disabilities, and/or personnel from community agencies to address the learning needs of individuals with disabilities.
	<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 2: Learning Environments - 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Key Element: 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p>			
PROBLEM SOLVING	Little to no evidence of making data based decisions related to meeting the learning needs for students with disabilities.	Gives one example of making a data based decision related to meeting the learning needs for students with disabilities.	Gives several examples (all may not be clearly described) of making data based decisions related to meeting the learning needs for students with disabilities, including the analysis of data for instructional purposes.	Gives several well-described examples of making data based decisions related to meeting the learning needs for students with disabilities, including the analysis of data for instructional purposes.
	<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO:</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p> <p>USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p> <p>Key Element: 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.</p>			
SCHOLARLY INQUIRY	Little to no evidence of engagement in inquiry, professional development, or a commitment to life-long learning.	Gives one example of engaging in inquiry, professional development, or a commitment to life-long learning.	Give several examples (all may not be clearly described) of engaging in inquiry and/or professional development and/or a commitment to life-long learning.	Gives several well-described examples of engaging in inquiry and/or professional development; clearly demonstrates a commitment to life-long learning.
	<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 6. Actively engage in scholarship in education. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>Key Element: 5.7 Beginning special education professionals teach cross- disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p>			
ETHICAL VALUES	Little to no evidence of applied professional ethics or advocacy for individuals with disabilities or their families.	Gives one example of applied professional ethics or advocacy for individuals with disabilities or their families.	Give several examples (all may not be clearly described) of applied professional ethics, including a commitment to confidentiality or advocacy for individuals with disabilities or their families.	Gives several well-described examples of applied professional ethics, including a commitment to confidentiality and advocacy for individuals with disabilities or their families.
	<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 7. Apply professional ethics in all educational contexts. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 6: Professional Learning and Ethical Practice - 6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Key Element: 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring			
Initiative	Little to no evidence of having developed materials or resources or of projects to benefit the schools or families of individuals with disabilities.	Gives one example of having developed materials or resources or of projects to benefit the schools or families of individuals with disabilities.	Give several examples (all may not be clearly described) of having developed materials and/or resources or of projects to benefit the schools or families of individuals with disabilities.	Gives several well-described examples of having developed materials and/or resources or of projects to benefit the schools or families of individuals with disabilities.

ASSESSMENT ANALYSIS BPRI, DPRI, BSEC, DSEC, DEC

	Beginning	Emerging	Meets Expectations	Exceeds Expectations
Assessment Design	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.
<p>Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning Standard: 12. Reflect on, evaluate and improve professional practice International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2c. Assess student learning. PLO: USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: DEVELOPMENT, LEARNING AND MOTIVATION Standard 1: Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>				
Data collection	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.
<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.</p>				
Data display	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	Data are recorded and displayed in such a way that analysis and interpretation are clear, logical, and

	Beginning	Emerging	Meets Expectations	Exceeds Expectations
			and interpretation.	obvious.
	<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.</p>			
Data analysis	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.
Data interpretation	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.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: ASSESSMENT Standard 4: Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>			
Implications for instruction	Implications are not supported by the data and are not appropriate to the students, content, or teaching/learning	Implications are somewhat related to the data, but may not be clearly supported by it. Stated implications may	Implications are supported by the data and are appropriate to the identified students, content, and	Multiple implications are clearly supported by the data, and are appropriate to the identified students, content,

	Beginning	Emerging	Meets Expectations	Exceeds Expectations
	situation.	not be appropriate to identified students, content, and teaching/learning situation.	teaching/learning situation.	and teaching/learning situation.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning Standard: 12. Reflect on, evaluate and improve professional practice International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2a. Design instructional plans to maximize student learning. PLO: PLO 8: Lead positive change in education. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.1: Integrating and applying knowledge for instruction-- Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;</p>			

SCORING RUBRIC FOR ASSESSMENT PROJECCT FOR DEC

	Beginning	Emerging	Meets Expectations	Exceeds Expectations
Assessment Design	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.
	<p>Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning Standard: 12. Reflect on, evaluate and improve professional practice International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2c. Assess student learning.</p>			

	Beginning	Emerging	Meets Expectations	Exceeds Expectations
	PLO: NAEYC: 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children			
Data collection	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.
	Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.			
Data display	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.
	Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.			
Data analysis	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.
Data interpretation	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	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.

	Beginning	Emerging	Meets Expectations	Exceeds Expectations
		not provided.		
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: ASSESSMENT NAEYC 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children</p>			
Implications for instruction	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 my 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.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning Standard: 12. Reflect on, evaluate and improve professional practice International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2a. Design instructional plans to maximize student learning. PLO: PLO 8: Lead positive change in education. NAEYC 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches.</p>			

Assessment Project for DSPED

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Assessment Design	One or both of the assessments are poorly designed; not aligned in cognitive level to the objectives. One or more of the assessments is not appropriate to with the developmental level or abilities of the student(s).	The assessments are very much alike, so that comparison is difficult or lacks meaningfulness. Little alignment in cognitive level between the objectives and the questions/tasks on the assessments. One or more of the assessments may not be consistent with the student(s)' developmental level or abilities.	The two assessments are somewhat different and assess the same objectives. Cognitive alignment to the objectives is evident, with some errors. Questions/tasks are appropriate for the developmental level, learning goals, and abilities of the student(s) and relate to the objectives.	The two assessments clearly differ in format, but assess the same objectives. Both assessments are closely aligned to the objectives in cognitive level. Questions/tasks are clearly structured to require demonstration of the targeted knowledge and/or skills and are appropriate for the developmental level, learning goals, and abilities of the student(s).
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. PLO: PI 2c. Use a range of assessments to inform teaching. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</p>				
Data collection	Data is collected but show no clear representation of student performance.	Data represents student performance, but may not be clear.	Data validly and reliably represents student performance	Data validly and reliably are extremely helpful, representing student performance clearly and meaningfully.
<p>Standards International- Qatar National Professional Standards for Teachers and School</p>				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 6. Apply internet communication technology (ICT) in managing student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.</p>			
Data analysis	<p>Minimal processes are applied to the data, and analysis is disconnected from the actual data processes. Interpretations and/or conclusions are disjointed from the data.</p>	<p>Processes are applied to the data, but they may be inconsistent and/or inconclusive. 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.</p>	<p>Appropriate and accurate processes are applied to the data. Interpretations and/or conclusions are logical, and are appropriately supported by evidence from the data analysis.</p>	<p>Data is thoroughly analyzed using the most appropriate means. Interpretations and conclusions clearly emerge from the data analysis and are presented in a professional, concise, and thorough manner.</p>
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</p>			
Implications for instruction	<p>Implications are not supported by the data and are not appropriate to the students, content, or teaching/learning situation. No student</p>	<p>Implications are somewhat related to the data, but may not be clearly supported by it. Stated implications may not be appropriate to</p>	<p>Implications are supported by the data and are appropriate to the identified students, content, and teaching/learning</p>	<p>Multiple implications are clearly supported by the data, and are appropriate to the identified students, content, and</p>

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	involvement.	identified students, content, and teaching/learning situation. Connection between the data and instructional decisions is weak; students are not involved in the assessment process.	situation. Instructional decisions are linked to the data, but may lack clarity; ways of involving the students in assessment decisions are discussed.	teaching/learning situation. Instructional decisions are clearly and accurately linked to the data; appropriate and meaningful ways of involving the students in assessment decisions are discussed.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning Standard: 12. Reflect on, evaluate and improve professional practice International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2a. Design instructional plans to maximize student learning. PLO: PLO 8: Lead positive change in education. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.</p>			
Presentation	Data is poorly and/or inaccurately displayed. Presentation does not facilitate discussion or collaboration. Feedback is not discussed or would not be helpful to improved learning.	Data is displayed, but may be confusing or uninteresting. Discussion is encouraged, but may not stay focused on task. Feedback is designed, but may not be either explicit or helpful.	Data is displayed in such a way as to support discussion among colleagues. Presentation is informative. Shared decision-making related to the assessment is encouraged; however, consensus may not be achieved. Helpful feedback is designed for students.	Data is clearly and accurately displayed in such a way as to elicit engaged and informed discussion among colleagues. Presentation is informative, interesting, and reflective. Shared decision-making related to the assessment results is clearly achieved and explicit, helpful feedback is designed.

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 12. Reflect on, evaluate and improve professional practice</p> <p>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.</p> <p>USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.</p>			

Technology for Teaching and Learning

	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.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students Standard: 2. Use teaching strategies and resources to engage students in effective learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.</p>				
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.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students Standard:</p>				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>2. Use teaching strategies and resources to engage students in effective learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. PLO: PI 2a. Design instructional plans to maximize student learning. PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences.</p>			
Assistive technologies	Identifies assistive technologies. Identifies 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.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences.</p>			
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.
	<p>Standards USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.3: Development of critical thinking, problem solving, performance skills-- Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;</p>			
Reflection	Reflection discusses student learning.	Reflection discusses student learning; may identify connections between	Reflection discusses students learning; identifies ways in which technology	Reflection focuses on student learning; clearly and insightfully

	Unsatisfactory	Needs Improvement	Satisfactory	Target
		technology and learning.	affects learning.	identifies the ways in which technology interacts, enhances, or restricts learning.

تقييم الأداء في التدريب الميداني
بكالوريوس و دبلوم في التعليم الابتدائي
Clinical Experience Evaluation Survey

Bachelor and Diploma in Primary Education

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 و المعلم المعاون و الطالب المتدرب في التقييم النصفي و النهائي

Intern's Name (اسم الطالب (المتدرب):		Evaluator المُقيّم: (circle one) Self (تقييم ذاتي) Mentor Teacher (المعلم المعاون) College Supervisor (مشرف الكلية)	
Mentor Teacher (المعلم المعاون (المعاون):		College Supervisor (مشرف الكلية):	
Subject (المادة):	Grade (الصف):	Date (التاريخ):	Total score (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، وترفق مع هذا النموذج.

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

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

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

Part I: Classroom Performance (الأداء الصفّي)

National Professional Standards: 1-9 المعايير المهنية من 1-9					
LESSON PLANNING AND MATERIALS		التخطيط للدرس والمواد التعليمية			
1. Innovative and flexible learning experiences are structured for individuals and group of students. (Evaluate on written lesson plan.) 1. يصمم خبرات تعليمية مبتكرة ومرنة للأفراد ولمجموعة من الطلاب. (قِيم بناءً على خطة الدرس المكتوبة).					
الدليل Evidence					
1.1 Identifies learning goals in Curriculum Standards and school-based curricula or IEP. يحدد الأهداف التعليمية لمعايير المنهاج والمقررات التعليمية المرتبطة بالمدرسة أو ببرنامج التعليم الفردي.	1	2	3	4	
1.2 Designs learning experiences suitable to students' developmental level. يصمم خبرات تعليمية مناسبة لمستوى تطور الطالب.	1	2	3	4	
1.3 Plans and incorporates accommodations and modifications for special needs students. يضع الخطط اللازمة مع التعديلات التي تلائم الطلاب من ذوي الاحتياجات الخاصة.	1	2	3	4	
1.4 Designs learning and teaching strategies that are innovative and flexible. يقوم بتصميم طرق تعلم وتعليم مبتكرة ومرنة.	1	2	3	4	
1.5 Integrates teaching materials and resources in lesson development. يدمج أدوات التدريس والمصادر في عملية تطوير الدرس.	1	2	3	4	
1.6 Designs lessons based on previous student learning by monitoring, assessing, and students' feedback. يصمم دروساً بناءً على التّعلم السّابق للطلاب عن طريق المتابعة والتقييم والتغذية الراجعة من الطالب.	1	2	3	4	
Total points for this section (24 possible): 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)					

TEACHING AND CLASSROOM MANAGEMENT		التدريس وإدارة الفصل			
2. Teaching strategies and resources to engage students in effective learning are used. 2. يستخدم الاستراتيجيات التعليمية والموارد لإشراك الطلاب في عملية التعلم الفعالة.					
الدليل Evidence					
2.1 Identifies and states curriculum standard(s) that relate to the objectives at the beginning of the lesson. يبيّن معياراً من معايير المنهاج المرتبطة بالأهداف في بداية الدرس.	1	2	3	4	
2.2 Uses teaching strategies appropriate for curriculum standards. يستخدم طرق التدريس الملائمة لمعايير المنهج.	1	2	3	4	
2.3 Engages students by using a range of materials and resources. يشرك الطلاب باستخدام مجموعة من الأدوات والموارد.	1	2	3	4	
2.4 Uses a variety of skills and resources to adapt lessons. يستخدم أشكالاً متنوعة من المهارات والموارد لتعديل الدروس.	1	2	3	4	
2.5 Organizes individual and group learning strategies during the lesson. ينظم طرق التعلّم الفردية والجماعية أثناء الدرس.	1	2	3	4	
2.6 Employs print, multimedia, and electronic resources during the lesson. يستخدم مواد مطبوعة ومصادر إلكترونية متعددة أثناء إلقاء الدرس.	1	2	3	4	
2.7. Uses questioning effectively to support student learning. يستخدم طريقة التساؤل بشكل فعال لدعم تعلم الطالب	1	2	3	4	
Total points for this section (28 possible): مجموع الدرجة الكلية على هذا القسم (28)					
Average for this section: (Total score divided by 7) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 7)					

LANGUAGE, LITERACY, AND NUMERACY	اللغة ومعرفة القراءة والكتابة والقدرة على القيام بالعمليات
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الحسابية الأساسية				
3. Language, literacy, and numeracy development are fostered 3. رعاية تطور اللغة ومعرفة القراءة والكتابة والقدرة على القيام بالعمليات الحسابية الأساسية				
الدليل Evidence				
3.1 Identifies and monitors students' skill development regarding يحدد ويتابع تطور مهارات الطلبة فيما يتعلق ب: a. Language and Literacy أ- اللغة ومعرفة القراءة و الكتابة b. Numeracy ب - القدرة على القيام بالعمليات الحسابية الأساسية	1	2	3	4
	1	2	3	4
3.2 Assesses students' skills regarding: يقيم مهارات الطلبة فيما يتعلق ب: a. Language and Literacy أ - اللغة ومعرفة القراءة والكتابة. b. Numeracy ب - القدرة على القيام بالعمليات الحسابية الأساسية.	1	2	3	4
	1	2	3	4
3.3 Applies teaching and learning strategies that address skills regarding: يطبق طرقا تعليمية وتعلمية تغطي المهارات المتعلقة ب: a. Language and Literacy b. Numeracy ب - القدرة على القيام بالعمليات الحسابية الأساسية.	1	2	3	4
	1	2	3	4
3.4 Provides students with closely monitored feedback and support regarding development in: يزود الطلاب الذين يتابعهم عن قرب بالتغذية الراجعة والدعم فيما يتعلق بتطور في: a. Language and Literacy أ - اللغة ومعرفة القراءة والكتابة. b. Numeracy ب- القدرة على القيام بالعمليات الحسابية الأساسية.	1	2	3	4
	1	2	3	4
Total points for this section (32 possible): مجموع الدرجة الكلية على هذا القسم (32)				
Average for this section: (Total score divided by 8) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 8)				

LEARNING ENVIRONMENT		بيئة التعلّم			
4. A safe, supportive and challenging learning environment is created. 4. توفير بيئة تعلم آمنة وداعمة ومليئة بالتحديات.					
الدليل Evidence					
4.1 Provides an environment that develops students' positive attitudes and learning opportunities. يوفر بيئة تُطوّر وتنمي اتجاهات إيجابية لدى الطلاب وكذلك فرص التعلم.	1	2	3	4	
4.2 Conducts open, inclusive, equitable, and ethical interactions and communication with students. يقوم بإدارة ودمج التفاعلات والتواصل المفتوح والصريح والمتساوي والأخلاقي مع الطلاب.	1	2	3	4	
4.3 Selects topics and issues that foster students' critical thinking skills. يختار موضوعات وقضايا تعزز مهارات التفكير الناقد لدى الطلاب.	1	2	3	4	
4.4 Provides an environment that helps students to interact and work collaboratively. يوفر بيئة تساعد الطلاب على التفاعل والعمل بطريقة تعاونية.	1	2	3	4	
4.5 Provides reinforcement for appropriate behavior. يقدم تعزيزاً وتشجيعاً للسلوك اللائق.	1	2	3	4	
4.6 Provides feedback for inappropriate behavior. يقدم تغذية راجعة للسلوك غير اللائق.	1	2	3	4	
Total points for this section (24 possible): 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)					

RELEVANCE AND EXTENSIONS الترابط والتوسع في الخبرات					
5. Learning experiences that connect with the world beyond school are constructed. 5- بناء الخبرات التعليمية التي ترتبط بالعالم خارج حدود المدرسة					
الدليل Evidence					
5.1 Incorporates students' interests and prior knowledge by linking to meaningful examples. يُدمج اهتمامات الطلاب وتعلمهم السابق وذلك بربطها بأمثلة ذات معنى.	1	2	3	4	
5.2 Connects across subject areas on topics, problems, and issues relevant to local, national, and global communities. يربط مجالات الدراسة بالموضوعات والمشكلات والقضايا المتعلقة بالبيئة المحلية والبيئة العالمية.	1	2	3	4	
5.3 Designs lessons that are technology-rich to take students beyond the school environment to investigate problems and propose possible solutions. يصمم دروساً ثرية تكنولوجياً تلفت انتباه الطلاب وتتجاوز بهم حدود بيئة المدرسة لتقصي المشكلات واقتراح حلول ممكنة.	1	2	3	4	
5.4 Introduces students to work and leisure opportunities as appropriate. يقدم للطلاب فرصاً للعمل وفرصاً للترفيه حسب ما يناسب.	1	2	3	4	
5.5 Supports students in taking intellectual risks, testing ideas, and using initiative. يدعم الطلاب في التحديات الفكرية وتحليل الأفكار والاستفادة من المبادرة التي تدعم تفكير الطالب.	1	2	3	4	
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)					
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)					

INFORMATION AND COMMUNICATION TECHNOLOGY تكنولوجيا المعلومات والاتصالات
6. Information and communication technology is applied and integrated in

managing student learning and is integrated into student work.				
6. يطبق ويدمج تكنولوجيا المعلومات والاتصالات في توجيه تعلم الطلاب بدمجها في عملهم.				
الدليل Evidence				
6.1 Identifies students' learning needs in relation to ICT. يحدد احتياجات الطلاب التعليمية فيما يتعلق بتكنولوجيا المعلومات والاتصالات.	1	2	3	4
6.2 Selects ICT-based learning strategies and resources. يختار طرقاً ووسائل تعليمية قائمة على تكنولوجيا المعلومات والاتصالات.	1	2	3	4
6.3 Involves students in using ICT to organize and search information. يشرك الطلاب في استخدام تكنولوجيا المعلومات والاتصالات لتنظيم البيانات والبحث عنها.	1	2	3	4
6.4 Evaluates ICT-based learning strategies and resources. يقيم طرق التعلم والمصادر التعليمية القائمة على تكنولوجيا المعلومات والاتصالات.	1	2	3	4
6.5 Accesses and manages information on student learning using ICT resources. يوظف ويدير المعلومات في عملية تعلم الطالب مستخدماً موارد تكنولوجيا المعلومات والاتصالات.	1	2	3	4
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)				
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)				

التقييم ASSESSMENT				
7. Student learning is assessed and reported 7. تقييم تعلم الطالب ووضعه في صورة تقارير.				
الدليل Evidence				
7.1 Monitors students closely during the lessons. يراقب الطلاب عن قرب أثناء إلقاء الدروس.	1	2	3	4

7.2 Plans valid and reliable assessments, aligned to objectives, يضع تقييمات تمتاز بالصدق والثبات وتتماشى مع الأهداف	1	2	3	4
7.3 Assesses and reports students' learning using multiple methods of assessment. يقيّم ويقدم تقريراً عن تعلم الطلاب باستخدام عدة أساليب تقييمية.	1	2	3	4
7.4 Provides clear, accurate, and concise feedback to students on the outcomes of assessment. يقدم تغذية راجعة واضحة ودقيقة وموجزة للطلاب حول مخرجات التقييم.	1	2	3	4
7.5 Reviews assessments for continued appropriateness. يراجع التقييمات لضمان استمرارية مناسبتها.	1	2	3	4
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)				
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)				

USING PEDAGOGY TO IMPROVE LEARNING		استخدام طرق التدريس لتحسين التعلّم			
8. The knowledge of students and how they learn is applied to support student learning and development. 8. يتم تطبيق معرفة الطلاب وكيفية تعلّمهم للمساعدة في تطوير الطلاب وتعليمهم.					
الدليل Evidence					
8.1 Demonstrates (models) inquiry-based practices that support student learning. يظهر ممارسات معتمدة على الاستقصاء بصورة تدعم تعلم الطلاب.	1	2	3	4	
8.2 Encourages students to interact respectfully with others including those with diverse backgrounds. يشجع الطلاب على التفاعل باحترام مع الآخرين بما في ذلك أصحاب الثقافات المتنوعة.	1	2	3	4	
8.3 Develops and implements learning experiences in which students learn and practice conflict resolution and negotiation.	1	2	3	4	

ينمي وينفذ خبرات تعليمية والتي من خلالها يتعلم الطلاب ويتدربون على إيجاد الحلول والتفاوض في النزاعات.					
8.4 Designs and implements learning experiences that encourage students to develop their own goals and achieve them. يصمم وينفذ خبرات تعليمية تشجع الطلاب على وضع أهدافهم وتحقيقها.	1	2	3	4	
8.5 Identifies and accesses services within the community, as appropriate, to support students with personal and/or academic issues. يحدد ويصل إلى الخدمات المجتمعية، أينما يناسب، لمساعدة الطلاب في الأمور الشخصية أو الأكاديمية.	1	2	3	4	
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)					
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)					

SUBJECT AREA KNOWLEDGE المعرفة بالمادة الدراسية					
9 Teaching/subject area knowledge is applied to support student learning. 9. تطبيق المعرفة بالموضوع لدعم تعلم الطالب.					
الدليل Evidence					
9.1 Demonstrates knowledge of subject area during lessons. يظهر معرفة بالمادة الدراسية أثناء الدروس.	1	2	3	4	
9.2 Presents lessons that follow Qatar Curriculum Standards or the school-developed curriculum. يقدم الدروس التي تتبع معايير المناهج القطرية أو مناهج المدرسة المعمول بها.	1	2	3	4	
9.3 Engages students in applying methods of inquiry. يشرك الطلاب في تطبيق طرق الاستقصاء.	1	2	3	4	
9.4 Promotes critical and creative thinking, decision-making, and problem solving skills.	1	2	3	4	

يعزّز التفكير النقدي والإبداعي ومهارات صنع القرار وحل المشكلات.					
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)					

	Total Points الدرجة الكلية	Average المعدل
Lesson Planning and Materials: التخطيط للدرس والأدوات		
Teaching and Classroom Management: التدريس والادارة الصفية		
Language, Literacy, and Numeracy: اللغة والقراءة والكتابة والعمليات الحسابية		
Learning Environment: بيئة التعلم		
Relevance and Extensions: الترابط والتوسع في الخبرات		
Information and Communication Technology: تقنية المعلومات والاتصال		
Assessment: التقييم		
Using Pedagogy to Improve Learning: استخدام التدريس لتحسين التعلم		
Subject Area Knowledge: المعرفة بالمادة الدراسية		

Observer Comments (تعليقات الملاحظ):

Strengths (نقاط القوة):

Areas for improvement (مجالات التحسين):

Summary (الخلاصة):

Part II: Professional Evaluation (التقييم المهني - الاحترافي)

National Professional Standards: 10-12					
المعايير المهنية الوطنية: 10-12					
PROFESSIONAL TEAMS		الفِرَق المهنية			
10. Intern works as a member of professional teams كعضوٍ في الفِرَق المهنية.					10. يعمل المتدرب
الدليل Evidence					
10.1 Meets personal work-related goals and priorities. يحقق الأهداف والأولويات الشخصية المرتبطة بالعمل.	1	2	3	4	
10.2 Contributes to professional teams. يساهم في الفرق المهنية.	1	2	3	4	
10.3 Works with others to maximize student learning. يعمل مع الآخرين لرفع مستوى تعلّم الطلبة إلى أقصى درجة.	1	2	3	4	
10.4 Contributes to improving the performance of professional teams. يساهم في تحسين أداء الفِرَق المهنية.	1	2	3	4	
COMMUNITY INVOLVEMENT		المشاركة المجتمعية			
11. Intern builds partnerships with families and the community 11. يبني المتدرب علاقات شراكة مع الأسر والمجتمع.					
الدليل Evidence					
11.1 Builds relationships with families and the broader community to enhance student learning. يبني علاقات شراكة مع الأسر والمجتمع ككل بهدف تحسين تعلّم الطلبة.	1	2	3	4	
11.2 Establishes learning environments that acknowledge students' families and communities ينشئ بيئات تعلم فيها تقدير لأسر الطلبة ومجتمعاتهم.	1	2	3	4	
PROFESSIONALISM		المهنيّة			
12. Intern reflects on, evaluates, and improves professional practice.					

12. يتفكر المتدرب في الممارسات المهنية و تقييمها و تطويرها.					
Evidence الدليل					
12.1 Reflects critically on professional practice. يتفكر بصورة ناقدة في الممارسات المهنية.	1	2	3	4	
12.2 Engages in personal and professional development. يشارك في التطوير المهني والشخصي.	1	2	3	4	
12.3 Recognizes the role of the SEC policies in school governance. يتعرّف على سياسات دور المجلس الأعلى للتعليم في إدارة المدرسة.	1	2	3	4	
12.4 Meets ethical, accountability, and professional requirements. يحقق متطلبات المسؤولية الأخلاقية والمهنية.	1	2	3	4	
Total points for this section (40 possible): مجموع الدرجة الكلية على هذا القسم (40)					
Average for this section: (Total score divided by 10) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 10)					

QU COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONALISM

توقعات كلية التربية/ جامعة قطر لمهنية المعلمين

PROFESSIONAL BEHAVIORS	السلوكيات المهنية				
1.0 Attendance and Punctuality	1.0 الحضور ودقة المواعيد				
Evidence الدليل					
1.1 Arrives on time. يصل في الموعد	1	2	3	4	
1.2 Stays until the end of the school day. يَبقى حتى نهاية اليوم الدراسي	1	2	3	4	
1.3 Notifies mentor and supervisor if absent.	1	2	3	4	

يُبلِّغُ المدرسُ المعاونُ والموجهُ عندَ الغيابِ					
1.4 Makes up missed days. يُعَوِّضُ أيامَ الغيابِ	1	2	3	4	
2.0 Professionalism المهنية 2.0					
2.1 Dresses appropriately. يَلْبَسُ ملابسَ مناسبة	1	2	3	4	
2.2 Demonstrates preparedness. يُظهِرُ الاستعدادَ	1	2	3	4	
2.3 Demonstrates a positive attitude. يُظهِرُ سلوكاً إيجابياً	1	2	3	4	
2.4 Willingly accepts responsibilities. يَقْبَلُ المسؤولياتَ برضاً	1	2	3	4	
2.5 Completes tasks as instructed. يُكْمَلُ المهامَ حسبَ الإرشاداتِ	1	2	3	4	
2.6 Seeks advice and/or feedback. يَطْلُبُ النصيحةَ و/أو التَغذيةَ الراجعةَ	1	2	3	4	
2.7 Accepts feedback constructively. يَقْبَلُ الملاحظاتَ بشكلِ بناءٍ	1	2	3	4	
2.8 Demonstrates respect for mentor, students, parents, and others يُظهِرُ احتراماً للمدرِّسِ المعاونِ وللطلابِ وللآباءِ وللآخرينِ	1	2	3	4	
2.9 Assumes responsibility for routine tasks without being asked repeatedly. يَتَوَلَّى مسؤوليةَ المهامِ الروتينيةِ بدونَ تكررِ الطلبِ	1	2	3	4	
2.10 Completes routine paperwork on time. يُنْهِي الأوراقَ الروتينيةَ في موعيدِها	1	2	3	4	
Total points for this section (56 possible): مجموع الدرجة الكلية على هذا القسم (56)					
Average for this section: (Total score divided by 14) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 14)					

Part III. Professional Dispositions

الجزء الثالث : التوجهات المهنية :

التدريس Teaching					
1. Content: Upholds high standards for content knowledge for all students. المحتوى : يحافظ على معايير مرتفعة لمعرفة المحتوى لدى جميع الأطفال	1	2	3	4	
2. Pedagogy: Makes decisions consistent with the belief that all students can learn. التدريس : يتخذ قرارات بما يتفق مع الاعتقاد أن كل طفل لديه القدرة على التعلم .	1	2	3	4	
3. Diversity: Validates student' unique strengths and ways of learning. التنوع : يتأكد من نقاط القوة الفريدة وطرق التعلم لدى الأطفال	1	2	3	4	
4. Technology: Demonstrates willingness to adopt the most appropriate learning resources, including ICT resources. التكنولوجيا: يظهر رغبة في تبني معظم مصادر التعلم المناسبة، بما في ذلك مصادر تكنولوجيا المعلومات .	1	2	3	4	
البحث العلمي Scholarship					
5. Problem Solving: Recognizes the importance of and uses a systematic approach to problem solving and decision-making. حل المشكلات: يدرك أهمية المنهج المنظم ويستخدمه لحل المشكلات واتخاذ القرارات .	1	2	3	4	
6. Scholarly Inquiry: Reflects on personal beliefs and practices about teaching and learning. الاستقصاء البحثي : يتفكر في معتقداته الشخصية وفي ممارسات التدريس والتعلم.	1	2	3	4	
القيادة Leadership					
7. Ethical Values: Treats all student, parents, and colleagues with fairness and dignity. القيم الاخلاقية : يعامل جميع الأطفال وأولياء الامور وزملاءه بإنصاف ونزاهة	1	2	3	4	
8. Readily engages with new opportunities and tasks. يشترك طواعية في فرص ومهام جديدة	1	2	3	4	

Total points for this section (32 possible):

مجموع الدرجة الكلية على هذا القسم (32)

Average for this section: (Total score divided by 8)

معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 8)

Comments (ملاحظات):

Strengths (نقاط القوة):

Areas for improvement (المجالات التحسين):

Summary (الخلاصة)

Intern Signature (توقيع المتدرب): _____ Date (التاريخ): _____

Observer Signature (توقيع الملاحظ): _____ Date (التاريخ)

تقييم الأداء في التدريب الميداني
بكالوريوس و دبلوم في التعليم الثانوي
Clinical Experience Evaluation Survey

Bachelor and Diploma in Secondary Education

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 و المعلم المعاون و الطالب المتدرب في التقييم النصفى و النهائي

Intern's Name (اسم الطالب المتدرب):		Evaluator المُقيّم (circle one) Self (تقييم ذاتي) Mentor Teacher (المعلم المعاون) College Supervisor (مشرف الكلية)	
Mentor Teacher (المعلم المعاون):		College Supervisor (مشرف الكلية):	
Subject (المادة):	Grade (الصف):	Date (التاريخ):	Total score (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 النصفى؛ فيجب أن يكون هناك خطة علاجية قد تم صياغتها وتنفيذها، وترفق مع هذا النموذج.

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

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

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

Part I: Classroom Performance (الأداء الصفّي)

National Professional Standards: 1-9 المعايير المهنية من 1-9					
LESSON PLANNING AND MATERIALS		التخطيط للدرس والمواد التعليمية			
1. Innovative and flexible learning experiences are structured for individuals and group of students. (Evaluate on written lesson plan.) 1. يصمم خبرات تعليمية مبتكرة ومرنة للأفراد ولمجموعة من الطلاب. (قيّم بناءً على خطة الدرس المكتوبة).					
الدليل Evidence					
1.1 Identifies learning goals in Curriculum Standards and school-based curricula or IEP. يحدد الأهداف التعليمية لمعايير المنهاج والمقررات التعليمية المرتبطة بالمدرسة أو ببرنامج التعليم الفردي.	1	2	3	4	
1.2 Designs learning experiences suitable to students' developmental level. يصمم خبرات تعليمية مناسبة لمستوى تطور الطالب.	1	2	3	4	
1.3 Plans and incorporates accommodations and modifications for special needs students. يضع الخطط اللازمة مع التعديلات التي تلائم الطلاب من ذوي الاحتياجات الخاصة.	1	2	3	4	
1.4 Designs learning and teaching strategies that are innovative and flexible. يقوم بتصميم طرق تعلم وتعليم مبتكرة ومرنة.	1	2	3	4	
1.5 Integrates teaching materials and resources in lesson development. يدمج أدوات التدريس والمصادر في عملية تطوير الدرس.	1	2	3	4	
1.6 Designs lessons based on previous student learning by monitoring, assessing, and students' feedback. يصمم دروساً بناءً على التّعلم السابق للطالب عن طريق المتابعة والتقييم والتغذية الراجعة من الطالب.	1	2	3	4	
Total points for this section (24 possible): 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)					

TEACHING AND CLASSROOM MANAGEMENT		التدريس وإدارة الفصل			
2. Teaching strategies and resources to engage students in effective learning are used. 2. يستخدم الاستراتيجيات التعليمية والموارد لإشراك الطلاب في عملية التعلم الفعالة.					
الدليل Evidence					
2.1 Identifies and states curriculum standard(s) that relate to the objectives at the beginning of the lesson. يبيّن معياراً من معايير المنهاج المرتبطة بالأهداف في بداية الدرس.	1	2	3	4	
2.2 Uses teaching strategies appropriate for curriculum standards. يستخدم طرق التدريس الملائمة لمعايير المنهج.	1	2	3	4	
2.3 Engages students by using a range of materials and resources. يشرك الطلاب باستخدام مجموعة من الأدوات والموارد.	1	2	3	4	
2.4 Uses a variety of skills and resources to adapt lessons. يستخدم أشكالاً متنوعة من المهارات والموارد لتعديل الدروس.	1	2	3	4	
2.5 Organizes individual and group learning strategies during the lesson. ينظم طرق التعلم الفردية والجماعية أثناء الدرس.	1	2	3	4	
2.6 Employs print, multimedia, and electronic resources during the lesson. يدمج مواد مطبوعة ومصادر إلكترونية متعدد أثناء إلقاء الدرس.	1	2	3	4	
2.7. Uses questioning effectively to support student learning. يستخدم طريقة التساؤل بشكل فعال لدعم تعلم الطالب	1	2	3	4	
Total points for this section (28 possible): مجموع الدرجة الكلية على هذا القسم (28)					
Average for this section: (Total score divided by 7) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 7)					

LEARNING ENVIRONMENT		بيئة التعلّم			
4. A safe, supportive and challenging learning environment is created. 4. توفير بيئة تعلم آمنة وداعمة ومليئة بالتحديات.					
الدليل Evidence					
4.1 Provides an environment that develops students' positive attitudes and learning opportunities. يوفر بيئة تُطوّر وتنمي اتجاهات إيجابية لدى الطلاب وكذلك فرص التعلم.	1	2	3	4	
4.2 Conducts open, inclusive, equitable, and ethical interactions and communication with students. يقوم بإدارة ودمج التفاعلات والتواصل المفتوح والصريح والمتساوي والأخلاقي مع الطلاب.	1	2	3	4	
4.3 Selects topics and issues that foster students' critical thinking skills. يختار موضوعات وقضايا تعزز مهارات التفكير الناقد لدى الطلاب.	1	2	3	4	
4.4 Provides an environment that helps students to interact and work collaboratively. يوفر بيئة تساعد الطلاب على التفاعل والعمل بطريقة تعاونية.	1	2	3	4	
4.5 Provides reinforcement for appropriate behavior. يقدم تعزيزاً وتشجيعاً للسلوك اللائق.	1	2	3	4	
4.6 Provides feedback for inappropriate behavior. يقدم تغذية راجعة للسلوك غير اللائق.	1	2	3	4	
Total points for this section (24 possible): 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)					

RELEVANCE AND EXTENSIONS الترابط والتوسع في الخبرات					
5. Learning experiences that connect with the world beyond school are constructed. 5- بناء الخبرات التعليمية التي ترتبط بالعالم خارج حدود المدرسة					
الدليل Evidence					
5.1 Incorporates students' interests and prior knowledge by linking to meaningful examples. يدمج اهتمامات الطلاب وتعلمهم السابق وذلك بربطها بأمثلة ذات معنى.	1	2	3	4	
5.2 Connects across subject areas on topics, problems, and issues relevant to local, national, and global communities. يربط مجالات الدراسة بالموضوعات والمشكلات والقضايا المتعلقة بالبيئة المحلية والبيئة العالمية.	1	2	3	4	
5.3 Designs lessons that are technology-rich to take students beyond the school environment to investigate problems and propose possible solutions. يصمم دروساً ثرية تكنولوجياً تلفت انتباه الطلاب وتتجاوز بهم حدود بيئة المدرسة لتقضي المشكلات واقتراح حلول ممكنة.	1	2	3	4	
5.4 Introduces students to work and leisure opportunities as appropriate. يقدم للطلاب فرصاً للعمل وفرصاً للترفيه حسب ما يناسب.	1	2	3	4	
5.5 Supports students in taking intellectual risks, testing ideas, and using initiative. يدعم الطلاب في التحديات الفكرية وتحليل الأفكار والاستفادة من المبادرة التي تدعم تفكير الطالب.	1	2	3	4	
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)					
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)					

INFORMATION AND COMMUNICATION TECHNOLOGY**تكنولوجيا المعلومات و الاتصالات**

6. Information and communication technology is applied and integrated in managing student learning and is integrated into student work.

6. يطبق ويدمج تكنولوجيا المعلومات والاتصالات في توجيه تعلم الطلاب بدمجها في عملهم.

الدليل Evidence

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

Total points for this section (20 possible):

مجموع الدرجة الكلية على هذا القسم (20)

Average for this section: (Total score divided by 5)

معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)

ASSESSMENT التقييم					
7. Student learning is assessed and reported 7. تقييم تعلم الطالب ووضعه في صورة تقارير.					
الدليل Evidence					
7.1 Monitors students closely during the lessons. يراقب الطلاب عن قرب أثناء إلقاء الدروس.	1	2	3	4	
7.2 Plans valid and reliable assessments, aligned to objectives, يضع تقييمات تمتاز بالصدق والثبات وتتماشى مع الأهداف	1	2	3	4	
7.3 Assesses and reports students' learning using multiple methods of assessment. يقيم ويقدم تقريراً عن تعلم الطلاب باستخدام عدة أساليب تقييمية.	1	2	3	4	
7.4 Provides clear, accurate, and concise feedback to students on the outcomes of assessment. يقدم تغذية راجعة واضحة ودقيقة وموجزة للطلاب حول مخرجات التقييم.	1	2	3	4	
7.5 Reviews assessments for continued appropriateness. يراجع التقييمات لضمان استمرارية مناسبتها.	1	2	3	4	
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)					
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)					

USING PEDAGOGY TO IMPROVE LEARNING استخدام طرق التدريس لتحسين التعلّم					
8. The knowledge of students and how they learn is applied to support student learning and development. 8. يتم تطبيق معرفة الطلاب وكيفية تعلّمهم للمساعدة في تطوير الطلاب وتعليمهم.					
الدليل Evidence					
8.1 Demonstrates (models) inquiry-based practices that support student learning. يظهر ممارسات معتمدة على الاستقصاء بصورة تدعم تعلم الطلاب.	1	2	3	4	
8.2 Encourages students to interact respectfully with others including those with diverse backgrounds. يشجع الطلاب على التفاعل باحترام مع الآخرين بما	1	2	3	4	

في ذلك أصحاب الثقافات المتنوعة.					
8.3 Develops and implements learning experiences in which students learn and practice conflict resolution and negotiation. ينمي وينفذ خبرات تعليمية والتي من خلالها يتعلم الطلاب ويتدربون على إيجاد الحلول والتفاوض في النزاعات.	1	2	3	4	
8.4 Designs and implements learning experiences that encourage students to develop their own goals and achieve them. يصمم وينفذ خبرات تعليمية تشجع الطلاب على وضع أهدافهم وتحقيقها.	1	2	3	4	
8.5 Identifies and accesses services within the community, as appropriate, to support students with personal and/or academic issues. يحدد ويصل إلى الخدمات المجتمعية، أينما يناسب، لمساندة الطلاب في الأمور الشخصية أو الأكاديمية.	1	2	3	4	
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)					
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)					

SUBJECT AREA KNOWLEDGE المعرفة بالمادة الدراسية					
9 Teaching/subject area knowledge is applied to support student learning. 9. تطبيق المعرفة بالموضوع لدعم تعلم الطالب.					
الدليل Evidence					
9.1 Demonstrates knowledge of subject area during lessons. يظهر معرفة بالمادة الدراسية أثناء الدروس.	1	2	3	4	
9.2 Presents lessons that follow Qatar Curriculum Standards or the school-developed curriculum. يقدم الدروس التي تتبع معايير المناهج القطرية أو مناهج المدرسة المعمول بها.	1	2	3	4	
9.3 Engages students in applying methods of inquiry. يشرك الطلاب في تطبيق طرق الاستقصاء.	1	2	3	4	
9.4 Promotes critical and creative thinking, decision-making, and problem solving skills. يعزز التفكير النقدي والإبداعي ومهارات صنع القرار وحل المشكلات.	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)

	Total Points الدرجة الكلية	Average المعدل
Lesson Planning and Materials: التخطيط للدرس والأدوات		
Teaching and Classroom Management: التدريس والادارة الصفية		
Learning Environment: بيئة التعلم		
Relevance and Extensions: الترابط والتوسع في الخبرات		
Information and Communication Technology: تقنية المعلومات والاتصال		
Assessment: التقييم		
Using Pedagogy to Improve Learning: استخدام التدريس لتحسين التعلم		
Subject Area Knowledge: المعرفة بالمادة الدراسية		

Observer Comments (تعليقات الملاحظ):

Strengths (نقاط القوة):

Areas for improvement (مجالات التحسين):

Summary (الخلاصة):

Part II: Professional Evaluation (التقييم المهني - الاحترافي)

National Professional Standards: 10-12 المعايير المهنية الوطنية: 10-12					
PROFESSIONAL TEAMS	الفِرَق المهنية				
10. Intern works as a member of professional teams في الفِرَق المهنية.	10. يعمل المتدرب كعضو				
Evidence الدليل					
10.1 Meets personal work-related goals and priorities. يحقق الأهداف والأولويات الشخصية المرتبطة بالعمل.	1	2	3	4	
10.2 Contributes to professional teams. يساهم في الفرق المهنية.	1	2	3	4	

10.5 Works with others to maximize student learning. يعمل مع الآخرين لرفع مستوى تعلّم الطلبة إلى أقصى درجة.	1	2	3	4	
10.6 Contributes to improving the performance of professional teams. يساهم في تحسين أداء الفرق المهنية.	1	2	3	4	
COMMUNITY INVOLVEMENT المشاركة المجتمعية					
11. Intern builds partnerships with families and the community 11. يبني المتدرب علاقات شراكة مع الأسر والمجتمع.					
Evidence الدليل					
11.3 Builds relationships with families and the broader community to enhance student learning. يبني علاقات شراكة مع الأسر والمجتمع ككل بهدف تحسين تعلّم الطلبة.	1	2	3	4	
11.4 Establishes learning environments that acknowledge students' families and communities ينشئ بيئات تعلم فيها تقدير لأسر الطلبة ومجتمعاتهم.	1	2	3	4	
PROFESSIONALISM المهنيّة					
12. Intern reflects on, evaluates, and improves professional practice. 12. يتفكر المتدرب في الممارسات المهنية و تقييمها و تطويرها.					
Evidence الدليل					
12.5 Reflects critically on professional practice. يتفكر بصورة ناقدة في الممارسات المهنية.	1	2	3	4	
12.6 Engages in personal and professional development. يشارك في التطوير المهني والشخصي.	1	2	3	4	
12.7 Recognizes the role of the SEC policies in school governance. يتعرّف على سياسات دور المجلس الأعلى للتعليم في إدارة المدرسة.	1	2	3	4	
12.8 Meets ethical, accountability, and professional requirements. يحقق متطلبات المسؤولية الأخلاقية والمهنية.	1	2	3	4	
Total points for this section (40 possible): مجموع الدرجة الكلية على هذا القسم (40)					
Average for this section: (Total score divided by 10) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 10)					

QU COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONALISM

توقعات كلية التربية/ جامعة قطر لمهنية المعلمين

PROFESSIONAL BEHAVIORS	السلوكيات المهنية				
1.0 Attendance and Punctuality 1.0 الحضور ودقة المواعيد					
Evidence الدليل					
1.5 Arrives on time. يصل في الموعد	1	2	3	4	
1.6 Stays until the end of the school day. يَبقى حتى نهاية اليوم الدراسي	1	2	3	4	
1.7 Notifies mentor and supervisor if absent. يُبلِّغ المدرس المعاون والموجه عند الغياب	1	2	3	4	
1.8 Makes up missed days. يُعوّض أيام الغياب	1	2	3	4	
2.0 Professionalism 2.0 المهنية					
2.11 Dresses appropriately. يَلبس ملابس مناسبة	1	2	3	4	
2.12 Demonstrates preparedness. يُظهر الاستعداد	1	2	3	4	
2.13 Demonstrates a positive attitude. يُظهر سلوكاً إيجابياً	1	2	3	4	
2.14 Willingly accepts responsibilities. يَقبل المسؤوليات برضاً	1	2	3	4	
2.15 Completes tasks as instructed. يُكمل المهام حسب الإرشادات	1	2	3	4	
2.16 Seeks advice and/or feedback. يَطلب النصيحة و/أو التغذية الراجعة	1	2	3	4	
2.17 Accepts feedback constructively. يَقبل الملاحظات بشكل بناء	1	2	3	4	
2.18 Demonstrates respect for mentor, students, parents, and others يُظهر احتراماً للمدرس المعاون وللطلاب وللآباء وللآخرين	1	2	3	4	

2.19 Assumes responsibility for routine tasks without being asked repeatedly. يَتولى مسؤولية المهام الروتينية بدون تكرر الطلب	1	2	3	4	
2.20 Completes routine paperwork on time. يُنهي الأوراق الروتينية في موعيدها	1	2	3	4	
Total points for this section (56 possible): مجموع الدرجة الكلية على هذا القسم (56)					
Average for this section: (Total score divided by 14) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 14)					

Part III. Professional Dispositions

الجزء الثالث : التوجهات المهنية :

Teaching التدريس					
9. Content: Upholds high standards for content knowledge for all students. المحتوى : يحافظ على معايير مرتفعة لمعرفة المحتوى لدى جميع الأطفال	1	2	3	4	
10. Pedagogy: Makes decisions consistent with the belief that all students can learn. التدريس : يتخذ قرارات بما يتفق مع الاعتقاد أن كل طفل لديه القدرة على التعلم .	1	2	3	4	
11. Diversity: Validates students' unique strengths and ways of learning. التنوع : يتأكد من نقاط القوة الفريدة وطرق التعلم لدى الأطفال	1	2	3	4	
12. Technology: Demonstrates willingness to adopt the most appropriate learning resources, including ICT resources. التكنولوجيا: يظهر رغبة في تبني معظم مصادر التعلم المناسبة، بما في ذلك مصادر تكنولوجيا المعلومات .	1	2	3	4	
Scholarship البحث العلمي					
13. Problem Solving: Recognizes the importance of and uses a systematic approach to problem solving and decision-making. حل المشكلات: يدرك أهمية المنهج المنظم ويستخدمه لحل المشكلات واتخاذ القرارات .	1	2	3	4	
14. Scholarly Inquiry: Reflects on personal beliefs and practices about teaching and learning. الاستقصاء البحثي : يتفكر في معتقداته الشخصية وفي ممارسات التدريس والتعلم.	1	2	3	4	

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

Comments (ملاحظات):

Strengths (نقاط القوة):

Areas for improvement (المجالات التحسين):

Summary (الخلاصة)

Intern Signature (توقيع المتدرب): _____ Date (التاريخ): _____

Observer Signature (توقيع الملاحظ): _____ Date (التاريخ): _____

Part II: Professional Evaluation (التقييم المهني - الاحترافي)

National Professional Standards: 10-12 المعايير المهنية الوطنية: 10-12	
PROFESSIONAL TEAMS	الفِرَق المهنية
10. Intern works as a member of professional teams الفِرَق المهنية.	10. يعمل المتدرب كعضو في
Evidence الدليل	

10.1 Meets personal work-related goals and priorities. يحقق الأهداف والأولويات الشخصية المرتبطة بالعمل.	1	2	3	4	
10.2 Contributes to professional teams. يساهم في الفرق المهنية.	1	2	3	4	
10.7 Works with others to maximize student learning. يعمل مع الآخرين لرفع مستوى تعلم الطلبة إلى أقصى درجة.	1	2	3	4	
10.8 Contributes to improving the performance of professional teams. يساهم في تحسين أداء الفرق المهنية.	1	2	3	4	
المشاركة المجتمعية COMMUNITY INVOLVEMENT					
11. Intern builds partnerships with families and the community 11. يبني المتدرب علاقات شراكة مع الأسر والمجتمع.					
الدليل Evidence					
11.5 Builds relationships with families and the broader community to enhance student learning. يبني علاقات شراكة مع الأسر والمجتمع ككل بهدف تحسين تعلم الطلبة.	1	2	3	4	
11.6 Establishes learning environments that acknowledge students' families and communities ينشئ بيئات تعلم فيها تقدير لأسر الطلبة ومجتمعاتهم.	1	2	3	4	
المهنية PROFESSIONALISM					
12. Intern reflects on, evaluates, and improves professional practice. 12. يتفكر المتدرب في الممارسات المهنية و تقييمها و تطويرها.					
الدليل Evidence					
12.9 Reflects critically on professional practice. يتفكر بصورة ناقدة في الممارسات المهنية.	1	2	3	4	
12.10 Engages in personal and professional development. يشارك في التطوير المهني والشخصي.	1	2	3	4	
12.11 Recognizes the role of the SEC policies in school governance. يتعرف على سياسات دور المجلس الأعلى للتعليم في إدارة المدرسة.	1	2	3	4	
12.12 Meets ethical, accountability, and professional requirements.	1	2	3	4	

يحقّق متطلبات المسؤولية الأخلاقية والمهنية.					
Total points for this section (40 possible): مجموع الدرجة الكلية على هذا القسم (40)					
Average for this section: (Total score divided by 10) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 10)					

QU COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONALISM

توقعات كلية التربية/ جامعة قطر لمهنية المعلمين

PROFESSIONAL BEHAVIORS	السلوكيات المهنية				
1.0 Attendance and Punctuality 1.0 الحضور ودقة المواعيد					
Evidence الدليل					
1.9 Arrives on time. يصل في الموعد	1	2	3	4	
1.10 Stays until the end of the school day. يَبقى حتى نهاية اليوم الدراسي	1	2	3	4	
1.11 Notifies mentor and supervisor if absent. يُبلِّغ المدرس المعاون والموجه عند الغياب	1	2	3	4	
1.12 Makes up missed days. يُعوّض أيام الغياب	1	2	3	4	
2.0 Professionalism 2.0 المهنية					
2.21 Dresses appropriately. يَلبس ملابس مناسبة	1	2	3	4	
2.22 Demonstrates preparedness. يُظهر الاستعداد	1	2	3	4	
2.23 Demonstrates a positive attitude. يُظهر سلوكاً إيجابياً	1	2	3	4	
2.24 Willingly accepts responsibilities. يَقبل المسؤوليات برضاً	1	2	3	4	
2.25 Completes tasks as instructed. يُكمل المهام حسب الإرشادات	1	2	3	4	
2.26 Seeks advice and/or feedback.	1	2	3	4	

يطلب النصيحة و/أو التغذية الراجعة					
2.27 Accepts feedback constructively. يقبل الملاحظات بشكل بناء	1	2	3	4	
2.28 Demonstrates respect for mentor, students, parents, and others يُظهر احتراماً للمدرس المعاون وللطلاب وللآباء وللآخرين	1	2	3	4	
2.29 Assumes responsibility for routine tasks without being asked repeatedly. يتولى مسؤولية المهام الروتينية بدون تكرار الطلب	1	2	3	4	
2.30 Completes routine paperwork on time. يُنهي الأوراق الروتينية في مواعيدها	1	2	3	4	
Total points for this section (56 possible): مجموع الدرجة الكلية على هذا القسم (56)					
Average for this section: (Total score divided by 14) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 14)					

Part III. Professional Dispositions

الجزء الثالث : التوجهات المهنية :

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

مصادر تكنولوجيا المعلومات .					
Scholarship البحث العلمي					
21. Problem Solving: Recognizes the importance of and uses a systematic approach to problem solving and decision-making. البحث العلمي: يدرك أهمية المنهج المنظم ويستخدمه لحل المشكلات واتخاذ القرارات .	1	2	3	4	
22. Scholarly Inquiry: Reflects on personal beliefs and practices about teaching and learning. الاستقصاء البحثي : يتفكر في معتقداته الشخصية وفي ممارسات التدريس والتعلم.	1	2	3	4	
Leadership القيادة					
23. Ethical Values: Treats all student, parents, and colleagues with fairness and dignity. القيم الاخلاقية : يعامل جميع الأطفال وأولياء الامور وزملاءه بإنصاف ونزاهة	1	2	3	4	
24. Readily engages with new opportunities and tasks. يشترك طواعية في فرص ومهام جديدة	1	2	3	4	
Total points for this section (32 possible): مجموع الدرجة الكلية على هذا القسم (32)					
Average for this section: (Total score divided by 8) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 8)					

Comments (ملاحظات):

Strengths (نقاط القوة):

Areas for improvement (المجالات التحسين):

Summary (الخلاصة)

Intern Signature (توقيع المتدرب): _____ Date (التاريخ): _____

Observer Signature (توقيع الملاحظ): _____ Date (التاريخ): _____

Clinical Experience Evaluation – Post-Baccalaureate Diploma in Early Childhood
College of Education, Qatar University
To be used by the College Supervisor, Mentor Teacher, and Intern at Mid-point and End Evaluations

Intern's Name		Evaluator: (Circle one)	
		Self	Mentor Teacher
		College supervisor	
Mentor Teacher		College Supervisor	
Subject	Grade	Date	Total score

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.

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

Rating scale: 4= target

2=needs improvement

3= satisfactory

1=unsatisfactory

					Examples
PLO 1: Applies key theories and concepts of the subject matter in educational settings.	1	2	3	4	
PLO 2. Plans effective instruction to maximize student learning.	1	2	3	4	
PI 2a. Designs instructional plans to maximize student learning.	1	2	3	4	
PI 2b. Designs an effective educational environment.	1	2	3	4	
PI 2c. Uses a range of assessments to inform teaching.	1	2	3	4	
PLO 3. Uses current and emerging technologies in instructionally powerful ways.	1	2	3	4	
PLO 4. Fosters successful learning experiences for all students by addressing individual differences.	1	2	3	4	
PLO 5. Arrives at data-informed decisions by systematically examining a variety of factors and resources.	1	2	3	4	
PLO 6. Actively engages in scholarship in education.					
PLO 7. Applies professional ethics in all educational contexts.					
QATAR NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS					
1. Structures innovative and flexible learning experiences for individuals and groups of students.	1	2	3	4	
2. Uses teaching strategies and resources to	1	2	3	4	

engage students in effective learning.					
3. Fosters language, literacy and numeracy development.	1	2	3	4	
4. Creates safe, supportive and challenging learning environments	1	2	3	4	
5. Constructs learning experiences that connect with the world beyond school.	1	2	3	4	
6. Applies internet communication technology (ICT) in managing student learning	1	2	3	4	
7. Assesses and reports on student learning.	1	2	3	4	
8. Applies knowledge of students and how they learn to support student learning and development	1	2	3	4	
9. Applies teaching/subject area knowledge to support student learning.	1	2	3	4	
10. Works as a member of professional teams					
11. Builds partnerships with families and the community.					
12. Reflects on, evaluates and improves professional practice.					

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.					
1a: Knows and understands young children's characteristics and needs, from birth through age 8.	1	2	3	4	
1b: Knows and understands the multiple influences on early development and learning.	1	2	3	4	
1c: Uses knowledge on child developmental levels to create healthy, respectful, supportive, and challenging learning environments for young children	1	2	3	4	
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.					
2a: Knows about and understands diverse family and community characteristics.	1	2	3	4	
2b: Supports and engages families and communities through respectful, reciprocal relationships.	1	2	3	4	
2c: Involves families and communities in young children's development and learning.	1	2	3	4	
3. Candidates prepared in early childhood degree programs understand that child					

<p>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.</p>					
3a: Understands the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children	1	2	3	4	
3b: Knows about and uses observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.	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.	1	2	3	4	
<p>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.</p>					
4a: Understands positive relationships and supportive interactions as the foundation of his/her work with young children.	1	2	3	4	
4b: Knows and understands effective strategies and tools for early education, including appropriate uses of technology.	1	2	3	4	
4c: Uses a broad repertoire of developmentally appropriate teaching /learning approaches.	1	2	3	4	
4d: Reflects on own practice to promote positive outcomes for each child.	1	2	3	4	
<p>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.</p>					
5a: Understands content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.	1	2	3	4	
5b: Knows and uses the central concepts, inquiry tools, and structures of content areas or	1	2	3	4	

academic disciplines.					
5c: Uses own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	1	2	3	4	
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.					
6a: Identifies and involves oneself with the early childhood field.					
6b: Knows about and upholds ethical standards and other early childhood professional guidelines.					
6c1: Engages in continuous, collaborative learning to inform practice;					
6c2: Uses technology effectively with young children, with peers, and as a professional resource.					
6d: Integrates knowledgeable, reflective, and critical perspectives on early education.					
6e: Engages in informed advocacy for young children and the early childhood profession.					

Observer Comments:

Strengths:

Areas for improvement:

Summary:

Intern comments:

QU COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONALISM

PROFESSIONAL BEHAVIORS

1.0 Attendance and Punctuality					
1.13 Arrives on time.	1	2	3	4	
1.14 Stays until the end of the school day.	1	2	3	4	
1.15 Notifies mentor and supervisor if absent.	1	2	3	4	
1.16 Makes up missed days.	1	2	3	4	
2.0 Professionalism					
2.31 Dresses appropriately.	1	2	3	4	
2.32 Demonstrates preparedness.	1	2	3	4	
2.33 Demonstrates a positive attitude.	1	2	3	4	
2.34 Willingly accepts responsibilities.	1	2	3	4	
2.35 Completes tasks as instructed.	1	2	3	4	
2.36 Seeks advice and/or feedback.	1	2	3	4	
2.37 Accepts feedback constructively.	1	2	3	4	
2.38 Demonstrates respect for mentor, students, parents, and others.	1	2	3	4	
2.39 Assumes responsibility for routine tasks without being asked repeatedly.	1	2	3	4	
2.40 Completes routine paperwork on time.	1	2	3	4	
3.0 Attitude Demonstration					
3.1 Demonstrates initiative.	1	2	3	4	
3.2 Demonstrates enthusiasm in working with students.	1	2	3	4	
3.3 Demonstrates enthusiasm for learning new ideas and/or skills.	1	2	3	4	
Maximum Points: 34					Total Score:

Comments:

Strengths:

Areas for improvement:

Summary:

Intern comments:

Part III. Professional Dispositions

Teaching

Content: Upholds high standards for content knowledge for all young children.	1	2	3	4	
Pedagogy: Makes decisions consistent with the belief that all children can learn.	1	2	3	4	
Diversity: Validates young children' unique strengths and ways of learning.	1	2	3	4	
Technology: Demonstrates willingness to adopt the most appropriate learning resources, including ICT resources.	1	2	3	4	

Scholarship

Problem Solving: Recognizes the importance of and uses a systematic approach to problem solving and decision-making.	1	2	3	4	
Scholarly Inquiry: Reflects on personal beliefs and practices about teaching and learning.	1	2	3	4	

Leadership

Ethical Values: Treats all young children, parents, and colleagues with fairness and dignity.	1	2	3	4	
Readily engages with new opportunities and tasks.	1	2	3	4	

Observer comments:

Intern comments:

Student Teacher/Intern Signature: _____ **Date:** _____

Observer Signature: _____ Date: _____

f. Scoring Guide

The instrument is computed online and data automatically entered.



تقييم الأداء في التدريب الميداني
بكالوريوس و دبلوم في التعليم الابتدائي
Clinical Experience Evaluation Survey
Bachelor and Diploma in Primary Education
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 و المعلم المعاون و الطالب المتدرب في التقييم النصفي و النهائي

Intern's Name (اسم الطالب (المتدرب):		Evaluator المُقيّم: (circle one) Self (تقييم ذاتي) Mentor Teacher (المعلم المعاون) College Supervisor (مشرف الكلية)	
Mentor Teacher (المعلم المعاون (المعاون):		College Supervisor (مشرف الكلية):	
Subject (المادة):	Grade (الصف):	Date (التاريخ):	Total score (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، وترفق مع هذا النموذج.

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

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

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

Part I: Classroom Performance (الأداء الصّفي)

National Professional Standards: 1-9 المعايير المهنية من 1-9					
LESSON PLANNING AND MATERIALS		التخطيط للدرس والمواد التعليمية			
1. Innovative and flexible learning experiences are structured for individuals and group of students. (Evaluate on written lesson plan.) 1. يصمم خبرات تعليمية مبتكرة ومرنة للأفراد ولمجموعة من الطلاب. (قِيم بناءً على خطة الدرس المكتوبة).					
الدليل Evidence					
1.1 Identifies learning goals in Curriculum Standards and school-based curricula or IEP. يحدد الأهداف التعليمية لمعايير المنهاج والمقررات التعليمية المرتبطة بالمدرسة أو ببرنامج التعليم الفردي.	1	2	3	4	
1.2 Designs learning experiences suitable to students' developmental level. يصمم خبرات تعليمية مناسبة لمستوى تطور الطالب.	1	2	3	4	
1.3 Plans and incorporates accommodations and modifications for special needs students. يضع الخطط اللازمة مع التعديلات التي تلائم الطلاب من ذوي الاحتياجات الخاصة.	1	2	3	4	
1.4 Designs learning and teaching strategies that are innovative and flexible. يقوم بتصميم طرق تعلم وتعليم مبتكرة ومرنة.	1	2	3	4	
1.5 Integrates teaching materials and resources in lesson development. يدمج أدوات التدريس والمصادر في عملية تطوير الدرس.	1	2	3	4	
1.6 Designs lessons based on previous student learning by monitoring, assessing, and students' feedback. يصمم دروساً بناءً على التّعلم السابق للطلاب عن طريق المتابعة والتقييم والتغذية الراجعة من الطالب.	1	2	3	4	
Total points for this section (24 possible): 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)

TEACHING AND CLASSROOM MANAGEMENT		التدريس وإدارة الفصل			
2. Teaching strategies and resources to engage students in effective learning are used. 2. يستخدم الاستراتيجيات التعليمية والموارد لإشراك الطلاب في عملية التعلم الفعالة.					
الدليل Evidence					
2.1 Identifies and states curriculum standard(s) that relate to the objectives at the beginning of the lesson. يحدد معياراً من معايير المنهاج المرتبطة بالأهداف في بداية الدرس.	1	2	3	4	
2.2 Uses teaching strategies appropriate for curriculum standards. يستخدم طرق التدريس الملائمة لمعايير المنهج.	1	2	3	4	
2.3 Engages students by using a range of materials and resources. يشرك الطلاب باستخدام مجموعة من الأدوات والموارد.	1	2	3	4	
2.4 Uses a variety of skills and resources to adapt lessons. يستخدم أشكالاً متنوعة من المهارات والموارد لتعديل الدروس.	1	2	3	4	
2.5 Organizes individual and group learning strategies during the lesson. ينظم طرق التعلم الفردية والجماعية أثناء الدرس.	1	2	3	4	
2.6 Employs print, multimedia, and electronic resources during the lesson. يستخدم مواد مطبوعة ومصادر إلكترونية متعددة أثناء إلقاء الدرس.	1	2	3	4	
2.7. Uses questioning effectively to support student learning. يستخدم طريقة التساؤل بشكل فعال لدعم تعلم الطالب	1	2	3	4	
Total points for this section (28 possible): مجموع الدرجة الكلية على هذا القسم (28)					
Average for this section: (Total score divided by 7) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 7)					

LANGUAGE, LITERACY, AND NUMERACY	اللغة ومعرفة القراءة والكتابة والقدرة على القيام بالعمليات الحسابية الأساسية
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3. Language, literacy, and numeracy development are fostered					
3. رعاية تطور اللغة ومعرفة القراءة والكتابة والقدرة على القيام بالعمليات الحسابية الأساسية					
الدليل Evidence					
3.1 Identifies and monitors students' skill development regarding يحدد ويتابع تطور مهارات الطلبة فيما يتعلق بـ: a. Language and Literacy أ- اللغة ومعرفة القراءة و الكتابة b. Numeracy ب - القدرة على القيام بالعمليات الحسابية الأساسية	1	2	3	4	
	1	2	3	4	
3.2 Assesses students' skills regarding: يقيم مهارات الطلبة فيما يتعلق بـ: a. Language and Literacy أ - اللغة ومعرفة القراءة والكتابة. b. Numeracy ب - القدرة على القيام بالعمليات الحسابية الأساسية.	1	2	3	4	
	1	2	3	4	
3.3 Applies teaching and learning strategies that address skills regarding: يطبق طرقا تعليمية وتعلمية تغطي المهارات المتعلقة بـ: a. Language and Literacy b. Numeracy ب - القدرة على القيام بالعمليات الحسابية الأساسية.	1	2	3	4	
	1	2	3	4	
3.4 Provides students with closely monitored feedback and support regarding development in: يزود الطلاب الذين يتابعهم عن قرب بالتغذية الراجعة والدعم فيما يتعلق بتطور في: a. Language and Literacy أ - اللغة ومعرفة القراءة والكتابة. b. Numeracy ب- القدرة على القيام بالعمليات الحسابية الأساسية.	1	2	3	4	
	1	2	3	4	
Total points for this section (32 possible): مجموع الدرجة الكلية على هذا القسم (32)					
Average for this section: (Total score divided by 8) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 8)					

LEARNING ENVIRONMENT		بيئة التعلّم			
4. A safe, supportive and challenging learning environment is created. 4. توفير بيئة تعلم آمنة وداعمة وملينة بالتحديات.					
Evidence الدليل					
4.1 Provides an environment that develops students' positive attitudes and learning opportunities. يوفر بيئة تُطوّر وتنمي اتجاهات إيجابية لدى الطلاب وكذلك فرص التعلم.	1	2	3	4	
4.2 Conducts open, inclusive, equitable, and ethical interactions and communication with students. يقوم بإدارة ودمج التفاعلات والتواصل المفتوح والصريح والمتساوي والأخلاقي مع الطلاب.	1	2	3	4	
4.3 Selects topics and issues that foster students' critical thinking skills. يختار موضوعات وقضايا تعزز مهارات التفكير الناقد لدى الطلاب.	1	2	3	4	
4.4 Provides an environment that helps students to interact and work collaboratively. يوفر بيئة تساعد الطلاب على التفاعل والعمل بطريقة تعاونية.	1	2	3	4	
4.5 Provides reinforcement for appropriate behavior. يقدم تعزيزاً وتشجيعاً للسلوك اللائق.	1	2	3	4	
4.6 Provides feedback for inappropriate behavior. يقدم تغذية راجعة للسلوك غير اللائق.	1	2	3	4	
Total points for this section (24 possible): 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)					

RELEVANCE AND EXTENSIONS الترابط والتوسع في الخبرات					
5. Learning experiences that connect with the world beyond school are constructed. 5- بناء الخبرات التعليمية التي ترتبط بالعالم خارج حدود المدرسة					
الدليل Evidence					
5.1 Incorporates students' interests and prior knowledge by linking to meaningful examples. يُدمج اهتمامات الطلاب وتعلمهم السابق وذلك بربطها بأمثلة ذات معنى.	1	2	3	4	
5.2 Connects across subject areas on topics, problems, and issues relevant to local, national, and global communities. يربط مجالات الدراسة بالموضوعات والمشكلات والقضايا المتعلقة بالبيئة المحلية والبيئة العالمية.	1	2	3	4	
5.3 Designs lessons that are technology-rich to take students beyond the school environment to investigate problems and propose possible solutions. يصمم دروساً ثرية تكنولوجياً تلفت انتباه الطلاب وتتجاوز بهم حدود بيئة المدرسة لتقصي المشكلات واقتراح حلول ممكنة.	1	2	3	4	
5.4 Introduces students to work and leisure opportunities as appropriate. يقدم للطلاب فرصاً للعمل وفرصاً للترفيه حسب ما يناسب.	1	2	3	4	
5.5 Supports students in taking intellectual risks, testing ideas, and using initiative. يدعم الطلاب في التحديات الفكرية وتحليل الأفكار والاستفادة من المبادرة التي تدعم تفكير الطالب.	1	2	3	4	
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)					
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)					

INFORMATION AND COMMUNICATION TECHNOLOGY تكنولوجيا المعلومات والاتصالات
6. Information and communication technology is applied and integrated in

managing student learning and is integrated into student work.				
6. يطبق ويدمج تكنولوجيا المعلومات والاتصالات في توجيه تعلم الطلاب بدمجها في عملهم.				
الدليل Evidence				
6.1 Identifies students' learning needs in relation to ICT. يحدد احتياجات الطلاب التعليمية فيما يتعلق بتكنولوجيا المعلومات والاتصالات.	1	2	3	4
6.2 Selects ICT-based learning strategies and resources. يختار طرقاً ووسائل تعليمية قائمة على تكنولوجيا المعلومات والاتصالات.	1	2	3	4
6.3 Involves students in using ICT to organize and search information. يشرك الطلاب في استخدام تكنولوجيا المعلومات والاتصالات لتنظيم البيانات والبحث عنها.	1	2	3	4
6.4 Evaluates ICT-based learning strategies and resources. يقيم طرق التعلم والمصادر التعليمية القائمة على تكنولوجيا المعلومات والاتصالات.	1	2	3	4
6.5 Accesses and manages information on student learning using ICT resources. يوظف ويدير المعلومات في عملية تعلم الطالب مستخدماً موارد تكنولوجيا المعلومات والاتصالات.	1	2	3	4
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)				
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)				

التقييم ASSESSMENT				
7. Student learning is assessed and reported 7. تقييم تعلم الطالب ووضعه في صورة تقارير.				
الدليل Evidence				
7.1 Monitors students closely during the lessons. يراقب الطلاب عن قرب أثناء إلقاء الدروس.	1	2	3	4

7.2 Plans valid and reliable assessments, aligned to objectives, يضع تقييمات تمتاز بالصدق والثبات وتتماشى مع الأهداف	1	2	3	4
7.3 Assesses and reports students' learning using multiple methods of assessment. يقيّم ويقدم تقريراً عن تعلم الطلاب باستخدام عدة أساليب تقييمية.	1	2	3	4
7.4 Provides clear, accurate, and concise feedback to students on the outcomes of assessment. يقدم تغذية راجعة واضحة ودقيقة وموجزة للطلاب حول مخرجات التقييم.	1	2	3	4
7.5 Reviews assessments for continued appropriateness. يراجع التقييمات لضمان استمرارية مناسبتها.	1	2	3	4
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)				
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)				

USING PEDAGOGY TO IMPROVE LEARNING		استخدام طرق التدريس لتحسين التعلّم			
8. The knowledge of students and how they learn is applied to support student learning and development. 8. يتم تطبيق معرفة الطلاب وكيفية تعلّمهم للمساعدة في تطوير الطلاب وتعليمهم.					
الدليل Evidence					
8.1 Demonstrates (models) inquiry-based practices that support student learning. يظهر ممارسات معتمدة على الاستقصاء بصورة تدعم تعلم الطلاب.	1	2	3	4	
8.2 Encourages students to interact respectfully with others including those with diverse backgrounds. يشجع الطلاب على التفاعل باحترام مع الآخرين بما في ذلك أصحاب الثقافات المتنوعة.	1	2	3	4	
8.3 Develops and implements learning experiences in which students learn and practice conflict resolution and negotiation.	1	2	3	4	

ينمي وينفذ خبرات تعليمية والتي من خلالها يتعلم الطلاب ويتدربون على إيجاد الحلول والتفاوض في النزاعات.					
8.4 Designs and implements learning experiences that encourage students to develop their own goals and achieve them. يصمم وينفذ خبرات تعليمية تشجع الطلاب على وضع أهدافهم وتحقيقها.	1	2	3	4	
8.5 Identifies and accesses services within the community, as appropriate, to support students with personal and/or academic issues. يحدد ويصل إلى الخدمات المجتمعية، أينما يناسب، لمساعدة الطلاب في الأمور الشخصية أو الأكاديمية.	1	2	3	4	
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)					
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)					

SUBJECT AREA KNOWLEDGE المعرفة بالمادة الدراسية					
9 Teaching/subject area knowledge is applied to support student learning. 9. تطبيق المعرفة بالموضوع لدعم تعلم الطالب.					
الدليل Evidence					
9.1 Demonstrates knowledge of subject area during lessons. يظهر معرفة بالمادة الدراسية أثناء الدروس.	1	2	3	4	
9.2 Presents lessons that follow Qatar Curriculum Standards or the school-developed curriculum. يقدم الدروس التي تتبع معايير المناهج القطرية أو مناهج المدرسة المعمول بها.	1	2	3	4	
9.3 Engages students in applying methods of inquiry. يشرك الطلاب في تطبيق طرق الاستقصاء.	1	2	3	4	
9.4 Promotes critical and creative thinking, decision-making, and problem solving skills.	1	2	3	4	

يعزّز التفكير النقدي والإبداعي ومهارات صنع القرار وحل المشكلات.					
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)					

	Total Points الدرجة الكلية	Average المعدل
Lesson Planning and Materials: التخطيط للدرس والأدوات		
Teaching and Classroom Management: التدريس والادارة الصفية		
Language, Literacy, and Numeracy: اللغة والقراءة والكتابة والعمليات الحسابية		
Learning Environment: بيئة التعلم		
Relevance and Extensions: الترابط والتوسع في الخبرات		
Information and Communication Technology: تقنية المعلومات والاتصال		
Assessment: التقييم		
Using Pedagogy to Improve Learning: استخدام التدريس لتحسين التعلم		
Subject Area Knowledge: المعرفة بالمادة الدراسية		

Observer Comments (تعليقات الملاحظ):

Strengths (نقاط القوة):

Areas for improvement (مجالات التحسين):

Summary (الخلاصة):

Part II: Professional Evaluation (التقييم المهني - الاحترافي)

National Professional Standards: 10-12					
المعايير المهنية الوطنية: 10-12					
PROFESSIONAL TEAMS			الفِرَق المهنية		
10. Intern works as a member of professional teams كعضوٍ في الفِرَق المهنية.					10. يعمل المتدرب
الدليل Evidence					
10.1 Meets personal work-related goals and priorities. يحقق الأهداف والأولويات الشخصية المرتبطة بالعمل.	1	2	3	4	
10.2 Contributes to professional teams. يساهم في الفرق المهنية.	1	2	3	4	
10.9 Works with others to maximize student learning. يعمل مع الآخرين لرفع مستوى تعلّم الطلبة إلى أقصى درجة.	1	2	3	4	
10.10 Contributes to improving the performance of professional teams. يساهم في تحسين أداء الفِرَق المهنية.	1	2	3	4	
COMMUNITY INVOLVEMENT			المشاركة المجتمعية		
11. Intern builds partnerships with families and the community 11. يبني المتدرب علاقات شراكة مع الأسر والمجتمع.					
الدليل Evidence					
11.7 Builds relationships with families and the broader community to enhance student learning. يبني علاقات شراكة مع الأسر والمجتمع ككل بهدف تحسين تعلّم الطلبة.	1	2	3	4	
11.8 Establishes learning environments that acknowledge students' families and communities ينشئ بيئات تعلم فيها تقدير لأسر الطلبة ومجتمعاتهم.	1	2	3	4	
PROFESSIONALISM			المهنيّة		
12. Intern reflects on, evaluates, and improves professional practice.					

12. يتفكر المتدرب في الممارسات المهنية و تقييمها و تطويرها.					
الدليل Evidence					
12.13 effects critically on professional practice. يتفكر بصورة ناقدة في الممارسات المهنية.	1	2	3	4	
12.14 ngages in personal and professional development. يشارك في التطوير المهني والشخصي.	1	2	3	4	
12.15 recognizes the role of the SEC policies in school governance. يتعرّف على سياسات دور المجلس الأعلى للتعليم في إدارة المدرسة.	1	2	3	4	
12.16 eets ethical, accountability, and professional requirements. يحقق متطلبات المسؤولية الأخلاقية والمهنية.	1	2	3	4	
Total points for this section (40 possible): مجموع الدرجة الكلية على هذا القسم (40)					
Average for this section: (Total score divided by 10) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 10)					

QU COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONALISM

توقعات كلية التربية/ جامعة قطر لمهنية المعلمين

PROFESSIONAL BEHAVIORS	السلوكيات المهنية				
1.0 Attendance and Punctuality	1.0 الحضور ودقة المواعيد				
الدليل Evidence					
1.17 Arrives on time. يصل في الموعد	1	2	3	4	
1.18 Stays until the end of the school day.	1	2	3	4	

يَبْقَى حَتَّى نِهَائِيَةِ الْيَوْمِ الدِّرَاسِي					
1.19 Notifies mentor and supervisor if absent. يُبَلِّغُ الْمُدْرَسَ الْمَعَاوَنَ وَالْمَوْجِهَ عِنْدَ الْغِيَابِ	1	2	3	4	
1.20 Makes up missed days. يُعَوِّضُ أَيَّامَ الْغِيَابِ	1	2	3	4	
2.0 Professionalism					
2.0 المهنية					
2.41 Dresses appropriately. يَلْبَسُ مَلَابِسَ مَنَاسِبَةً	1	2	3	4	
2.42 Demonstrates preparedness. يُظْهِرُ الْإِسْتِعْدَادَ	1	2	3	4	
2.43 Demonstrates a positive attitude. يُظْهِرُ سَلُوكًا إِيْجَابِيًّا	1	2	3	4	
2.44 Willingly accepts responsibilities. يَقْبَلُ الْمَسْئُولِيَّاتَ بِرِضَا	1	2	3	4	
2.45 Completes tasks as instructed. يُكْمَلُ الْمَهَامَ حَسَبَ الْإِرْشَادَاتِ	1	2	3	4	
2.46 Seeks advice and/or feedback. يَطْلُبُ النَّصِيحَةَ وَ/أَوْ التَّغْنِيَةَ الرَّاجِعَةَ	1	2	3	4	
2.47 Accepts feedback constructively. يَقْبَلُ الْمَلَاْحِظَاتِ بِشَكْلِ بِنَاءٍ	1	2	3	4	
2.48 Demonstrates respect for mentor, students, parents, and others يُظْهِرُ احْتِرَامًا لِلْمُدْرَسِ الْمَعَاوَنِ وَاللِّطَّلَابِ وَاللِّأَبَاءِ وَاللِّآخَرِينَ	1	2	3	4	
2.49 Assumes responsibility for routine tasks without being asked repeatedly. يَتَوَلَّى مَسْئُولِيَةَ الْمَهَامِ الرَّوْتِينِيَّةِ بَدُونِ تَكَرَّرِ الطَّلِبِ	1	2	3	4	
2.50 Completes routine paperwork on time. يُنْهِي الْأَوْرَاقَ الرَّوْتِينِيَّةَ فِي مَوَاعِيدِهَا	1	2	3	4	
Total points for this section (56 possible):					

مجموع الدرجة الكلية على هذا القسم (56)

Average for this section: (Total score divided by 14)

معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 14)

Part III. Professional Dispositions

الجزء الثالث : التوجهات المهنية :

التدريس Teaching				
25. Content: Upholds high standards for content knowledge for all students. المحتوى : يحافظ على معايير مرتفعة لمعرفة المحتوى لدى جميع الأطفال	1	2	3	4
26. Pedagogy: Makes decisions consistent with the belief that all students can learn. التدريس : يتخذ قرارات بما يتفق مع الاعتقاد أن كل طفل لديه القدرة على التعلم .	1	2	3	4
27. Diversity: Validates student' unique strengths and ways of learning. التنوع : يتأكد من نقاط القوة الفريدة وطرق التعلم لدى الأطفال	1	2	3	4
28. Technology: Demonstrates willingness to adopt the most appropriate learning resources, including ICT resources. التكنولوجيا: يظهر رغبة في تبني معظم مصادر التعلم المناسبة، بما في ذلك مصادر تكنولوجيا المعلومات .	1	2	3	4
البحث العلمي Scholarship				
29. Problem Solving: Recognizes the importance of and uses a systematic approach to problem solving and decision-making. حل المشكلات: يدرك أهمية المنهج المنظم ويستخدمه لحل المشكلات واتخاذ القرارات .	1	2	3	4
30. Scholarly Inquiry: Reflects on personal beliefs and practices about teaching and learning. الاستقصاء البحثي : يتفكر في معتقداته الشخصية وفي ممارسات التدريس والتعلم.	1	2	3	4
القيادة Leadership				
31. Ethical Values: Treats all student, parents, and colleagues with fairness and dignity.	1	2	3	4

القيم الاخلاقية : يعامل جميع الأطفال وأولياء الامور وزملاءه بإنصاف ونزاهة					
32. Readily engages with new opportunities and tasks. يشترك طواعية في فرص ومهام جديدة	1	2	3	4	
Total points for this section (32 possible): مجموع الدرجة الكلية على هذا القسم (32)					
Average for this section: (Total score divided by 8) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 8)					

Comments (ملاحظات):

Strengths (نقاط القوة):

Areas for improvement (المجالات التحسين):

Summary (الخلاصة)

Intern Signature (توقيع المتدرب): _____ Date (التاريخ): _____

Observer Signature (توقيع الملاحظ): _____ Date (التاريخ)

تقييم الأداء في التدريب الميداني
بكالوريوس و دبلوم في التعليم الثانوي
Clinical Experience Evaluation Survey
Bachelor and Diploma in Secondary Education
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 و المعلم المعاون و الطالب المتدرب في التقييم النصفى و النهائي

Intern's Name (اسم الطالب المتدرب):		Evaluator المُقيّم (circle one) Self (تقييم ذاتي) Mentor Teacher (المعلم المعاون) College Supervisor (مشرف الكلية)	
Mentor Teacher (المعلم المعاون):		College Supervisor (مشرف الكلية):	
Subject (المادة):	Grade (الصف):	Date (التاريخ):	Total score (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 النصفى؛ فيجب أن يكون هناك خطة علاجية قد تم صياغتها وتنفيذها، وترفق مع هذا النموذج.

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

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

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

Part I: Classroom Performance (الأداء الصفّي)

National Professional Standards: 1-9 المعايير المهنية من 1-9				
LESSON PLANNING AND MATERIALS		التخطيط للدرس والمواد التعليمية		
1. Innovative and flexible learning experiences are structured for individuals and group of students. (Evaluate on written lesson plan.) 1. يصمم خبرات تعليمية مبتكرة ومرنة للأفراد ولمجموعة من الطلاب. (قيّم بناءً على خطة الدرس المكتوبة).				
الدليل Evidence				
1.1 Identifies learning goals in Curriculum Standards and school-based curricula or IEP. يحدد الأهداف التعليمية لمعايير المنهاج والمقررات التعليمية المرتبطة بالمدرسة أو ببرنامج التعليم الفردي.	1	2	3	4
1.2 Designs learning experiences suitable to students' developmental level. يصمم خبرات تعليمية مناسبة لمستوى تطور الطالب.	1	2	3	4
1.3 Plans and incorporates accommodations and modifications for special needs students. يضع الخطط اللازمة مع التعديلات التي تلائم الطلاب من ذوي الاحتياجات الخاصة.	1	2	3	4
1.4 Designs learning and teaching strategies that are innovative and flexible. يقوم بتصميم طرق تعلم وتعليم مبتكرة ومرنة.	1	2	3	4
1.5 Integrates teaching materials and resources in lesson development. يدمج أدوات التدريس والمصادر في عملية تطوير الدرس.	1	2	3	4
1.6 Designs lessons based on previous student learning by monitoring, assessing, and students' feedback. يصمم دروساً بناءً على التّعلم السابق للطالب عن طريق المتابعة والتقييم والتغذية الراجعة من الطالب.	1	2	3	4
Total points for this section (24 possible): 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)				

TEACHING AND CLASSROOM MANAGEMENT		التدريس وإدارة الفصل			
2. Teaching strategies and resources to engage students in effective learning are used. 2. يستخدم الاستراتيجيات التعليمية والموارد لإشراك الطلاب في عملية التعلم الفعالة.					
الدليل Evidence					
2.1 Identifies and states curriculum standard(s) that relate to the objectives at the beginning of the lesson. يبيّن معياراً من معايير المنهاج المرتبطة بالأهداف في بداية الدرس.	1	2	3	4	
2.2 Uses teaching strategies appropriate for curriculum standards. يستخدم طرق التدريس الملائمة لمعايير المنهج.	1	2	3	4	
2.3 Engages students by using a range of materials and resources. يشرك الطلاب باستخدام مجموعة من الأدوات والموارد.	1	2	3	4	
2.4 Uses a variety of skills and resources to adapt lessons. يستخدم أشكالاً متنوعة من المهارات والموارد لتعديل الدروس.	1	2	3	4	
2.5 Organizes individual and group learning strategies during the lesson. ينظم طرق التعلم الفردية والجماعية أثناء الدرس.	1	2	3	4	
2.6 Employs print, multimedia, and electronic resources during the lesson. يدمج مواد مطبوعة ومصادر إلكترونية متعدد أثناء إلقاء الدرس.	1	2	3	4	
2.7. Uses questioning effectively to support student learning. يستخدم طريقة التساؤل بشكل فعال لدعم تعلم الطالب	1	2	3	4	
Total points for this section (28 possible): مجموع الدرجة الكلية على هذا القسم (28)					
Average for this section: (Total score divided by 7) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 7)					

LEARNING ENVIRONMENT		بيئة التعلّم			
4. A safe, supportive and challenging learning environment is created. 4. توفير بيئة تعلم آمنة وداعمة ومليئة بالتحديات.					
الدليل Evidence					
4.1 Provides an environment that develops students' positive attitudes and learning opportunities. يوفر بيئة تُطوّر وتنمي اتجاهات إيجابية لدى الطلاب وكذلك فرص التعلم.	1	2	3	4	
4.2 Conducts open, inclusive, equitable, and ethical interactions and communication with students. يقوم بإدارة ودمج التفاعلات والتواصل المفتوح والصريح والمتساوي والأخلاقي مع الطلاب.	1	2	3	4	
4.3 Selects topics and issues that foster students' critical thinking skills. يختار موضوعات وقضايا تعزز مهارات التفكير الناقد لدى الطلاب.	1	2	3	4	
4.4 Provides an environment that helps students to interact and work collaboratively. يوفر بيئة تساعد الطلاب على التفاعل والعمل بطريقة تعاونية.	1	2	3	4	
4.5 Provides reinforcement for appropriate behavior. يقدم تعزيزاً وتشجيعاً للسلوك اللائق.	1	2	3	4	
4.6 Provides feedback for inappropriate behavior. يقدم تغذية راجعة للسلوك غير اللائق.	1	2	3	4	
Total points for this section (24 possible): 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)					

RELEVANCE AND EXTENSIONS الترابط والتوسع في الخبرات					
5. Learning experiences that connect with the world beyond school are constructed. 5- بناء الخبرات التعليمية التي ترتبط بالعالم خارج حدود المدرسة					
الدليل Evidence					
5.1 Incorporates students' interests and prior knowledge by linking to meaningful examples. يدمج اهتمامات الطلاب وتعلمهم السابق وذلك يربطها بأمثلة ذات معنى.	1	2	3	4	
5.2 Connects across subject areas on topics, problems, and issues relevant to local, national, and global communities. يربط مجالات الدراسة بالموضوعات والمشكلات والقضايا المتعلقة بالبيئة المحلية والبيئة العالمية.	1	2	3	4	
5.3 Designs lessons that are technology-rich to take students beyond the school environment to investigate problems and propose possible solutions. يصمم دروساً ثرية تكنولوجياً تلفت انتباه الطلاب وتتجاوز بهم حدود بيئة المدرسة لتقضي المشكلات واقتراح حلول ممكنة.	1	2	3	4	
5.4 Introduces students to work and leisure opportunities as appropriate. يقدم للطلاب فرصاً للعمل وفرصاً للترفيه حسب ما يناسب.	1	2	3	4	
5.5 Supports students in taking intellectual risks, testing ideas, and using initiative. يدعم الطلاب في التحديات الفكرية وتحليل الأفكار والاستفادة من المبادرة التي تدعم تفكير الطالب.	1	2	3	4	
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)					
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)					

INFORMATION AND COMMUNICATION TECHNOLOGY**تكنولوجيا المعلومات و الاتصالات**

6. Information and communication technology is applied and integrated in managing student learning and is integrated into student work.

6. يطبق ويدمج تكنولوجيا المعلومات والاتصالات في توجيه تعلم الطلاب بدمجها في عملهم.

Evidence الدليل

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

Total points for this section (20 possible):

مجموع الدرجة الكلية على هذا القسم (20)

Average for this section: (Total score divided by 5)

معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)

ASSESSMENT التقييم					
7. Student learning is assessed and reported 7. تقييم تعلم الطالب ووضعه في صورة تقارير.					
الدليل Evidence					
7.1 Monitors students closely during the lessons. يراقب الطلاب عن قرب أثناء إلقاء الدروس.	1	2	3	4	
7.2 Plans valid and reliable assessments, aligned to objectives, يضع تقييمات تمتاز بالصدق والثبات وتتماشى مع الأهداف	1	2	3	4	
7.3 Assesses and reports students' learning using multiple methods of assessment. يقيم ويقدم تقريراً عن تعلم الطلاب باستخدام عدة أساليب تقييمية.	1	2	3	4	
7.4 Provides clear, accurate, and concise feedback to students on the outcomes of assessment. يقدم تغذية راجعة واضحة ودقيقة وموجزة للطلاب حول مخرجات التقييم.	1	2	3	4	
7.5 Reviews assessments for continued appropriateness. يراجع التقييمات لضمان استمرارية مناسبتها.	1	2	3	4	
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)					
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)					

USING PEDAGOGY TO IMPROVE LEARNING استخدام طرق التدريس لتحسين التعلّم					
8. The knowledge of students and how they learn is applied to support student learning and development. 8. يتم تطبيق معرفة الطلاب وكيفية تعلّمهم للمساعدة في تطوير الطلاب وتعليمهم.					
الدليل Evidence					
8.1 Demonstrates (models) inquiry-based practices that support student learning. يظهر ممارسات معتمدة على الاستقصاء بصورة تدعم تعلم الطلاب.	1	2	3	4	
8.2 Encourages students to interact respectfully with others including those with diverse backgrounds. يشجع الطلاب على التفاعل باحترام مع الآخرين بما	1	2	3	4	

في ذلك أصحاب الثقافات المتنوعة.					
8.3 Develops and implements learning experiences in which students learn and practice conflict resolution and negotiation. ينمي وينفذ خبرات تعليمية والتي من خلالها يتعلم الطلاب ويتدربون على إيجاد الحلول والتفاوض في النزاعات.	1	2	3	4	
8.4 Designs and implements learning experiences that encourage students to develop their own goals and achieve them. يصمم وينفذ خبرات تعليمية تشجع الطلاب على وضع أهدافهم وتحقيقها.	1	2	3	4	
8.5 Identifies and accesses services within the community, as appropriate, to support students with personal and/or academic issues. يحدد ويصل إلى الخدمات المجتمعية، أينما يناسب، لمساعدة الطلاب في الأمور الشخصية أو الأكاديمية.	1	2	3	4	
Total points for this section (20 possible): مجموع الدرجة الكلية على هذا القسم (20)					
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)					

SUBJECT AREA KNOWLEDGE المعرفة بالمادة الدراسية					
9 Teaching/subject area knowledge is applied to support student learning. 9. تطبيق المعرفة بالموضوع لدعم تعلم الطالب.					
الدليل Evidence					
9.1 Demonstrates knowledge of subject area during lessons. يظهر معرفة بالمادة الدراسية أثناء الدروس.	1	2	3	4	
9.2 Presents lessons that follow Qatar Curriculum Standards or the school-developed curriculum. يقدم الدروس التي تتبع معايير المناهج القطرية أو مناهج المدرسة المعمول بها.	1	2	3	4	
9.3 Engages students in applying methods of inquiry. يشرك الطلاب في تطبيق طرق الاستقصاء.	1	2	3	4	
9.4 Promotes critical and creative thinking, decision-making, and problem solving skills. يعزز التفكير النقدي والإبداعي ومهارات صنع القرار وحل المشكلات.	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)

	Total Points الدرجة الكلية	Average المعدل
Lesson Planning and Materials: التخطيط للدرس والأدوات		
Teaching and Classroom Management: التدريس والادارة الصفية		
Learning Environment: بيئة التعلم		
Relevance and Extensions: الترابط والتوسع في الخبرات		
Information and Communication Technology: تقنية المعلومات والاتصال		
Assessment: التقييم		
Using Pedagogy to Improve Learning: استخدام التدريس لتحسين التعلم		
Subject Area Knowledge: المعرفة بالمادة الدراسية		

Observer Comments (تعليقات الملاحظ):

Strengths (نقاط القوة):

Areas for improvement (مجالات التحسين):

Summary (الخلاصة):

Part II: Professional Evaluation (التقييم المهني - الاحترافي)

National Professional Standards: 10-12 المعايير المهنية الوطنية: 10-12					
PROFESSIONAL TEAMS	الفِرَق المهنية				
10. Intern works as a member of professional teams في الفِرَق المهنية.	10. يعمل المتدرب كعضو				
Evidence الدليل					
10.1 Meets personal work-related goals and priorities. يحقق الأهداف والأولويات الشخصية المرتبطة بالعمل.	1	2	3	4	
10.2 Contributes to professional teams. يساهم في الفرق المهنية.	1	2	3	4	

10.11 Works with others to maximize student learning. يعمل مع الآخرين لرفع مستوى تعلّم الطلبة إلى أقصى درجة.	1	2	3	4	
10.12 Contributes to improving the performance of professional teams. يساهم في تحسين أداء الفرق المهنية.	1	2	3	4	
COMMUNITY INVOLVEMENT المشاركة المجتمعية					
11. Intern builds partnerships with families and the community 11. يبني المتدرب علاقات شراكة مع الأسر والمجتمع.					
Evidence الدليل					
11.9 Builds relationships with families and the broader community to enhance student learning. يبني علاقات شراكة مع الأسر والمجتمع ككل بهدف تحسين تعلّم الطلبة.	1	2	3	4	
11.10 Establishes learning environments that acknowledge students' families and communities ينشئ بيئات تعلم فيها تقدير لأسر الطلبة ومجتمعاتهم.	1	2	3	4	
PROFESSIONALISM المهنيّة					
12. Intern reflects on, evaluates, and improves professional practice. 12. يتفكر المتدرب في الممارسات المهنية و تقييمها و تطويرها.					
Evidence الدليل					
12.17 effects critically on professional practice. يتفكر بصورة ناقدة في الممارسات المهنية.	1	2	3	4	
12.18 engages in personal and professional development. يشارك في التطوير المهني والشخصي.	1	2	3	4	
12.19 recognizes the role of the SEC policies in school governance. يتعرّف على سياسات دور المجلس الأعلى للتعليم في إدارة المدرسة.	1	2	3	4	
12.20 meets ethical, accountability, and professional requirements. يحقق متطلبات المسؤولية الأخلاقية والمهنية.	1	2	3	4	
Total points for this section (40 possible): مجموع الدرجة الكلية على هذا القسم (40)					

Average for this section: (Total score divided by 10)

معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 10)

QU COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONALISM

توقعات كلية التربية/ جامعة قطر لمهنية المعلمين

PROFESSIONAL BEHAVIORS	السلوكيات المهنية				
1.0 Attendance and Punctuality					
1.0 الحضور ودقة المواعيد					
الدليل Evidence					
1.21 Arrives on time. يصل في الموعد	1	2	3	4	
1.22 Stays until the end of the school day. يَبقى حتى نهاية اليوم الدراسي	1	2	3	4	
1.23 Notifies mentor and supervisor if absent. يُبلِّغ المدرس المعاون والموجه عند الغياب	1	2	3	4	
1.24 Makes up missed days. يُعوّض أيام الغياب	1	2	3	4	
2.0 Professionalism					
2.0 المهنية					
2.51 Dresses appropriately. يَلبس ملابس مناسبة	1	2	3	4	
2.52 Demonstrates preparedness. يُظهر الاستعداد	1	2	3	4	
2.53 Demonstrates a positive attitude. يُظهر سلوكاً إيجابياً	1	2	3	4	
2.54 Willingly accepts responsibilities. يَقبل المسؤوليات برضاً	1	2	3	4	
2.55 Completes tasks as instructed. يُكمل المهام حسب الإرشادات	1	2	3	4	
2.56 Seeks advice and/or feedback. يطلب النصيحة و/أو التغذية الراجعة	1	2	3	4	
2.57 Accepts feedback constructively. يَقبل الملاحظات بشكل بناء	1	2	3	4	

2.58 Demonstrates respect for mentor, students, parents, and others يُظهر احتراماً للمدرس المعاون وللطلاب وللآباء وللآخرين	1	2	3	4	
2.59 Assumes responsibility for routine tasks without being asked repeatedly. يَتولى مسؤولية المهام الروتينية بدون تكرر الطلب	1	2	3	4	
2.60 Completes routine paperwork on time. يُنهي الأوراق الروتينية في مواعيدها	1	2	3	4	
Total points for this section (56 possible): مجموع الدرجة الكلية على هذا القسم (56)					
Average for this section: (Total score divided by 14) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 14)					

Part III. Professional Dispositions

الجزء الثالث : التوجهات المهنية :

Teaching التدريس					
33. Content: Upholds high standards for content knowledge for all students. المحتوى : يحافظ على معايير مرتفعة لمعرفة المحتوى لدى جميع الأطفال	1	2	3	4	
34. Pedagogy: Makes decisions consistent with the belief that all students can learn. التدريس : يتخذ قرارات بما يتفق مع الاعتقاد أن كل طفل لديه القدرة على التعلم .	1	2	3	4	
35. Diversity: Validates students' unique strengths and ways of learning. التنوع : يتأكد من نقاط القوة الفريدة وطرق التعلم لدى الأطفال	1	2	3	4	
36. Technology: Demonstrates willingness to adopt the most appropriate learning resources, including ICT resources. التكنولوجيا: يظهر رغبة في تبني معظم مصادر التعلم المناسبة، بما في ذلك مصادر تكنولوجيا المعلومات .	1	2	3	4	
Scholarship البحث العلمي					
37. Problem Solving: Recognizes the importance of and uses a systematic approach to problem solving and decision-making. حل المشكلات: يدرك أهمية المنهج المنظم ويستخدمه لحل المشكلات واتخاذ القرارات .	1	2	3	4	
38. Scholarly Inquiry: Reflects on personal	1	2	3	4	

beliefs and practices about teaching and learning. الاستقصاء البحثي : يتفكر في معتقداته الشخصية وفي ممارسات التدريس والتعلم.					
Leadership القيادة					
39. Ethical Values: Treats all students, parents, and colleagues with fairness and dignity. القيم الاخلاقية : يعامل جميع الأطفال وأولياء الامور وزملاءه بإنصاف ونزاهة	1	2	3	4	
40. Readily engages with new opportunities and tasks. يشترك طواعية في فرص ومهام جديدة	1	2	3	4	
Total points for this section (32 possible): مجموع الدرجة الكلية على هذا القسم (32)					
Average for this section: (Total score divided by 8) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 8)					

Comments (ملاحظات):

Strengths (نقاط القوة):

Areas for improvement (المجالات التحسين):

Summary (الخلاصة)

Intern Signature (توقيع المتدرب): _____ Date (التاريخ): _____

Observer Signature (توقيع الملاحظ): _____ Date (التاريخ): _____

Part II: Professional Evaluation (التقييم المهني - الاحترافي)

National Professional Standards: 10-12 المعايير المهنية الوطنية: 12-10	
PROFESSIONAL TEAMS	الفرق المهنية

10. Intern works as a member of professional teams الفِرَق المهنية.		10. يعمل المتدرب كعضو في			
Evidence الدليل					
10.1 Meets personal work-related goals and priorities. يحقق الأهداف والأولويات الشخصية المرتبطة بالعمل.	1	2	3	4	
10.2 Contributes to professional teams. يساهم في الفرق المهنية.	1	2	3	4	
10.13 Works with others to maximize student learning. يعمل مع الآخرين لرفع مستوى تعلّم الطلبة إلى أقصى درجة.	1	2	3	4	
10.14 Contributes to improving the performance of professional teams. يساهم في تحسين أداء الفِرَق المهنية.	1	2	3	4	
COMMUNITY INVOLVEMENT المشاركة المجتمعية					
11. Intern builds partnerships with families and the community 11. يبني المتدرب علاقات شراكة مع الأسر والمجتمع.					
Evidence الدليل					
11.11 Builds relationships with families and the broader community to enhance student learning. يبني علاقات شراكة مع الأسر والمجتمع ككل بهدف تحسين تعلّم الطلبة.	1	2	3	4	
11.12 Establishes learning environments that acknowledge students' families and communities ينشئ بيئات تعلم فيها تقدير لأسر الطلبة ومجتمعاتهم.	1	2	3	4	
PROFESSIONALISM المهنيّة					
12. Intern reflects on, evaluates, and improves professional practice. 12. يتفكر المتدرب في الممارسات المهنية و تقييمها و تطويرها.					
Evidence الدليل					
12.21 reflects critically on professional practice. يتفكر بصورة ناقدة في الممارسات المهنية.	1	2	3	4	
12.22 Engages in personal and professional development. يشارك في التطوير المهني والشخصي.	1	2	3	4	
12.23 Recognizes the role of the SEC policies in school governance. يتعرّف على سياسات دور المجلس الأعلى للتعليم في إدارة	1	2	3	4	

المدرسة.					
12.24	eets ethical, accountability, and professional requirements.	1	2	3	4
يحقّق متطلبات المسؤولية الأخلاقية والمهنية.					
Total points for this section (40 possible): مجموع الدرجة الكلية على هذا القسم (40)					
Average for this section: (Total score divided by 10) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 10)					

QU COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONALISM

توقعات كلية التربية/ جامعة قطر لمهنية المعلمين

PROFESSIONAL BEHAVIORS		السلوكيات المهنية			
1.0 Attendance and Punctuality					
1.0 الحضور ودقة المواعيد					
					Evidence الدليل
1.25 Arrives on time.		1	2	3	4
يصل في الموعد					
1.26 Stays until the end of the school day.		1	2	3	4
يَبقى حتى نهاية اليوم الدراسي					
1.27 Notifies mentor and supervisor if absent.		1	2	3	4
يُبلِّغ المدرس المعاون والموجه عند الغياب					
1.28 Makes up missed days.		1	2	3	4
يُعوّض أيام الغياب					
2.0 Professionalism		2.0 المهنية			
2.61 Dresses appropriately.		1	2	3	4
يَلبس ملابس مناسبة					
2.62 Demonstrates preparedness.		1	2	3	4
يُظهر الاستعداد					
2.63 Demonstrates a positive attitude.		1	2	3	4
يُظهر سلوكاً إيجابياً					
2.64 Willingly accepts responsibilities.		1	2	3	4
يَقبل المسؤوليات برضاً					

2.65	Completes tasks as instructed. يُكمل المهام حسب الإرشادات	1	2	3	4	
2.66	Seeks advice and/or feedback. يطلب النصيحة و/أو التغذية الراجعة	1	2	3	4	
2.67	Accepts feedback constructively. يقبل الملاحظات بشكل بناء	1	2	3	4	
2.68	Demonstrates respect for mentor, students, parents, and others يُظهر احتراماً للمدرس المعاون وللطلاب وللآباء وللآخرين	1	2	3	4	
2.69	Assumes responsibility for routine tasks without being asked repeatedly. يتولى مسؤولية المهام الروتينية بدون تكرار الطلب	1	2	3	4	
2.70	Completes routine paperwork on time. يُنهي الأوراق الروتينية في موعيدها	1	2	3	4	
Total points for this section (56 possible): مجموع الدرجة الكلية على هذا القسم (56)						
Average for this section: (Total score divided by 14) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 14)						

Part III. Professional Dispositions

الجزء الثالث : التوجهات المهنية :

التدريس Teaching						
41. Content: Upholds high standards for content knowledge for all students. المحتوى : يحافظ على معايير مرتفعة لمعرفة المحتوى لدى جميع الأطفال	1	2	3	4		
42. Pedagogy: Makes decisions consistent with the belief that all students can learn. التدريس : يتخذ قرارات بما يتفق مع الاعتقاد أن كل طفل لديه القدرة على التعلم .	1	2	3	4		
43. Diversity: Validates student' unique strengths and ways of learning.	1	2	3	4		

التنوع : يتأكد من نقاط القوة الفريدة وطرق التعلم لدى الأطفال					
44. Technology: Demonstrates willingness to adopt the most appropriate learning resources, including ICT resources. التكنولوجيا: يظهر رغبة في تبني معظم مصادر التعلم المناسبة، بما في ذلك مصادر تكنولوجيا المعلومات .	1	2	3	4	
Scholarship البحث العلمي					
45. Problem Solving: Recognizes the importance of and uses a systematic approach to problem solving and decision-making. البحث العلمي: يدرك أهمية المنهج المنظم ويستخدمه لحل المشكلات واتخاذ القرارات .	1	2	3	4	
46. Scholarly Inquiry: Reflects on personal beliefs and practices about teaching and learning. الاستقصاء البحثي : يتفكر في معتقداته الشخصية وفي ممارسات التدريس والتعلم.	1	2	3	4	
Leadership القيادة					
47. Ethical Values: Treats all student, parents, and colleagues with fairness and dignity. القيم الاخلاقية : يعامل جميع الأطفال وأولياء الامور وزملاءه بإنصاف ونزاهة	1	2	3	4	
48. Readily engages with new opportunities and tasks. يشترك طواعية في فرص ومهام جديدة	1	2	3	4	
Total points for this section (32 possible): مجموع الدرجة الكلية على هذا القسم (32)					
Average for this section: (Total score divided by 8) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 8)					

Comments (ملاحظات):

Strengths (نقاط القوة):

Areas for improvement (المجالات التحسين):

Summary (الخلاصة)

Intern Signature (توقيع المتدرب): _____ Date (التاريخ): _____

Observer Signature (توقيع الملاحظ): _____ Date (التاريخ): _____



تقييم الأداء في التدريب الميداني

Clinical Experience Evaluation Survey
دبلوم في التربية الخاصة

Diploma in Special Education

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 التقييم النصفى و النهائي

اسم المعلم (Intern's Name) (المتدرب):		المُقيّم (Evaluator): (circle one) Self (تقييم ذاتي) Mentor Teacher (المدرس المعاون) College Supervisor (مشرف الكلية)	
المدرس (Mentor Teacher) (المعاون):		المشرف (College Supervisor):	
المادة (Subject):	الصف (Grade):	التاريخ (Date):	الدرجة (Total score) (الكلية):

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 النصفى؛ فيجب أن يكون هناك خطة علاجية قد تم صياغتها وتنفيذها، وترفق مع هذا النموذج.

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

التعليمات: يرجى وضع علامة على الرقم الذي يطابق ملاحظتك، ثم جمع نقاط التقييم للحصول على الدرجة الكلية، ثم استخدام أداة التحويل للدرجة المطلوبة لوضعها بالنسبة المئوية.

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

Part I: Classroom Performance (الأداء الصفّي)

National Professional Standards: 1-9 المعايير المهنية من 1-9	
LESSON PLANNING AND MATERIALS	التخطيط للدرس والمواد التعليمية
1. Innovative and flexible learning experiences are structured for individuals and	

group of students. (Evaluate on written lesson plan.)					
1. يصمم خبرات تعليمية مبتكرة ومرنة للأفراد ولمجموعة من الطلاب. (قِيم بناءً على خطة الدرس المكتوبة).					
الدليل Evidence					
1.1 Identifies learning goals in Curriculum Standards and school-based curricula or IEP as appropriate for to students with exceptionalities يحدد الأهداف التعليمية لمعايير المنهاج والمقررات التعليمية المرتبطة بالمدرسة أو ببرنامج التعليم الفردي كما يتناسب مع الطلبة ذوي الاحتياجات الخاصة.	1	2	3	4	
1.2 Designs learning experiences suitable to the developmental levels of students with exceptionality. يصمم خبرات تعليمية مناسبة لمستوى تطور الطالب ذوي الاحتياجات الخاصة.	1	2	3	4	
1.3 Plans and incorporates accommodations and modifications for students with exceptionalities. يضع الخطط اللازمة مع التعديلات للطلاب من ذوي الاحتياجات الخاصة.	1	2	3	4	
1.4 Modifies general and specialized curricula to make them accessible to individuals with exceptionalities. يعتدل المناهج العامة والمتخصصة لجعلها ملائمة لقدرات الطالب من ذوي الاحتياجات الخاصة.	1	2	3	4	
1.5 Uses general and specialized content knowledge for teaching across curricular content areas. يستخدم المعرفة بمحتوى المناهج العامة والمتخصصة في تدريس موضوعات المناهج المختلفة.	1	2	3	4	
1.6 Designs lessons based on student's PLOP by monitoring, assessing. يصمم دروساً اعتماداً على مستوى تقدم الطالب من خلال المتابعة والتقييم.	1	2	3	4	
Total points for this section 24 possible): 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)					

TEACHING AND CLASSROOM MANAGEMENT		التدريس وإدارة الفصل			
2. Teaching strategies and resources to engage students in effective learning are used. 2. يستخدم الاستراتيجيات التعليمية والموارد لإشراك الطلاب في عملية التعلم الفعالة.					
الدليل Evidence					
2.1 Uses teaching strategies appropriate for curriculum standards and for developmental level of students. يستخدم استراتيجيات التدريس الملائمة لمعايير المنهاج ولمستوى تطور الطلبة.	1	2	3	4	
2.2 Engages students by using a range of materials and resources. يشرك الطلاب باستخدام مجموعة من الأدوات والموارد.	1	2	3	4	
2.3 Uses a variety of skills and resources to modify lessons. يستخدم أشكالاً متنوعة من المهارات والموارد لتعديل الدروس.	1	2	3	4	
2.4 Organizes individual and group learning strategies during the lesson. ينظم طرق التعلم الفردية والجماعية أثناء الدرس.	1	2	3	4	
2.5 Employs print, multimedia, and electronic resources during the lesson. يدمج مواد مطبوعة ومصادر إلكترونية متعدد أثناء إلقاء الدرس.	1	2	3	4	
2.6. Lesson plan states the learning objectives for the student or students. تنص خطة الدرس على أهداف التعلم للطلاب أو الطلبة	1	2	3	4	
Total points for this section 24 possible): 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)					

LANGUAGE, LITERACY, AND NUMERACY		اللغة ومعرفة القراءة والكتابة والقدرة على القيام بالعمليات الحسابية الأساسية			
3. Language, literacy, and numeracy development are fostered 3. رعاية وتطوير اللغة ومعرفة القراءة والكتابة والقدرة على القيام بالعمليات الحسابية الأساسية					
الدليل Evidence					
3.1 Uses strategies to enhance and develop يستخدم استراتيجيات لدعم وتطوير:					
		2	3	4	

a. Language and communication أ- اللغة والتواصل	1				
b. Numeracy ب - القدرة على القيام بالعمليات الحسابية الأساسية					
	1	2	3	4	
3.3a Applies teaching and learning strategies and assistive technologies as appropriate to support communication and language development. يطبق استراتيجيات التعليم والتعلم والتكنولوجيا المساعدة حسب ما يلائم الموقف لدعم التواصل وتطور اللغة	1	2	3	4	
3.3b Applies teaching and learning strategies that address skills regarding numeracy as appropriate to the PLOP of the student(s) numeracy يطبق استراتيجيات التعليم والتعلم التي تتناول المهارات الخاصة بالعمليات الحسابية حسب ما يتلاءم مع حاجات الطالب/ الطالبة الحسابية	1	2	3	4	
3.4a Engages colleagues and families in making decisions regarding goals and progress in language and communication. يشارك الزملاء والأسر في اتخاذ القرارات المتعلقة بالأهداف ومستوى التقدم في اللغة والتواصل	1	2	3	4	
3.4b Engages colleagues and families in making decisions regarding goals and progress in numeracy. يشارك الزملاء والأسر في اتخاذ القرارات المتعلقة بالأهداف ومستوى التقدم في العمليات الحسابية	1	2	3	4	
Total points for this section 24 possible): 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)					

LEARNING ENVIRONMENT		بيئة التعلم			
4. A safe, supportive and challenging learning environment is created. 4. توفير بيئة تعلم آمنة وداعمة ومليئة بالتحديات.					
الدليل Evidence					
4.1 Creates a safe, inclusive, culturally-	1	2	3	4	

responsive learning environment. يوفر بيئة تعلم آمنة، وحاضنة، وتستجيب لخبرات الثقافة					
4.2 Conducts open, inclusive, equitable, and ethical interactions and communication with students. يقوم بإدارة ودمج التفاعلات والتواصل المفتوح والصريح والمتساوي والأخلاقي مع الطلاب.	1	2	3	4	
4.3 Considers language, culture, and family background in structuring the educational environment. يأخذ بالاعتبار جوانب اللغة والثقافة وخلفية الأسرة عند تنظيم البيئة (المواقف) التربوية.	1	2	3	4	
4.4 Considers development and individual differences in structuring the learning environment. يأخذ بالاعتبار تطور الأفراد والفروق الفردية بينهم في تنظيم البيئة (المواقف) التربوية.	1	2	3	4	
4.5 Provides reinforcement for appropriate behavior and feedback for inappropriate behavior. والتغذية الراجعة يقدّم التعزيز والتشجيع للسلوك اللائق. للسلوك غير اللائق.	1	2	3	4	
4.6 Considers families, cultures, schools, and other complex human issues in managing the classroom. يأخذ بالاعتبار القضايا الأسرية، والثقافية، والمدرسية، والانسانية الصعبة في إدارة الصف	1	2	3	4	
Total points for this section 24 possible): 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)					

RELEVANCE AND EXTENSIONS
5. Learning experiences that connect with the world beyond school are constructed. 5- بناء الخبرات التعليمية التي ترتبط بالعالم خارج حدود المدرسة
Evidence الدليل

5.1 Teaches to mastery. يدرس بغرض إتقان الطلبة للمحتوى	1	2	3	4	
5.2 Connects across subject areas on topics, problems, and issues relevant to the larger community. يربط مجالات الدراسة بالموضوعات والمشكلات والقضايا المتعلقة بالمجتمع الخارجي.	1	2	3	4	
5.3 Designs lessons that are technology-rich to expand the students' experiences. يصمم دروساً ثرية تكنولوجياً لتوسيع خبرات الطلبة.	1	2	3	4	
5.4 Teaches cross-disciplinary skills such as critical thinking and problem solving. يعلم الطالب مهارات عبر تخصصية مثل التفكير الناقد وحل المشكلات	1	2	3	4	
5.5 Develops transition plans as appropriate for ongoing success of students. يطور خطط انتقالية (كما يتناسب) لاستمرار الطالب في النجاح	1	2	3	4	
Total points for this section 20 possible): مجموع الدرجة الكلية على هذا القسم (20)					
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)					

INFORMATION AND COMMUNICATION TECHNOLOGY تكنولوجيا المعلومات و الاتصالات					
Evidence الدليل					
6.1 Identifies students' with exceptionalities learning needs in relation to ICT. يحدد الاحتياجات التعليمية المتعلقة بتكنولوجيا المعلومات والاتصالات للطلبة من ذوي الاحتياجات الخاصة.	1	2	3	4	
6.2 Selects ICT-based learning strategies and resources, including assistive technologies. يختار مصادر واستراتيجيات تعليمية قائمة على تكنولوجيا المعلومات بما في ذلك أساليب التكنولوجيا المساعدة	1	2	3	4	

6.3 Involves students in using ICT to organize and search information, including the use of assistive technologies as appropriate. يشرك الطلاب في استخدام تكنولوجيا المعلومات والاتصالات لتنظيم المعلومات والبحث عنها بما في ذلك استخدام أساليب التكنولوجيا المُساعدة، بما يناسب	1	2	3	4	
6.4 Evaluates ICT-based learning strategies and resources. يقيم طرق التعلّم والمصادر التعليمية القائمة على تكنولوجيا المعلومات والاتصالات.	1	2	3	4	
6.5 Accesses and manages information on student learning using ICT resources. يوظف ويدير المعلومات في عملية تعلّم الطالب مستخدماً موارد تكنولوجيا المعلومات والاتصالات.	1	2	3	4	
Total points for this section 20 possible): مجموع الدرجة الكلية على هذا القسم (20)					
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)					

ASSESSMENT التقييم					
7. Student learning is assessed and reported 7. تقييم تعلم الطالب ووضعه في صورة تقارير.					
الدليل Evidence					
7.1 Monitors students closely during the lessons to guide them toward quality learning and performance. يتابع الطلاب عن قرب أثناء الدروس لإرشادهم نحو تحسين نوعية التعلم والأداء.	1	2	3	4	
7.2 Plans valid and reliable assessments, aligned to objectives, يخطط لتقييمات تمتاز بالصدق والثبات وتتسجم مع الأهداف	1	2	3	4	
7.3 Assesses and reports students' learning using multiple methods of assessment. قيّم ويقدم تقريراً عن تعلم الطلاب باستخدام أساليب متنوعة من التقييم	1	2	3	4	

7.4 Provides clear, accurate, and concise feedback to students on the outcomes of assessment. يقدم تغذية راجعة واضحة ودقيقة وموجزة للطلاب حول مخرجات التقييم.	1	2	3	4
7.5 Reviews assessments for continued appropriateness. يراجع التقييمات لضمان استمرارية مناسبتها.	1	2	3	4
Total points for this section 20 possible): مجموع الدرجة الكلية على هذا القسم (20)				
Average for this section: (Total score divided by 5) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)				

USING PEDAGOGY TO IMPROVE LEARNING	استخدام طرق التدريس لتحسين التعلّم			
8. The knowledge of students and how they learn is applied to support student learning and development. 8. يتم تطبيق معرفة الطلاب وكيفية تعلّمهم للمساعدة في تطوير الطلاب وتعليمهم.	الدليل Evidence			
8.1 Demonstrates (models) inquiry-based practices that support student learning. يظهر نماذج أو ممارسات معتمدة على الاستقصاء بصورة تدعم تعلم الطلاب.	1	2	3	4
8.2 Creates and maintains an environment that respects diversity. يبتكر بيئة تحترم تنوع خصائص الآخرين ويحافظ عليها	1	2	3	4
8.3 Intervenes appropriately and safely with individuals in crisis. يتدخل مع الأفراد الذين يعانون من مشكلات أو نزاعات بشكل ملائم وآمن .	1	2	3	4
8.4 Designs and implements learning experiences that help students reach their individual learning goals. يصمم وينفذ خبرات تعليمية تساعد الطلاب على الوصول الى تحقيق أهدافهم التعليمية.	1	2	3	4
8.5 Identifies and accesses community services to support students with exceptionalities. يحدد الخدمات المجتمعية المساندة للطلبة ذوي الاحتياجات الخاصة، ويصل إليها.	1	2	3	4

Total points for this section 20 possible):

مجموع الدرجة الكلية على هذا القسم (20)

Average for this section: (Total score divided by 5)

معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 5)

SUBJECT AREA KNOWLEDGE المعرفة بالمادة الدراسية					
9 Teaching/subject area knowledge is applied to support student learning. 9. تطبيق المعرفة بالموضوع لدعم تعلم الطالب.					
الدليل Evidence					
9.1 Demonstrates knowledge of subject content, structures, and tools of inquiry. يظهر معرفة بمحتوى المادة الدراسية، وتنظيمها وأدوات البحث والاستقصاء فيها.	1	2	3	4	
9.2 Use general and specialized content knowledge for teaching across curricular content areas to individualize learning. يستخدم المعرفة العامة والمعرفة المتخصصة بالمحتوى من أجل التدريس عبر موضوعات المنهاج المختلفة لتفريد التعلم.	1	2	3	4	
9.3 Modifies general and specialized curricula to make them accessible to individuals with exceptionalities. يعدّل المنهاج العام والمتخصص لجعلهما متاحين ويمكن تحقيقهما من قبل الطلبة ذوي الاحتياجات الخاصة.	1	2	3	4	
9.4 Organizes content knowledge in meaningful learning progressions. ينظّم المحتوى المعرفي بشكل يجعله تعلم مستمر ذات معنى.	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)					

	Total Points الدرجة الكلية	Average المعدل
Lesson Planning and Materials: التخطيط للدرس والأدوات		

Teaching and Classroom Management: التدريس والادارة الصفية		
Language, Literacy, and Numeracy: اللغة والقراءة والكتابة والعمليات الحسابية		
Learning Environment: بيئة التعلم		
Relevance and Extensions: الترابط والتوسع في الخبرات		
Information and Communication Technology: تقنية المعلومات والاتصال		
Assessment: التقييم		
Using Pedagogy to Improve Learning: استخدام التدريس لتحسين التعلم		
Subject Area Knowledge: المعرفة بالمادة الدراسية		

Observer Comments (تعليقات الملاحظ):

Strengths (نقاط القوة):

Areas for improvement (مجالات التحسين):

Summary (الخلاصة):

Part II: Professional Evaluation (التقييم المهني)

National Professional Standards: 10-12 المعايير المهنية الوطنية: 10-12	
PROFESSIONAL TEAMS	الفرق المهنية
10. Intern works as a member of professional teams كعضو في الفرق المهنية.	10. يعمل المتدرب
Evidence الدليل	

10.1 Meets personal work-related goals and priorities. يحقق الأهداف والأولويات الشخصية المرتبطة بالعمل.	1	2	3	4	
10.2 Provides guidance and direction to parents, educators, tutors, and volunteers. يزود بنصائح وتوجيهات لأولياء الأمور، والتربويين، والمعلمين المساعدين، والمتطوعين .	1	2	3	4	
10.15 Works with others to maximize student learning. يعمل مع الآخرين لرفع مستوى تعلم الطلبة إلى أقصى درجة.	1	2	3	4	
10.16 Serves as a collaborative resource to colleagues. يخدم كمصدر داعم وتعاوني مع زملاءه	1	2	3	4	
COMMUNITY INVOLVEMENT المشاركة المجتمعية					
11. Intern builds partnerships with families and the community 11. يبني المتدرب علاقات شراكة مع الأسر والمجتمع.					
Evidence الدليل					
11.13 Builds relationships with families and the broader community to enhance student learning. يبني علاقات شراكة مع الأسر والمجتمع ككل بهدف تحسين تعلم الطلبة.	1	2	3	4	
11.14 Establishes learning environments that acknowledge students' families and communities ينشئ بيئات تعلم فيها تقدير لأسر الطلبة ومجتمعاتهم.	1	2	3	4	
11.15 Promotes special education through advocacy and mentoring. يدعم التربية الخاصة من خلال المتابعة والدفاع عنها	1	2	3	4	
PROFESSIONALISM المهنيّة					
12. Intern reflects on, evaluates, and improves professional practice. 12. يتفكر المتدرب في الممارسات المهنية و تقييمها و تطويرها.					
Evidence الدليل					
12.25 effects critically on professional practice. يتفكر بصورة ناقدة في الممارسات المهنية.	1	2	3	4	
12.26 ngages in personal and professional development.	1	2	3	4	

يشارك في التطوير المهني والشخصي.					
12.27 ontributes to learning communities and other professional networks. يسهم في مجتمعات التعلم والهيئات المهنية الأخرى	1	2	3	4	
12.28 Recognizes the role of the SEC policies in school governance. يتعرّف على سياسات دور المجلس الأعلى للتعليم في إدارة المدرسة.	1	2	3	4	
12.29 Meets ethical, accountability, and professional requirements. يحقق متطلبات المسؤولية الأخلاقية والمهنية.	1	2	3	4	
Total points for this section 48 possible): مجموع الدرجة الكلية على هذا القسم (48)					
Average for this section: (Total score divided by 12) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 12)					

QU COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONALISM

توقعات كلية التربية/ جامعة قطر لمهنية المعلمين

PROFESSIONAL BEHAVIORS	السلوكيات المهنية				
1.0 Attendance and Punctuality	1.0 الحضور ودقة المواعيد				
Evidence الدليل					
1.29 Arrives on time. يصل في الموعد	1	2	3	4	
1.30 Stays until the end of the school day. يبقى حتى نهاية اليوم الدراسي	1	2	3	4	
1.31 Notifies mentor and supervisor if absent. يُبلغ المدرس المعاون والموجه عند الغياب	1	2	3	4	
1.32 Makes up missed days. يُعوض أيام الغياب	1	2	3	4	
2.0 Professionalism	2.0 المهنية				
2.71 Dresses appropriately. يُلبس ملابس مناسبة	1	2	3	4	
2.72 Demonstrates preparedness. يُظهر الاستعداد	1	2	3	4	
2.73 Demonstrates a positive attitude. يُظهر سلوكاً إيجابياً	1	2	3	4	
2.74 Willingly accepts responsibilities. يُقبل المسؤوليات برضاً	1	2	3	4	
2.75 Completes tasks as instructed. يُكمل المهام حسب الإرشادات	1	2	3	4	
2.76 Seeks advice and/or feedback. يُطلب النصيحة و/أو الملاحظات	1	2	3	4	
2.77 Accepts feedback constructively. يُقبل الملاحظات بشكل بناء	1	2	3	4	

2.78 Demonstrates respect for mentor, students, parents, and others. يُظهر احتراماً للمدرس المعاون وللطلاب وللآباء وللآخرين	1	2	3	4	
2.79 Assumes responsibility for routine tasks without being asked repeatedly. يَتولى مسؤولية المهام الروتينية بدون تكرار الطلب	1	2	3	4	
2.80 Completes routine paperwork on time. يُنهي الأوراق الروتينية في مواعيدها	1	2	3	4	
Total points for this section 56 possible): مجموع الدرجة الكلية على هذا القسم (56)					
Average for this section: (Total score divided by 14) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 14)					

Part III. Professional Dispositions التوجهات المهنية

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

making. حل المشكلات: يدرك أهمية المنهج المنظم ويستخدمه لحل المشكلات واتخاذ القرارات					
6. Scholarly Inquiry: Reflects on personal beliefs and practices about teaching and learning. الاستقصاء البحثي: يتفكر في معتقداته الشخصية وفي ممارسات التدريس والتعلم.	1	2	3	4	
Leadership القيادة					
7. Ethical Values: Treats all students, parents, and colleagues with fairness and dignity. القيم الاخلاقية: يعامل جميع الأطفال وأولياء الامور وزملاءه بإنصاف ونزاهة	1	2	3	4	
8. Readily engages with new opportunities and tasks. يشارك طواعية في فرص ومهام جديدة	1	2	3	4	
Total points for this section 32 possible): مجموع الدرجة الكلية على هذا القسم (32)					
Average for this section: (Total score divided by 8) معدل الدرجة على هذا القسم (الدرجة الكلية مقسومة على 8)					

Comments (ملاحظات):

Strengths (نقاط القوة):

Areas for improvement (مجالات التحسين):

Summary (الخلاصة)

Intern Signature (توقيع المتدرب): _____ Date (التاريخ): _____

Observer Signature (توقيع الملاحظ): _____ Date (التاريخ)

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

Intern's Name		اسم الطالب المتدرب	Evaluator: (Circle one)			المقيم (اختر واحدا فقط)
			Self	Mentor Teacher	College supervisor	
			تقييم ذاتي	المعلم المعاون	مشرف الكلية	
Mentor Teacher		المعلم المعاون	College Supervisor			مشرف الكلية
Subject	المادة	Grade	Date	التاريخ	Total score	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، وترفق 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 :

1 = غير مقبول

2 = يحتاج الى تحسين

3 = مقبول

4 = مستهدف

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

1) Structures innovative and flexible learning experiences for individuals and groups of students 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. يستخدم استراتيجيات التعليم ومصادره لإشراك الطلبة في تعلم فاعل	1	2	3	4	
3) Fosters language, literacy and numeracy development. يشجّع تطوير المهارات اللغوية والأدبية والمهارات الحسابية.	1	2	3	4	
4) Creates safe, supportive and challenging learning environments يهيئ لبيئات تعلم آمنة وداعمة ومثيرة للتحدي .	1	2	3	4	
5) Constructs learning experiences that connect with the world beyond school. بناء خبرات تعلم تربط الطالب بالعالم خارج المدرسة	1	2	3	4	
6) Applies internet communication technology (ICT) in managing student learning يطبق تكنولوجيا الاتصال عبر الانترنت في ادارة تعلم الطلاب .	1	2	3	4	
7) Assesses and report on student learning. 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 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. يطبق المعرفة في التدريس وموضوع التخصص لدعم تعلم الطلاب	1	2	3	4	
10. Works as a member of professional teams العمل كعضو في الفرق المهنية	1	2	3	4	
11. Builds partnerships with families and the community. بناء علاقات شراكة مع الأسر والمجتمع .	1	2	3	4	
12. Reflects on, evaluate and improve professional practice. يتفكر في ممارساته المهنية وقيمتها ويحسنها	1	2	3	4	
Total points for this section (48 possible): مجموع الدرجة الكلية على هذا القسم (48)					
Average for this section: (Total score divided by 12) 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.					
الطالبة الذين يتم تأهيلهم في برنامج الطفولة المبكرة متمكنين من الأساس المعرفي المتعلق بنمو الأطفال وتطورهم. ويستخدمون فهمهم لخصائص واحتياجات الأطفال 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. 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. 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 يستخدم معرفته بالنمو والتطور في ابتكار بيئة تعليمية للأطفال تكون صحية وداعمة ويسود فيها الاحترام .	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)					
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. الطالبة 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. يعرف ويفهم تنوع الأسر وخصائص المجتمع .	1	2	3	4	
2b: Supports and engages families and communities through respectful, reciprocal relationships. 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. 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.

الطالبة 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 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. 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. يفهم ويطبق التقييم بمسؤولية لتعزيز النتائج الإيجابية 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. الطالبة 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 وأسرهم. والطالبة يعرفون ويفهمون ويستخدمون مجموعة واسعة من مناهج النمو الملائمة، واستراتيجيات التدريس، والأدوات لربطها بالأطفال وأسرهم ، وتؤثر ايجاباً على تطور الطفل وتعلمه .					
4a: Understands positive relationships and supportive interactions as the foundation of their work with young children. 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. 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. 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. 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. الطالبة 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 الطالبة 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,	1	2	3	4	

physical education, health and safety; and social studies. يفهم المحتوى المعرفي والمواد المتاحة في التخصصات الأكاديمية: اللغة والأدب، 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. 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. يستخدم معرفته ومعايير التعلم المبكر الملائمة والمواد الأخرى لتصميم وتطبيق وتقييم المنهج الذي يتصف بالتحدي ويكون ذات معنى لكل طفل .	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)					
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. الطالبة 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. يعرّف بنفسه ويشارك في مجال الطفولة المبكرة.					
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines. يعرف عن المعايير الأخلاقية ويلتزم بها وكذلك المبادئ المهنية الأخرى للطفولة المبكرة.					
6c1: Engaging in continuous, collaborative learning to inform practice; يشترك في أنشطة تعلم تعاوني ومستمر بغرض تحسين الممارسة.					
6c2: using technology effectively with young children, with peers, and as a professional					

resource. يستخدم التكنولوجيا بشكل فعال مع الاطفال ، ومع زملاءه كمصدر مهني					
6d: Integrating knowledgeable, reflective, and critical perspectives on early education. يتمج وجهة نظره القائمة على المعرفة والتفكر والنقد في التربية المبكرة.					
6e: Engaging in informed advocacy for young children and the early childhood profession. 6e: يشترك وبشكل داعم مستندا للمعرفة في مهنة الطفولة المبكرة والأطفال الآخرين					
Total points for this section (24 possible): 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						
1.33 Arrives on time. الوصول في الوقت المحدد	1	2	3	4		
1.34 Stays until the end of the school day البقاء الى نهاية اليوم المدرسي .	1	2	3	4		
1.35 Notifies mentor and supervisor if absent.	1	2	3	4		

إعلام المدرب و المشرف في حالة الغياب					
1.36 Makes up missed days. التعويض عن أيام الغياب	1	2	3	4	
2.0 Professionalism الكفاءة المهنية					
2.81 Dresses appropriately. ارتداء الملابس المناسبة	1	2	3	4	
2.82 Demonstrates preparedness. اظهار حسن الاستعداد	1	2	3	4	
2.83 Demonstrates a positive attitude. اظهار السلوك الايجابي	1	2	3	4	
2.84 Willingly accepts responsibilities. تقبل المسؤوليات بصدق رحب	1	2	3	4	
2.85 Completes tasks as instructed. انجاز المهام وفقا للتعليمات	1	2	3	4	
2.86 Seeks advice and/or feedback. البحث عن النصائح و/أو التغذية الراجعة	1	2	3	4	
2.87 Accepts feedback constructively. قبول التغذية الراجعة بشكل ودي	1	2	3	4	
2.88 Demonstrates respect for mentor, children, parents, and others. اظهار الاحترام للمعلم المعاون والاطفال وأولياء الامور وغيرهم	1	2	3	4	
2.89 Assumes responsibility for routine tasks without being asked repeatedly. تحمل مسؤولية الاعمال الروتينية بدون طلب ذلك منه مراراً و تكراراً	1	2	3	4	
2.90 Completes routine paperwork on time. اتمام الاعمال الورقية الروتينية في الوقت المحدد	1	2	3	4	
3.0 Attitude Demonstration اظهار الاتجاه المناسب					
3.4 Demonstrates initiative. اظهار حسن المبادرة	1	2	3	4	
3.5 Demonstrates enthusiasm in working with children. اظهار الحماس عند العمل مع الأطفال	1	2	3	4	
3.6 Demonstrates enthusiasm for learning new ideas and/or skills. اظهار الحماس في تعلم افكار و/أو مهارات جديدة	1	2	3	4	
Total points for this section (68 possible):					
مجموع الدرجة الكلية على هذا القسم (68)					
Average for this section: (Total score divided by 17)					
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 :

التدريس Teaching					
Content: Upholds high standards for content knowledge for all young children. 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. 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. 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. التكنولوجيا: يظهر رغبة في تبني معظم مصادر التعلم المناسبة، بما في ذلك مصادر تكنولوجيا المعلومات .	1	2	3	4	

البحث العلمي Scholarship					
Problem Solving: Recognizes and uses the importance of a systematic approach to problem solving and decision-making. حل المشكلات: يدرك أهمية المنهج المنظم ويستخدمه لحل المشكلات واتخاذ القرارات	1	2	3	4	
Scholarly Inquiry: Reflects on personal beliefs and practices about teaching and learning. الاستقصاء البحثي : يتفكر في معتقداته الشخصية وفي ممارسات التدريس والتعلم.	1	2	3	4	

القيادة Leadership					
Ethical Values: Treats all children,	1	2	3	4	

parents, and colleagues with fairness and dignity. القيم الاخلاقية : يعامل جميع الأطفال وأولياء الامور وزملاءه بإنصاف ونزاهة					
Readily engages with new opportunities and tasks. يشارك طواعية في فرص ومهام جديدة	1	2	3	4	
Total points for this section (32 possible): مجموع الدرجة الكلية على هذا القسم (32)					
Average for this section: (Total score divided by 8) 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

Policy and Practice Assignment SPED 602

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Focus	Narrative lacks focus; does not center on observations related to the student's disability.	Narrative lacks focus; does not center on observations related to the student's disability.	Most observations focus on the characteristics and challenges related to the student's disability, with some off-task or unfocused narrative.	All observations clearly focus on the characteristics and challenges related to the student's disability.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning Standard: 8. Apply knowledge of students and how they learn to support student learning and development International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p>				
Thoroughness	Few observations are reported; narrative is sketchy and shallow.	More observations are needed for several of the visits; description frequently lacks clarity or thoroughness	A sufficient number of observations are described for each visits; some descriptions may lack clarity or thoroughness.	A sufficient number of observations are described for each visit; some descriptions may lack clarity or thoroughness.
Knowledge of Field	Selection of incidents/behaviors does not demonstrate knowledge of the field appropriate to this stage of the program.	Selection of incidents/ behaviors to note is inadequate or has misconceptions related to knowledge in the field.	Selection of incidents/ behaviors to note reflects adequate knowledge of the field appropriate to this point in the program.	Selection of incidents/behaviors to note clearly reflects an in-depth knowledge of the field appropriate to this point in the program.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard:</p>				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>8. Apply knowledge of students and how they learn to support student learning and development</p> <p>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.</p> <p>International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.</p>			
Professionalism	There are serious errors in professionalism.	There are some errors in professionalism in the report; none serious.	Overall, the report exhibits high standards of confidentiality, ethics, and respect for teaching as a profession.	The entire report exhibits high standards of confidentiality, ethics, and respect for teaching as a profession.
Writing Quality	Paper has serious problems in improvement in organization; has several errors in spelling, grammar, or punctuation; some of which affect understanding.	Paper needs improvement in organization; has several errors in spelling, grammar, or punctuation; some affect understanding. .	Paper is organized and interesting, but has a several errors in spelling, grammar, or punctuation, none that interfere with understanding.	Paper is organized, interesting, and has few to no errors in spelling, grammar, or punctuation; none serious.
	<p>Standards International- Qatar University Conceptual Framework (2011) Area: Initiative: Outcome: 8.9 Communicate effectively in various educational contexts</p>			

MSPED Intervention Project 2015

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Introduction	Is not helpful in introducing the project.	Lacks clarity or thoroughness.	Provides an informative overview of the project, with some errors or omissions.	Provides an informative, clear, thorough, and logical overview of the project.
Review of Literature / Interventions	Set of studies in not appropriate to the topic, are limited in number, and/or not current or from respected journals.	Set of studies is either limited in number or a majority of the studies are not current, not from respected journals, or are not empirical in design, or set of studies does not clearly relate to intervention.	Includes several appropriate studies related to intervention; majority of items are empirical studies from respected journals and are no older than 10 years.	Includes numerous current and significant studies related to intervention; all items are empirical studies from respected journals and are no older than 10 years.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 6. Actively engage in scholarship in education. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 6: Professional Learning and Ethical Practice - 6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Key Element: Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.</p>				
Review of Literature / Implications	Little effort has been expended to relate current research to the present study.	Explanation of the relationship of the studies chosen to the present study lacks clarity or thoroughness.	Adequately explains the relationship of the studies chosen to the present study, including methodological decisions.	Clearly and thoroughly explains the relationship of the studies chosen to the present study; justifies methodological decisions based on empirical studies.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 8. Apply knowledge of students and how they learn to support student learning and development</p>				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p> <p>USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 6: Professional Learning and Ethical Practice - 6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p> <p>Key Element: 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.</p>			
Method Description*	Many of the required elements of the method are omitted from the description or most of them are inadequately described.	One or more of the required elements of the method are omitted from the description or several of them are inadequately described.	Participants, settings, materials and equipment, variables, measurement procedures, and experimental design are described, although some of the descriptions lack clarity or thoroughness.	All appropriate parts of the method are clearly and thoroughly described, including participants, settings, materials and equipment, variables, measurement procedures, and experimental design.
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p> <p>USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p> <p>Key Element: 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</p>			
Method Design	Method is not appropriate for the objectives and/or context of the study or clearly lacks professionalism.	Method has some flaws that make it somewhat inconsistent with current research standards or incomplete; has some minor concerns related to professionalism.	Method is appropriate for the objectives and context of the study and has few errors or omissions related to research standards and/or professionalism, none serious.	All appropriate parts of the method are clearly and thoroughly described, including participants, settings, materials and equipment, variables, measurement procedures, and experimental design. Method is clearly appropriate for the objectives and context of the study and designed according to

	Unsatisfactory	Needs Improvement	Satisfactory	Target
				accepted standards of research and professionalism.
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 7. Apply professional ethics in all educational contexts. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</p>			
Baseline Results	Baseline data is clearly incomplete or inaccurate; carelessness is evident in its collection, recording, or display.	Several errors cause concern about the gathering or recording of baseline data, or it is displayed in a way that makes its meaning unclear.	Baseline data is appropriately gathered, recorded, and displayed with few errors.	Baseline data is appropriately gathered, recorded, and displayed with no apparent errors. Display clearly communicates the source and meaning of the data.
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p>			
Analysis	Analysis was clearly inappropriate for the objectives or content of the study or was clearly administered inappropriately.	Other means of analysis would have been more appropriate for the objectives of the project or the nature of the data, or the analysis was clearly incomplete or had inaccuracies.	Analysis is appropriate for the objectives of the project and the nature of the data; may lack thoroughness.	Analysis is well chosen for the objectives of the project and the nature of the data; analysis is thorough and professional.
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.2 Beginning special education professionals use knowledge of measurement principles and</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.			
Intervention Plan	Plan is poorly described and has little relationship to baseline data or current research. Pedagogical suggestions are limited and frequently inappropriate.	Plan lacks clarity or the relationship to baseline data and/or current research is lacking. Pedagogical suggestions are limited or not closely aligned with data; little to no use of technology.	Plan is explained adequately and appropriately related to the baseline data and current research. Several appropriate pedagogic approaches are suggested, included some (limited) use of technology.	Plan is clearly and thoroughly explained and clearly based upon baseline data and on current research. Plan includes a range of clearly aligned pedagogical approaches, including technology for teaching and learning.
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. PLO: PLO 8: Lead positive change in education. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p>			
Citations and References	Citations and/or references are not in APA format or other known style.	Citations and/or references are organized in an accepted style, but not in APA, or several references have omissions or incorrect formatting.	All required source information is present, although there are several errors in APA formatting in citations or references.	Few or no errors in APA formatting in citations or references; none serious. All required source information is present.
	<p>Standards International- Qatar University Conceptual Framework (2011) Area: Scholarly Inquiry: Outcome: 5.1 Use multiple resources to investigate a problem in education. Outcome: 5.2 Review and critique educational resources.</p>			
Appendices	Either the graph or the observer-recording sheet is missing or both are seriously lacking in quality.	Graph and observer recording sheet are both included, but lack in quality.	Graph and observer recording sheet are both included and each is appropriate to the assignment.	Graph and observer recording sheet are both included and each is of exceptional quality in content and presentation.

SPED 607- IEP Rubric

	Unsatisfactory	Needs Improvement	Satisfactory	Target
The PLEP states evaluation data and baseline data.	No data observational or measurable.	Only observational data stated, no measurable data stated.	Evaluation or baseline data is stated, one is missing.	PLEP states evaluation data and/or baseline data.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 8. Apply knowledge of students and how they learn to support student learning and development International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2c. Use a range of assessments to inform teaching. International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</p>				
The PLEP includes a statement of the child's strengths.	No information about strengths.	A strength is stated but not related to goal area.	Statement of the child's strengths is related to goal area, but the description is unclear.	PLEP includes a clear statement of the child's strengths closely related to goal area.
<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</p>				
The PLEP includes a needs statement.	No needs statement in the PLEP.	Needs statement present, not related to the goal.	PLEP is not student centered, but based on data for goal	Needs statement is student centered, based on the data for

	Unsatisfactory	Needs Improvement	Satisfactory	Target
			area.	the goal area.
	Standards International- Qatar University Conceptual Framework (2011) Area: Content: Outcome: 1.5 Describe the unique characteristics of learners with exceptionalities.			
The PLEP describes how the student's disability affects involvement and progress in general curriculum and activities, supports needed for success in general curriculum.	No statements, no data about how the disability affects progress in the general curriculum	PLEP is only a descriptive statement without data, no linkage to general education. .	PLEP provides baseline data, but no linkage to the general curriculum.	PLEP describes the difference between the student's performance (baseline data) and supports needed to succeed in the general curriculum.
	Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 8. Apply knowledge of students and how they learn to support student learning and development International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences. International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 3: Curricular Content Knowledge - 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Key Element: 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities			
Goals correspond to adverse to needs identified in the PLEP.	No relationship between the PLEP and goals	Some relationship to needs identified in the PLEP.	Goals correspond to needs identified in the PLEP, some needs not met.	Goals correspond to needs identified in the PLEP or are addressed in adaptations.
	Standards International- Qatar University Conceptual Framework (2011) Area: Pedagogy: Outcome: 2.3 Use a variety of research-based strategies to develop activities to support the learning of students with exceptionalities.			
The goal clearly	The goal does not	The goal clearly	The goal describes	The goal clearly

	Unsatisfactory	Needs Improvement	Satisfactory	Target
describes the behavior/skill to be changed, relates to the measures/outcomes.	clearly describe the behavior/skill to be changed, nor does it relate to the measures/outcomes.	describes the behavior/skill to be changed, but does not relate to the measures/outcomes	the behavior/skill to be changed and relates to the measures/outcomes, although the relationship may not be clearly described	describes the behavior/skill to be changed, and relates it to measures/outcomes.
	<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.</p>			
Goals are meaningful, measurable. Direction of change is clear.	Goals are not meaningful, not measurable, direction of change is not clear.	Goals are meaningful, not measurable, not clear on direction of change.	Goals are meaningful, but not measurable, direction of change is clear.	Goals are meaningful, measurable. Direction of change is clear.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2a. Design instructional plans to maximize student learning. International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 2. Plan effective instruction to maximize student learning.</p>			
Objective states the condition for student performance.	Objective does not state the condition.	Objective clearly states a condition for student performance,	Objective states an appropriate condition for student performance,	Objective clearly states an appropriate condition for student performance.

	Unsatisfactory	Needs Improvement	Satisfactory	Target
		although the statement may be lacking in clarity and appropriateness.	although the statement may be lacking in clarity.	
Objective describes skill or behavior.	Objective does not describe skill or behavior.	Objective describes skill or behavior, but description is poor in quality.	Objective describes skill or behavior, although clarity may be lacking.	Objective clearly describes skill or behavior.
Standards International- Qatar University Conceptual Framework (2011) Area: Diversity: Outcome: 4.3 Select materials, activities, and methods of teaching appropriate to the instructional level and needs of the individual learner.				
Student progress is recorded on a chart, graph, or other method is used for each student goal/objective, included in the student's file. Data is collected and documented according to the IEP.	There are not any charts, graphs, and little or no data is collected on the student's IEP goals/objectives.	Each goal/objective does not have a chart, graph, or other method used in collecting data, but there is evidence of regular data collection or, each goal has a graph but no evidence of regular data collection.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used, data is collected and documented less often than according to the IEP.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used to promote progress, student performance on the objective. Data is collected and documented according to the IEP.
Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.				

Masters in Special Education: Mentor Evaluation of Internship

Intern Name: _____

Supervisor Name: _____

Internship Site: _____

Directions: Use the space provided to document evidence regarding how the intern is currently working to meet each of the internship outcomes. Indicate the current mastery level in each standard and indicate the evidence you used to evaluate the standard.

4=mastery; 3=meets standard; 2=needs improvement, 1=unsatisfactory

Internship Outcomes	Internship Rating and Evidence			
Content	4	3	2	1
1. Integrate important aspects of education in Qatar into leadership efforts.				
Pedagogy	4	3	2	1
2. Produce growth in student learning and a positive environment for students.				
Technology	4	3	2	1
3. Use technology to improve students' learning.				
Diversity	4	3	2	1
4. Collaborate effectively with educators, parents, and students.				
Problem Solving	4	3	2	1
5. Develop and implement a solution to address a need of the organization.				
Scholarly Inquiry	4	3	2	1

6. Use research and scholarship in leadership efforts.				
Ethical Values	4	3	2	1
7. Reflect on, evaluate, and improve leadership.				
Initiative	4	3	2	1
8. Contribute to positive change in the organization.				

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	Unsatisfactory	Needs Improving	Satisfactory	Target
Content: Laws and Policies in Qatar	Little to no information about the laws and policies guiding special education in Qatar.	Relates limited knowledge about the laws and policies guiding special education in Qatar or how they influence professional practice.	Relates sound knowledge about the laws and policies guiding special education in Qatar and how they influence professional practice.	Relates thorough and accurate knowledge about the laws and policies guiding special education in Qatar and how they influence professional practice.
<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 6: Professional Learning and Ethical Practice - 6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Key Element: 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.</p>				
Content: Culture and families	Little to no information about how language, culture, and family background influence the learning of individuals with exceptionalities	Relates limited knowledge about how language, culture, and family background influence the learning of individuals with exceptionalities	Relates sound knowledge about how language, culture, and family background influence the learning of individuals with exceptionalities	Relates thorough and accurate knowledge about how language, culture, and family background influence the learning of individuals with exceptionalities
<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 1: Learner Development and Individual Learning Differences - 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Key Element: 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p>				
Pedagogy: Improve Student Learning	Instructional activities were more general than individualized; little to no evidence of improvement in student learning	quivocal evidence that instructional activities were individualized and improvement in student learning occurred	Evidence indicates that instructional activities were designed and implemented, resulting in some improvement in	Instructional activities were individually designed and implemented; evidence showing improvement in student learning is

	Unsatisfactory	Needs Improving	Satisfactory	Target
			student learning	strong
	Standards International- Qatar University CED Standards- Masters in Special Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning.			
Pedagogy: Safety	Little or no attention to intervention for individuals with exceptionalities in crisis	Does not create or support any policy that would endanger any individuals in a crisis situation	Supports policies to ensure safe and appropriate interventions for individuals with exceptionalities in crisis	Creates and supports policies to ensure safe and appropriate interventions for individuals with exceptionalities in crisis
	Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2b. Design an effective educational environment. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 2: Learning Environments - 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Key Element: 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.			
Technology: Use of Technology to Improve Student Learning	Assistive technology was not used to improve student learning	Assistive technology used was more general than individualized; little to no evidence that student learning improved	Assistive technology was more individualized than general; some indication that student learning improved	Assistive technology was individualized; strong evidence that student learning improved
	Standards International- Qatar University CED Standards- Masters in Special Education (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.			
Diversity: Make Instructional Decisions Appropriate	Little to no evidence of consideration of matters related to least restrictive environment,	Some evidence of consideration of matters related to least restrictive environment,	Evidence of consideration of matters related to least restrictive environment,	Evidence of consideration of matters related to least restrictive environment,

	Unsatisfactory	Needs Improving	Satisfactory	Target
to the Needs of the Individual Learner	appropriate placement, and inclusion	appropriate placement, and inclusion	appropriate placement, and inclusion; little to no evidence of how this consideration affects educational efforts	appropriate placement, and inclusion; evidence of how this consideration affects educational efforts
<p>Standards International- Qatar University CED Standards- Masters in Special Education (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 3: Curricular Content Knowledge - 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Key Element: 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</p>				
Problem Solving: Applying Best Practices in Educational Design	Little to no evidence of identifying and using research-based practices to guide instruction/knowledge of students	Some evidence of identifying and using research-based practices to guide instruction or knowledge of students	Evidence that research-based practices were identified and used to guide instruction and data-based knowledge of students	Strong evidence that instruction was based on research-based practices and data-based knowledge of students
<p>Standards International- Qatar University CED Standards- Masters in Special Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 7: Collaboration - 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Key Element: 7.1 Beginning special education professionals use the theory and elements of effective collaboration.</p>				
Problem Solving: Collaboration	Little or no evidence of collaboration among stakeholders to improve education for individuals with exceptionalities.	Some (limited) evidence of collaboration among stakeholders to improve education for individuals with exceptionalities.	Uses theory and elements of effective collaboration among stakeholders to improve education for individuals with exceptionalities.	Creatively and effectively uses theory and elements of effective collaboration among stakeholders to improve education for individuals with exceptionalities.
<p>Standards</p>				

	Unsatisfactory	Needs Improving	Satisfactory	Target
	<p>USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 7: Collaboration - 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Key Element: 7.1 Beginning special education professionals use the theory and elements of effective collaboration.</p>			
Scholarly Inquiry: Use Multiple Resources to Investigate a Problem	Little to no evidence that scholarly resources were used to investigate a problem	Evidence that one or two scholarly resources were used; resources were low in quality	Appropriate scholarly resources of adequate quality were used; some evidence of how the resources were applied	Scholarly resources of good quality were used; strong evidence of how the resources were applied successfully
	<p>Standards International- Qatar University CED Standards- Masters in Special Education (2013) PLO: PLO 6. Actively engage in scholarship in education.</p>			
Initiative: Contribute to positive change	Little to no evidence of contributing to positive changes during the internship	Some evidence of contributing to positive change during the internship	Evidence of contributing to positive change during the internship; some indication of initiative on the candidate's part	Evidence of contributions to important or significant change, or multiple changes; clear indications of initiative on the candidate's part
	<p>Standards International- Qatar University CED Standards- Masters in Special Education (2013) PLO: PLO 8: Lead positive change in education.</p>			
Ethical Values: Apply ethical values in Education	Little to no evidence of reflection on ethical issues and application of ethical values in educational settings.	Some (limited) evidence of reflection on ethical issues and application of ethical values in educational settings.	Evidence of thoughtful reflection on ethical issues and application of ethical values in educational settings.	Clear evidence of thoughtful reflection on ethical issues and application of ethical values in educational settings.
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 7. Apply professional ethics in all educational contexts. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 6: Professional Learning and Ethical Practice - 6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Key Element: 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.</p>			

MPED E-Folio Rubric CEC

	Unsatisfactory	Needs Improvement	Satisfactory	Target
CONTENT	Little to no evidence of the use of general and specialized content knowledge for teaching across curricular content areas to individualize learning for individual(s) with disabilities.	Provides an example of using knowledge of general and specialized curricula to individualize learning for individual (s) with disabilities, but description may be unclear.	Provides a well-described example of using general and specialized content knowledge for teaching across curricular content areas to individualize learning for individual(s) with disabilities.	Provides multiple, well-described examples of using general and specialized content knowledge for teaching across curricular content areas to individualize learning for individual(s) with disabilities.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 9. Apply teaching/subject area knowledge to support student learning Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 3: Curricular Content Knowledge - 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Key Element: 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</p>			
PEDAGOGY 1	Little to know evidence that the candidate recognizes and plans for the developmental and cultural influences on learning experiences for individuals with disabilities.	Provides an example of a learning experience that recognizes the developmental or cultural influences on individuals with disabilities.	Provides more than one example of learning experiences that recognize the developmental and cultural influences on individuals with disabilities.	Provides multiple examples of creating exemplary learning experiences that recognize the developmental and cultural influences on individuals with disabilities.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students Standard:</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>8. Apply knowledge of students and how they learn to support student learning and development Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2a. Design instructional plans to maximize student learning. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.</p>			
PEDAGOGY 2	<p>Little to no evidence of contributing to a positive educational environment for individuals with disabilities or using motivational strategies to help students adapt to the environment.</p>	<p>Provides an example of creating or contributing to a positive educational environment for individuals with disabilities or using motivational strategies to help students adapt to the environment.</p>	<p>Provides an example of creating and/or contributing to a positive educational environment for individuals with disabilities and using motivational strategies to help students adapt to the environment.</p>	<p>Provides multiple examples of creating and/or contributing to a positive educational environment for individuals with disabilities and using motivational strategies to help students adapt to the environment.</p>
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 4. Create safe, supportive and challenging learning environments International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 2: Learning Environments - 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Key Element: 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>			
PEDAGOGY 3	<p>Assessments are technically sound; little to no</p>	<p>Gives a description of a more than one method of</p>	<p>Gives a description of a more than one technically sound</p>	<p>Gives clear descriptions of multiple, technically</p>

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	collaboration is evident.	assessment and data-sources in making educational decisions. Collaboration with parents or peers in decision-making is either absent or weak.	method of assessment and data-sources in making educational decisions. Demonstrates the inclusion of either parents or colleagues in assessment and decision-making.	sound methods of assessment and data-sources in making educational decisions and demonstrates collaboration with parents and colleagues in assessment and decision-making.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 7. Assess and report on student learning International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2c. Use a range of assessments to inform teaching. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</p>			
TECHNOLOGY	Little or no use of technology to support instructional assessment, planning, or delivery for individuals with disabilities.	Gives an example of the use technology to support instructional assessment, planning, or delivery for individuals with disabilities; description may not be clear.	Gives several examples of the use technology to support instructional assessment, planning, or delivery for individuals with disabilities; includes one example of how assistive technology could be used to enhance learning.	Clearly describes several examples of the use technology to support instructional assessment, planning, and delivery for individuals with disabilities; includes one example of how assistive technology could be used to enhance learning.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 6. Apply internet communication technology (ICT) in managing student learning Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 3. Lead and manage change International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO:</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>PLO 3. Use current and emerging technologies in instructionally powerful ways. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. Key Element: 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.</p>			
DIVERSITY 1	<p>Little to no evidence of actions toward creating safe, inclusive, culturally responsive learning environments.</p>	<p>Gives one example of actions toward creating safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities or social interactions or of</p>	<p>Gives several examples (all may not be clearly described) of actions toward creating safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities or social interactions and</p>	<p>Gives several well-described examples of actions toward creating safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p>
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 4. Create safe, supportive and challenging learning environments Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 2: Learning Environments - 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Key Element: 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p>			
DIVERSITY 2	Shows little to no	Demonstrates some	Includes at least two	Clear description of

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	evidence of collaboration with families, other educators, service providers, individuals with disabilities, or personnel from community agencies to address the learning needs of individuals with disabilities	(limited) collaboration with families, other educators, service providers, individuals with disabilities, or personnel from community agencies to address the learning needs of individuals with disabilities.	examples of collaboration with families, other educators, service providers, individuals with disabilities, or personnel from community agencies to address the learning needs of individuals with disabilities.	at least two examples of collaboration with multiple stakeholders, such as families, other educators, service providers, individuals with disabilities, and/or personnel from community agencies to address the learning needs of individuals with disabilities.
	<p>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 2: Learning Environments - 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Key Element: 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p>			
PROBLEM SOLVING	Little to no evidence of making data based decisions related to meeting the learning needs for students with disabilities.	Gives one example of making a data based decision related to meeting the learning needs for students with disabilities.	Gives several examples (all may not be clearly described) of making data based decisions related to meeting the learning needs for students with disabilities, including the analysis of data for instructional purposes.	Gives several well-described examples of making data based decisions related to meeting the learning needs for students with disabilities, including the analysis of data for instructional purposes.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 9. Apply teaching/subject area knowledge to support student learning Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Bachelor or Diploma in Education</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>(2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.</p>			
SCHOLARLY INQUIRY	Little to no evidence of engagement in inquiry, professional development, or a commitment to life-long learning.	Gives one example of engaging in inquiry, professional development, or a commitment to life-long learning.	Give several examples (all may not be clearly described) of engaging in inquiry and/or professional development and/or a commitment to life-long learning.	Gives several well-described examples of engaging in inquiry and/or professional development; clearly demonstrates a commitment to life-long learning.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 12. Reflect on, evaluate and improve professional practice Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 6. Actively engage in scholarship in education. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.7 Beginning special education professionals teach cross- disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p>			
ETHICAL VALUES	Little to no evidence of applied professional ethics or advocacy for individuals with disabilities or their families.	Gives one example of applied professional ethics or advocacy for individuals with disabilities or their families.	Give several examples (all may not be clearly described) of applied professional ethics, including a commitment to confidentiality or advocacy for individuals with disabilities or their families.	Gives several well-described examples of applied professional ethics, including a commitment to confidentiality and advocacy for individuals with disabilities or their families.

	Unsatisfactory	Needs Improvement	Satisfactory	Target
			families.	
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 12. Reflect on, evaluate and improve professional practice Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 7. Apply professional ethics in all educational contexts. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 6: Professional Learning and Ethical Practice - 6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Key Element: 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring</p>			
INITIATIVE	Little to no evidence of having developed materials or resources or of projects to benefit the schools or families of individuals with disabilities.	Gives one example of having developed materials or resources or of projects to benefit the schools or families of individuals with disabilities.	Give several examples (all may not be clearly described) of having developed materials and/or resources or of projects to benefit the schools or families of individuals with disabilities.	Gives several well-described examples of having developed materials and/or resources or of projects to benefit the schools or families of individuals with disabilities.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 10. Work as a member of professional teams Standard: 11. Build partnerships with families and the community Standard: 12. Reflect on, evaluate and improve professional practice Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard: 2. Develop, communicate and report on the strategic vision and aims of the school community Standard: 3. Lead and manage change Standard:</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>4. Lead and develop people and teams Standard:</p> <p>5. Develop and manage school – community relations Standard:</p> <p>6. Develop and manage resources Standard:</p> <p>7. Reflect on, evaluate and improve leadership and management</p> <p>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 8: Lead positive change in education.</p> <p>International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 8: Lead positive change in education.</p> <p>USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 7: Collaboration - 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p> <p>Key Element: 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.</p> <p>Key Element: 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>			

EDEL Supervision Project

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Context	<p>The candidate fails to clearly identify and define the instructional issue that is the focus of the professional development plan.</p> <p>The candidate does not give relevant details in order to better understand the identified issue(s).</p>	<p>The candidate identifies the instructional issue that is the focus of the professional development plan.</p> <p>The candidate provides few relevant details in order to better understand the identified issue(s).</p>	<p>The candidate clearly identifies and defines the instructional issue that is the focus of the professional development plan placing the issue(s) into the specific educational context</p> <p>The candidate provides some relevant details in order to better understand the identified issue(s).</p>	<p>The candidate clearly and specifically identifies and defines the instructional issue that is the focus of the professional development plan placing the issue(s) into the specific educational context</p> <p>The candidate provides many relevant details in order to better understand the identified issue(s).</p>
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 6. Actively engage in scholarship in education. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p>				
Tools Used to Collect Data	<p>The candidate fails to identify and justify the instruments used to isolate instructional issues.</p> <p>Instruments used to collect data are inappropriately selected and utilized.</p> <p>Post-observation data analysis provides little information to assist</p>	<p>The candidate identifies the instruments used to isolate instructional issues.</p> <p>Few of the instruments used to collect data are appropriately selected and utilized.</p> <p>Post-observation data analysis provides little</p>	<p>The candidate identifies and somewhat justifies the instruments used to isolate instructional issues.</p> <p>Most of the instruments used to collect data are appropriately selected and utilized.</p> <p>Post-observation data analysis is well</p>	<p>The candidate identifies and justifies the instruments used to isolate instructional issues.</p> <p>Instruments used to collect data are appropriately selected and utilized.</p> <p>Post-observation data analysis is well thought out and</p>

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	in future	valuable information to assist in future planning.	thought out and provides some valuable information to assist in future planning.	provides valuable information to assist in future planning.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard: 3. Lead and manage change Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.</p>			
Content	<p>The professional development plan lacks function and is not linked to appropriate educational theory and content.</p> <p>The professional development plan does not address or support the identified instructional.</p>	<p>The professional development plan is functional and indirectly linked to appropriate educational theory and content</p> <p>The professional development plan somewhat supports the identified instructional issue(s).</p>	<p>The professional development plan is functional and linked to appropriate educational theory and content.</p> <p>The professional development plan addresses and supports the identified instructional issue(s).</p>	<p>The professional development plan is appropriate and functional and linked to appropriate educational theory and content.</p> <p>The professional development plan clearly addresses and directly supports the identified instructional issue(s).</p>
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. USA- ELCC- Educational Leadership Building Level Standards (2012)</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	Standard Element: ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.			
Pedagogy (2X)	<p>Suggested instructional strategies are inappropriate for the identified instructional issue(s).</p> <p>Suggested instructional strategies are limited and inappropriate to teacher and student needs.</p> <p>Suggested instructional strategies fail to provide for student engagement.</p>	<p>Few of the suggested instructional strategies are appropriate for the identified instructional issue(s).</p> <p>Few suggested instructional strategies lack variety and some are inappropriate to various teacher and student needs.</p> <p>Suggested instructional strategies encourage limited student engagement.</p>	<p>Most of the suggested instructional strategies are appropriate for the identified instructional issue(s).</p> <p>Suggested instructional strategies are varied and appropriate to teacher and student needs.</p> <p>Suggested instructional strategies encourage some student engagement.</p>	<p>Suggested instructional strategies are appropriate for the identified instructional issue(s).</p> <p>Suggested instructional strategies are varied and appropriate to teacher and student needs.</p> <p>Suggested instructional strategies encourage student engagement.</p>
	Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard: 3. Lead and manage change Standard: 4. Lead and develop people and teams International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. PLO: PLO 8: Lead positive change in education. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.			
Diversity	The professional development plan does not demonstrate how instructional strategies will	The professional development plan lacks a clear demonstration how instructional strategies will	The professional development plan demonstrates how instructional strategies will improve learning for	The professional development plan clearly demonstrates how instructional strategies will improve learning for

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>improve learning for ALL students.</p> <p>The professional development plan demonstrates unfamiliarity with the different approaches to learning that students exhibit, such as learning styles and different "intelligences."</p>	<p>improve learning for ALL students.</p> <p>The professional development plan demonstrates a general awareness of the different approaches to learning that students exhibit, but does not differentiate instruction.</p>	<p>ALL students.</p> <p>The professional development plan demonstrates an understanding of the different approaches to learning that various students exhibit and applies this knowledge in planning.</p>	<p>ALL students.</p> <p>The professional development plan demonstrates diverse ways That students learn by providing appropriate provisions and adaptations for individual students who have particular learning differences</p>
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.</p>				
Technology	<p>The plan does not include use of technology and alternative delivery methods.</p> <p>Provides no supporting technologies appropriate for the subject and all student needs.</p>	<p>The plan lacks appropriate use of technology and alternative delivery methods.</p> <p>Provides few supporting technologies appropriate for the subject and all student needs.</p>	<p>The plan includes adequate use of technology and alternative delivery methods.</p> <p>Provides some supporting technologies appropriate for the subject and all student needs.</p>	<p>The plan includes appropriate use of technology and alternative delivery methods.</p> <p>Provides supporting technologies appropriate for the subject and all student needs. .</p>
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Masters in Educational Leadership (2013)</p>				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.</p>			
Inquiry	<p>The plan demonstrates no effective use of needs assessment for both teacher and students.</p> <p>The professional development plan is not informed by data analysis of students' skills and knowledge.</p>	<p>The plan lacks effective use of needs assessment for both teacher and students.</p> <p>The professional development plan is indirectly informed by data analysis of students' skills and knowledge.</p>	<p>The plan demonstrates some effective use of needs assessment for both teacher and students.</p> <p>The professional development plan is informed by data analysis of students' skills and knowledge.</p>	<p>The professional development plan demonstrates effective use of needs assessment for both teacher and students.</p> <p>The professional development plan is directly informed by data analysis of students' skills and knowledge.</p>
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.</p>			
Problem Solving	<p>Formative and summative data from needs assessment is not used to make sound decisions regarding pedagogy.</p>	<p>Formative and summative data from needs assessment is poorly used to make sound decisions regarding pedagogy.</p>	<p>Formative and summative data from needs assessment is used to make sound decisions regarding pedagogy.</p>	<p>Formative and summative data from needs assessment is well used to make sound decisions regarding pedagogy.</p>
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO:</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.			
Ethical Values	Fails to identify critical ethical issues or does not apply appropriate professional ethics to critical issues.	Identifies all critical areas of ethical concern (may miss 1 or 2 minor issues) and applies appropriate professional ethics to most identified issues.	Identifies all critical areas of ethical concern (may miss 1 or 2 minor issues) and applies appropriate professional ethics to all identified issues.	Clearly identifies areas of ethical concern and applies appropriate professional ethics.
	Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 4. Lead and develop people and teams International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 7. Apply professional ethics in all educational contexts. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.			
Initiative	No evidence of the qualities of effective leadership to provide appropriate and specific objectives, appropriate time period, resources and follow-up to ensure teacher success. Does not user appropriate supervision approaches that fit this particular context.	Lacks the qualities of effective leadership to provide appropriate and specific objectives, appropriate time period, resources and follow-up to ensure teacher success. Utilizes limited supervision approaches that fit this particular context.	Demonstrates some qualities of effective leadership to providing appropriate and specific objectives, appropriate time period, resources and follow-up to ensure teacher success. Appropriately utilizes supervision approaches that fit this particular context.	qualities of effective leadership by providing appropriate and specific objectives, appropriate time period, resources and follow-up to ensure teacher success. Appropriately utilizes various supervision approaches that fit this particular context.
	Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011)			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard: 3. Lead and manage change Standard: 4. Lead and develop people and teams International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 8: Lead positive change in education. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</p>			
Outcomes (2X)	The outcomes of the PD are not discussed and there is no evidence provided that demonstrates the impact of the PD.	The outcomes of the PD are not fully discussed and little evidence is provided that demonstrates the impact of the PD.	The outcomes of the PD are discussed and some evidence is provided that demonstrates the impact of the PD.	The outcomes of the PD are discussed and solid evidence is provided that demonstrates the impact of the PD.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 6. Actively engage in scholarship in education. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 3.5: Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>			
Written quality	PD report is poorly written with many grammatical errors of which interfere with comprehension.	PD report may lack clarity or have with several grammatical errors; none that interfere with comprehension.	PD report reads well and has few grammatical errors.	PD report is clearly written with no grammatical errors.
APA Referencing	No references are well documented correctly using APA style.	Most references are well documented correctly using APA style.	Most references are well documented correctly using APA style.	All references are well documented correctly using APA style.
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO:</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	PLO 6. Actively engage in scholarship in education.			
Overall PD quality of PD Report	Does not meet standards	Partially meets standards	Meets standards	Exceeds standards

EDEL Action Research

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Content: Literature Review	Major sections of pertinent content have been omitted. The content has no significance to the problem studied.	The appropriate content is covered as a surface level and lacks significance to the problem studied.	The appropriate content in is covered but lacks depth and significance to the problem studied.	The appropriate content in is covered in depth and significance to the problem studied.
Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: O 1: Apply key theories and concepts of the subject matter in educational settings.				
Content: Literature Review	Sources used are inappropriate and lack high scholarship.	Few sources used are appropriate and high scholarship.	Most sources used are appropriate with high scholarship.	All sources used are appropriate and illustrate high scholarship.
Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 6. Actively engage in scholarship in education.				
Content: Citing References	Few or no citations.	Consistently misses appropriately citing sources when specific statements are made.	Most sources are appropriately cited when specific statements are made.	Sources are appropriately cited when specific statements are made.
Content: Citation and Reference Formatting	No attempt has been made to put references or citations in any standard format.	Many citations or references are not in APA format.	All references and citations are in appropriate APA format with few errors.	All references and citations are in appropriate APA format with no errors.
The purpose of the study.	Purpose of the project does not relate to improved learning for students.	Purpose of the project lacks a clear relationship to improved learning for students.	Purpose of the project relates to improved learning for students.	Purpose of the project clearly relates to improved learning for students.
Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.				
Research questions	No research questions.	Research questions are vague.	Research questions are and clearly stated.	Research questions are specific, insightful, and clearly state the problem.

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Findings used to improve pedagogy -- school goals	Recommendations are not based on findings and are not consistent with school goals.	Connection between recommendations and findings is not always clear; recommendations are not entirely consistent with school goals.	Recommendations are based on findings and are consistent with and contribute to improvement of school goals.	Recommendations emerge clearly and reasonably from findings and are consistent with and include multiple recommendations directed towards improvement of school goals.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 8: Lead positive change in education. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.</p>				
Findings used to improve pedagogy -- continual and sustainable school improvement	No recommendation is given that supports continual and sustainable school improvement.	Recommendation(s) for continual and sustainable school improvement is weak.	At least one well-founded recommendation is given that supports continual and sustainable school improvement.	Several well-founded recommendations are given that clearly support continual and sustainable school improvement.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 8: Lead positive change in education. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.</p>				
Findings used to improve pedagogy -- stakeholder involvement	Recommendations do not reflect evaluation of current school progress.	Little discussion related to current school progress; little reference to multiple stakeholders	Recommendations reflect evaluation of current school progress and the involvement of multiple	Recommendations clearly and insightfully reflect evaluation of current school progress and a

	Unsatisfactory	Needs Improvement	Satisfactory	Target
			stakeholders,	meaningful involvement of multiple stakeholders.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 8: Lead positive change in education. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.</p>			
Quality of Problem	Project addresses an irrelevant problem.	Project lacks a meaningful problem in education.	Project addresses a problem relevant to education.	Project addresses a meaningful problem in education.
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 8: Lead positive change in education.</p>			
Data collection and Analysis,	No description of data collection techniques; findings an/or recommendations are missing or not helpful. No apparent use of technology.	Some steps in the data processing and/or analysis are missing or unclear. Technology use is limited or not used effectively.	Process of data collection and analysis is appropriate and described in enough detail that the findings can be evaluated. Technology is used effectively to collect and analyze data.	Complete and thorough description of data collection techniques. Data are thoroughly analyzed using appropriate techniques. Technology is used effectively to collect, analyze, present, and disseminate data and findings.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>factors and resources.</p> <p>USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.</p>			
Ethical Values: Ethical behavior in ensuring confidentiality and transparency	Subjects/participants are not described; measures to ensure confidentiality were not planned nor followed. Methods for collection, storing, analyzing, or dissemination of data and findings were not addressed.	Subjects/ participants are not well described; some measures are described to ensure confidentiality, but important measures are missing. Lack of clarity or thoroughness in describing dissemination of data and findings.	Subjects/ participants are well described, ensuring confidentiality and clear plans for ensuring confidentiality are included, but may lack documentation they were followed. Methods for dissemination of data and findings are given.	Subjects/ participants are well described, and all appropriate actions to ensure confidentiality have been documented. Methods for collection, storing, analyzing, and dissemination of data and findings are thoroughly and clearly stated.
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 7. Apply professional ethics in all educational contexts. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</p>			
Ethical Values: Integrity and fairness	No relationship between research design or recommendations for improving learning for all students	Research design or its recommendations are not entirely consistent with improving learning for all students	Research design and recommendations are consistent with improving learning for all students	Research design and recommendations clearly describe their relationship to improving learning for all students
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 7. Apply professional ethics in all educational contexts. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Ethical Values -- Equity and diversity	Study suggests that little or no thought was given to issues of equity and diversity	Some minor points of the study may raise questions as to whether adequate thought was given to issues of equity and diversity	Recommendations are not inconsistent with the values of equity and diversity; efforts were made in the study to ensure respect for these values	Recommendations clearly respect the values of equity and diversity and explain how these values are honored in the study.
Standards USA- ELCC- Educational Leadership Building Level Standards (2012) Standard Element: ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.				

Field Observation Form – EDEL

Observation Checklist					
Standard					
1. Lead and manage learning and teaching in the school community	4	3	2	1	NA
1.1 Create a productive, challenging and safe learning environment.					
1.2 Lead and manage the implementation of Curriculum Standards and school-developed curricula.					
1.3 Promote high quality teaching, learning and assessment.					
1.4 Monitor and evaluate the quality of teaching and learning programs.					
2. Develop, communicate and report on the strategic vision and aims of the school community	4	3	2	1	NA
2.1 Lead and manage development of the school's strategic vision and aims.					
2.2 Engage the Board of Trustees in developing, reviewing and decision making on the school's strategic vision, aims and operations.					
2.3 Communicate and promote the strategic vision and aims to the school community.					
2.4 Implement, monitor, review and report on the school's strategic vision and aims.					
3. Lead and manage change	4	3	2	1	NA
3.1 Lead the school community in planning the introduction and facilitation of change.					
3.2 Develop creative and flexible responses to change.					
3.3 Manage emerging challenges and opportunities.					
3.4 Respond to Supreme Education Council educational reforms.					
4. Lead and develop people and teams	4	3	2	1	NA
4.1 Model high standards of performance.					
4.2 Develop, empower and support individuals and teams.					
4.3 Manage individual and team performance.					
4.4 Develop networks to support individuals and teams.					
5. Develop and manage school–community relations	4	3	2	1	NA
5.1 Create positive relationships with families to enhance student learning.					
5.2 Build school–community partnerships to enhance student learning.					
5.3 Communicate effectively with the school community.					
6. Develop and manage resources	4	3	2	1	NA
6.1 Allocate resources to create and maintain an effective learning environment.					
6.2 Manage human resources to create and maintain an effective learning environment.					
6.3 Manage financial resources to create and maintain an effective learning environment.					

6.4 Manage school data and ICT resources to create and maintain an effective learning environment.					
6.5 Manage facilities to create and maintain an effective learning environment.					
6.6 Report to the Board of Trustees on effective management of school resources.					
7. Reflect on, evaluate and improve leadership and management	4	3	2	1	NA
7.1 Lead the evaluation of school performance.					
7.2 Model a culture of personal and collegial performance improvement and life-long learning.					
7.3 Contribute to learning communities and other professional networks.					

Final Project Rubric

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Context	Does not demonstrate any understanding of how the internship project is linked to the educational institution and also society. No attempt is made to link the project to the school vision.	Clearly demonstrates a limited understanding of how the internship project is linked to the educational institution and with little link to society. Explains how the project supports the school vision, with some lack of clarity.	Demonstrates a understanding of how the internship project is linked to the educational institution and also society. Explains how the project supports the school vision, giving at least one meaningful example.	Demonstrates a complex understanding of how the internship project is linked to the educational institution and also society. Clearly explains how the project supports the school's vision, giving several meaningful examples.
	<p>Standards USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders. Standard Element: ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.</p>			
Collaboration	No explanation is given related to collaboration.	An incomplete or unclear explanation is given of how collaboration and trust was established within the school either prior to or during the project and how this contributed to a positive environment for the project.	Gives some explanation of how collaboration and trust was established within the school either prior to or during the project and how this contributed to a positive environment for the project.	Clearly explains how collaboration and trust was established within the school prior to and during the project and how this contributed to a positive environment for the project.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 5. Develop and manage school – community relations</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.</p> <p>Standard Element: ELCC Standard Element 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p>			
Emerging Trends	Provides no examples of important emerging leadership issues and challenges faced during the internship.	Provides one examples of important emerging leadership issues and challenges faced during the internship.	Provides several examples of important emerging leadership issues and challenges faced during the internship.	Provides several well-developed examples of important emerging leadership issues and challenges faced during the internship.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 3. Lead and manage change USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.</p> <p>Standard Element: ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</p>			
Goals and School Improvement	Projects goals and objectives are poorly stated. No explanation of how the goals of the project promote continual and sustainable school	Projects goals and objectives are stated but lack clarity. Limited explanation of how the goals of the project promote continual and	Most projects goals and objectives are stated clearly. Candidate provides some explanation of how the goals of the project promote continual and	Projects goals and objectives are clearly stated. Candidate convincingly explains how the goals of the project promote continual

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	improvement.	sustainable school improvement.	sustainable school improvement..	and sustainable school improvement..
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders. Standard Element: ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.</p>			
Goals and Safety	Little or no explanation is provided of how project goals and plans protect the welfare and safety of school students and staff.	Explains how the project goals and plans protect the welfare and safety of school students and staff; however, the explanation is incomplete and unconvincing.	Explains of how project goals and plans protect the welfare and safety of school students and staff, although there may be some lack of clarity.	Clearly and convincingly explains how the project goals and plans protect the welfare and safety of school students and staff.
	<p>Standards USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning. Standard Element: ELCC Standard Element 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.</p>			
Goals and School Program	No explanation is given of how the project contributes to a comprehensive, rigorous, and coherent curricular and instructional	An explanation is provided of how the project contributes to a comprehensive, rigorous, and coherent curricular and instructional	Explains, with some lack of clarity how the project contributes to a comprehensive, rigorous, and coherent curricular	Clearly and convincingly explains how the project contributes to a comprehensive, rigorous, and

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	school program.	school program, but it is incomplete and/or unconvincing.	and instructional school program.	coherent curricular and instructional school program.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment. Standard Element: ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p>			
Collection and Use of Data	Either did not use technology tools to collect, analyze, or share data or used them improperly. Did not use data to identify and implement project goal(s) and objectives.	Used functional technologies to collect, analyze, or share data.Used limited data to identify and implement project goal(s) and objectives.	Used functional technologies to collect, analyze, and share data.Used data to identify and implement project goal(s) and objectives	Used most appropriate technologies to collect, analyze, and share data. Used appropriate data to identify and implement project goal(s) and objectives/
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 6. Develop and manage resources International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.</p> <p>Standard Element: ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.</p>			
Collaboration in Collecting Information	Does not provide a plan for engaging other stakeholders in collecting and analyzing information pertinent to the improvement of the school's educational environment.	Provides an incomplete or impractical plan for engaging other stakeholders in collecting and analyzing information pertinent to the improvement of the school's educational environment.	Provides a plan for engaging other stakeholders in collecting and analyzing information pertinent to the school's educational environment, although it may not be thoroughly clear or practical.	Clearly and thoroughly explains a practical means for engaging other stakeholders in collecting and analyzing information pertinent to the improvement of the school's educational environment.
	<p>Standards USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.</p> <p>Standard Element: ELCC Standard Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.</p>			
Use of Resources	No plan for the effective use of human, fiscal, and/or technology resources is provided; or, plan is clearly inefficient.	Plan for the use of human, fiscal, and technology resources during the project has some clear weaknesses in terms of effective and/or efficient use.	Maps out a reasonable plan for the use of human, fiscal, and technology resources during the project that is somewhat effective and efficient.	Maps out a clear, thorough, and comprehensive description for the effective and efficient use of human, fiscal, and technology resources during the project.
	<p>Standards</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning. Standard Element: ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.</p>			
Method of Evaluation	Provides no evidence is provided to illustrate goals and objectives are assessed and attainment during the internship.	Provides little evidence is provided to illustrate goals and objectives are assessed and attainment during the internship.	Provides some evidence to illustrate attainment of goals during the internship and revision based on this assessment. although the links between method and revision may not be strong.	Clearly describes an appropriate methodology for evaluating whether and to what degree project goals are being met. Candidate evaluates the project's process through the use of these methods, and revises appropriately. Links between method and revision are clear and strong.
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders. Standard Element: ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.</p>			
Challenges	Provides no responses are based on sound	Provides responses that lack sound leadership theory	Provides appropriate responses are	Provides appropriate and well-developed

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	leadership theory and principles that allow for overcoming these challenges, with little or no reference to local or national decisions affecting student learning.	and principles that allow for overcoming these challenges and only have a brief reference to local and/or national decisions affecting student learning.	based on sound leadership theory and principles that allow for overcoming these challenges, with some reference to how candidate influenced local and national decisions affecting student learning.	responses are based on sound leadership theory and principles that allow for overcoming these challenges, including how candidate influenced local and national decisions affecting student learning.
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies. Standard Element: ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.</p>			
Success for All Students	<p>The candidate fails to demonstrate how the internship project promotes and supports the development of the vision all students can learn.</p> <p>There is no evidence of the internship having a positive effect on learning.</p>	<p>There is limited evidence that the candidate can demonstrate how the internship project supports the development of the vision all students can learn.</p> <p>There is little evidence of the internship having a positive effect on learning.</p>	<p>The candidate demonstrates how the internship project supports the development of the vision all students can learn.</p> <p>There is sufficient evidence of the internship having a positive effect on learning.</p>	<p>The candidate demonstrates specifically how the internship project and supports the development of the vision all students can learn.</p> <p>There is substantial evidence of the internship having a positive effect on learning</p>
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO:</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>PLO 4. Foster successful learning experiences for all students by addressing individual differences.</p> <p>USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.</p> <p>Standard Element: ELCC Standard Element 3.5: Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>			
Best practices	<p>The candidate provides no evidence that the internship project plans and effectively promotes quality school instruction and student learning using best practices.</p> <p>The candidate provides no project accomplishments that promote a positive culture within their internship context.</p>	<p>The candidate provides evidence that the internship project plans and effectively promotes quality school instruction and student learning using best practices.</p> <p>The candidate provides one project accomplishment that promote a positive culture within their internship context.</p>	<p>The candidate provides some evidence that the internship project plans and effectively promotes quality school instruction and student learning using best practices.</p> <p>The candidate provides two or project accomplishments that promote a positive culture within their internship context.</p>	<p>The candidate provides evidence that the internship project plans and effectively promotes quality school instruction and student learning using best practices.</p> <p>The candidate provides four or more project accomplishments that promote a positive culture within their internship context.</p>
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.</p> <p>USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>instruction and student learning. Standard Element: ELCC Standard Element 3.5: Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>			
Operations and Resources	The candidate provides no discussion and evidence regarding the managing of resources in the internship project.	The candidate provides limited discussion and evidence regarding the managing of resources in the internship project.	The candidate provides discussion and evidence regarding the managing of resources in the internship project.	The candidate provides in-depth discussion and evidence regarding the managing of resources in the internship project.
	The candidate provides no discussion about challenges and lessons learned regarding management issues and individual skills.	The candidate provides very limited discussion about some of the challenges and lessons learned regarding management issues and individual skills.	The candidate provides discussion about some of the challenges and lessons learned regarding management issues and individual skills.	The candidate provides detailed discussion and reflection about challenges and lessons learned regarding management issues and individual skills.
	<p>Standards USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning. Standard Element: ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.</p>			
Professional Ethics	The candidate provides no ethical issues that surfaced during the internship project and explains how these were addressed.	The candidate hints at ethical issues that surfaced during the internship project and but fails to explain how these were appropriately addressed.	The candidate provides one ethical issue that surfaced during the internship project and explains how these were appropriately addressed.	The candidate provides several well developed and explained ethical issues that surfaced during the internship project and explains how these were appropriately addressed.
	The candidate provides no discussion and evidence regarding how the internship	The candidate provides little discussion and evidence regarding	The candidate provides discussion and regarding how the internship	The candidate provides discussion

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	project provides fairness for all involved.	how the internship project provides fairness for all involved.	project provides fairness for all involved.	and evidence regarding how the internship project provides fairness for all involved.
<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 7. Apply professional ethics in all educational contexts. USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling. Standard Element: ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.</p>				
Collaboration with Community Partners	<p>The candidate does not demonstrate any collaborate with community partners for the internship project.</p> <p>The candidate does not illustrates and provide evidence of how the interests and needs of community partners were addressed.</p>	<p>The candidate demonstrates little collaborate with community partners for the internship project.</p> <p>The candidate illustrates and little evidence of how the interests and needs of community partners were addressed.</p>	<p>The candidate demonstrates some collaborate with community partners for the internship project.</p> <p>The candidate illustrates and provides some evidence of how the interests and needs of community partners were addressed.</p>	<p>The candidate demonstrates extensive collaborate with of community partners for the internship project.</p> <p>The candidate illustrates and provides extensive evidence of how the interests and needs of community partners were addressed.</p>
<p>Standards USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school</p>				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	relationships with families and caregivers; and cultivating productive school relationships with community partners. Standard Element: ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.			
Collaboration with Families and Caregivers	The candidate does not demonstrate any collaborate with families or caregivers for the internship project. The candidate does not illustrates and provide evidence of how the interests and needs of community partners were addressed.	The candidate demonstrates little collaborate with families or caregivers for the internship project. The candidate illustrates and little evidence of how the interests and needs of families or caregivers were addressed.	The candidate demonstrates some collaborate with families or caregivers for the internship project. The candidate illustrates and provides some evidence of how the interests and needs of families or caregivers were addressed.	The candidate demonstrates extensive collaborate with of families or caregivers for the internship project. The candidate illustrates and provides extensive evidence of how the interests and needs of families or caregivers were addressed.
Standards USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. Standard Element: ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.				
Advocating	No description or examples of how the candidate advocated for school students, families, and caregivers during the course of the project, or description or example not appropriate.	Gives a brief description or an example of how the candidate advocated for school students, families, and caregivers during the course of the project; may lack thoroughness or clarity.	Gives a description and an example of how the candidate advocated for school students, families, and caregivers during the course of the project.	Gives a clear description and several specific and informative examples of how the candidate advocated for school students, families, and caregivers during the course of the project.
Standards				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 8: Lead positive change in education.</p> <p>USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.</p> <p>Standard Element: ELCC Standard Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.</p>			
Mobilization of Community Resources	Does not describe, explain, or justify the use of diverse resources from the community.	Describes, but does not explain or justify, the use of diverse resources from the community.	Explains and justifies the use of diverse resources from the community, with some lack of clarity.	Clearly explains and justifies the use of diverse resources from the community.
	<p>Standards USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.</p> <p>Standard Element: ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.</p>			
Reflection on Values	Gives a brief, unclear description of how the values of democracy, equity, and diversity were safeguarded during the project or a description of this is not given.	Gives a brief description of how the values of democracy, equity, and diversity were safeguarded during the project.	Reflects insightfully, giving at least one example of how the values of democracy, equity, and diversity were safeguarded during the project.	Reflects insightfully and thoroughly on how the values of democracy, equity, and diversity were safeguarded during the project, giving several specific examples.
	<p>Standards USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.</p> <p>Standard Element: ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.</p>			
Reflection on Standards	<p>There is no reflection on the ELCC standards evident within the report</p> <p>The candidate provides no reflection upon their own skills, knowledge and abilities relevant to ELCC standards.</p>	<p>The candidate provides limited reflection lacking depth on ELCC standards carefully evaluating the relevancy of the standards to their particular context and project.</p> <p>The candidate reflects upon their own skills, knowledge and abilities relevant to ELCC standards.</p>	<p>The candidate provides reflection on ELCC standards carefully evaluating the relevancy of the standards to their particular context and project.</p> <p>The candidate objectively reflects upon their own skills, knowledge and abilities relevant to ELCC standards.</p>	<p>The candidate thoroughly (systematically and methodically) reflection on ELCC standards carefully evaluating the relevancy of the standards to their particular context and project.</p> <p>The candidate provides in-depth and objective reflections upon their own skills, knowledge and abilities relevant to ELCC standards.</p>
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment. Standard Element: ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</p>			
Reflection on	No description	Brief, incomplete	Description related	Thorough and

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Social Justice	related to social justice or individual student needs within the school community or description does not provide insight into the issue.	description related to social justice and individual student needs within the school community that gives some insight into the issue.	to social justice and individual student needs within the school community that gives some insight into the issue; may lack clarity in some areas.	insightful description related to social justice and individual student needs within the school community.
<p>Standards USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling. Standard Element: ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.</p>				
Reflection on Legal and Moral Consequences	Provides incomplete and/or inaccurate reflection on potential moral or legal consequences of decision making in the school or no reflection is provided on this issue.	Gives brief reflection on potential moral or legal consequences of decision making in the school (no examples given).	Reflects insightfully, giving at least one example of potential moral and legal consequences of decision making in the school, giving several specific examples.	Reflects insightfully and thoroughly on potential moral and legal consequences of decision making in the school, giving several specific examples.
<p>Standards USA- ELCC- Educational Leadership Building Level Standards (2012) Standard: ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling. Standard Element: ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.</p>				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Written quality	PDP report is poorly written with 11 or more grammatical errors.	PD report is clearly written with no more than 9-10 grammatical errors.	PD report is clearly written with no more than 6-8 grammatical errors.	PD report is clearly written with no more than 4-5 grammatical errors.
APA	Few references are well documented correctly using APA style (6 or more errors). Few in text citations are used correctly (6 or more errors).	Some references are well documented correctly using APA style (4-5 errors). Some in text citations are used correctly (4-5 errors).	Most references are well documented correctly using APA style (2-3 errors). Most in text citations are used correctly (2-3 errors).	All references are well documented correctly using APA style. In text citations are used correctly.

EDEL Portfolio Rubric

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Content – QNPS & NCATE Standards	Little to no evidence related to understanding of QNPS & NCATE standards for leaders	Many errors related to the meaning of QNPS & NCATE standards and their application in authentic contexts	Evidence of accurate knowledge of and understanding of QNPS & NCATE for leaders as demonstrated by informed discussion and application in authentic contexts, with some lack of clarity	Clear and convincing evidence of accurate and thorough knowledge of and understanding of QNPS & NCATE for leaders as demonstrated by informed discussion and application in authentic contexts
Content – Theories in Leadership	Little to no evidence related to understanding of key theories of leadership	Many errors related to the meaning key theories of leadership and their application in authentic contexts	Evidence of accurate knowledge of and understanding of key theories of leadership as demonstrated by informed discussion and application in authentic contexts, with some lack of clarity	Clear and convincing evidence of accurate and thorough knowledge of and understanding of key theories in leadership as demonstrated by informed discussion and application in authentic contexts
Content – Education Policy	Little to no evidence related to understanding of education policy as it related to Qatar or the international community	Some evidence, although limited, of education policy in either Qatar or the international community	Evidence of accurate knowledge of and understanding of education policy in Qatar and globally as demonstrated by informed discussion and application in authentic contexts, with some lack of clarity	Clear and convincing evidence of accurate and thorough knowledge of education policy in Qatar and globally as demonstrated by informed discussion and application in authentic contexts
Pedagogy – Supervision knowledge and skills	Effective supervision skills are not demonstrated, or the choices made for supervision are not based on an established model or on data.	Some evidence (although limited) consistent with knowledge of effective models of supervision or data-based decisions to effect positive change.	Evidence is consistent with knowledge of effective models of supervision and data-based decisions to effect positive change.	Evidence clearly demonstrates knowledge of effective models of supervision and successful application of these models in authentic settings. Shows data-based decisions, thoughtful reflection, and meaningful feedback to effect positive change.
Pedagogy – Curriculum design and management	Little evidence related to knowledge of the Qatar National Curriculum Standards or the	Includes some evidence (limited) for at least one of the following: Knowledge and understanding of the	Includes evidence for most of the following: Knowledge and understanding of the Qatar National Curriculum Standards	Includes clear and convincing evidence for all of the following: Knowledge and understanding of the Qatar National

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	ability to design or evaluate curriculum materials.	Qatar National Curriculum Standards Ability to evaluate curriculum for quality related to established principles of curriculum design Ability to create basic curricular materials (a well-designed unit plan with learning activities and assessments)	Ability to evaluate curriculum for quality related to established principles of curriculum design Ability to create basic curricular materials (a well-designed unit plan with learning activities and assessments)	Curriculum Standards Ability to evaluate curriculum for quality related to established principles of curriculum design Ability to create basic curricular materials (a well-designed unit plan with learning activities and assessments)
Technology – Personal and professional use	Shows lack of basic competency in the use of technology	Demonstrates basic competency in using: Email communication Word processing	Demonstrates basic competency in using several of the following: Email communication Word processing Spreadsheets Internet search Library e-references accesses and manages information on student learning using ICT resources	Demonstrates proficiency in using standard technology tools, including most of the following: Email communication Word processing Spreadsheets Internet search Library e-references accesses and manages information on student learning using ICT resources
Technology – School management	Little to no evidence related to the use of technology for school management.	Some evidence, limited, for at least one of the following: Plan for instructional technology, Make informed choices related to assistive technologies for students with special needs Manage data related to student achievement using ICT	Evidence for each of the following: Plan for instructional technology, Make informed choices related to assistive technologies for students with special needs Manage data related to student achievement using ICT	Clear and convincing evidence of each of the following: Effectively plan and budget for instructional technology, considering multiple factors Make informed choices related to assistive technologies for students with special needs Compare and contrast technology options (systems and softwares) for managing schools Access and analyze data related to student achievement using ICT
Diversity	Little to no evidence of decisions or policies	Some (limited) evidence of: Decisions and	Some evidence of: Decisions and policies that require students	Clear and convincing evidence that demonstrates the

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	that promote respect for a diverse student population	policies that require students and staff to interact respectfully with others, including those with diverse needs and backgrounds, or Vision, decisions, and policies that encourage knowledge of and collaboration with community services to support students with personal and/or academic issues	and staff to interact respectfully with others, including those with diverse needs and backgrounds, and Vision, decisions, and policies that encourage knowledge of and collaboration with community services to support students with personal and/or academic issues	following: Decisions and policies that require students and staff to interact respectfully with others, including those with diverse needs and backgrounds; and Vision, decisions, and policies that encourage knowledge of and collaboration with community services to support students with personal and/or academic issues
Problem-solving	Little or no evidence for personal use of encouragement for others to use critical thinking to solve problems	Some evidence for: Personal uses of critical thinking to solve problems in education, or Decisions and/or policy-making that encourage and reward problem-solving among colleagues and staff.	Some evidence for: Personal uses of critical thinking to solve problems in education, and Decisions and/or policy-making that encourage and reward problem-solving among colleagues and staff.	Clear and convincing evidence for: Personal uses of critical thinking to solve problems in education, and Decisions and/or policy-making that encourage and reward problem-solving among colleagues and staff.
Scholarly Inquiry – Uses research	Little or no evidence for the use of scholarly inquiry to inform leadership.	Shows ability to read and understand academic research related to leadership.	Demonstrates some of the following: Locates appropriate and useful academic information Evaluates academic research, using appropriate criteria Applies information from research in leadership activities	Demonstrates most of the following: Locates appropriate and useful academic information Evaluates academic research, using appropriate criteria Applies information from research in leadership activities
Scholarly Inquiry – Engages in research	Little to no evidence of personal research in education	Designs research on a problem in education	Designs quality research on a problem in education that is (or can be) applied for positive change	Designs and conducts high quality research on a problem in education that is (or can be) applied for positive change
Ethical Values	Several serious errors in the application of ethics related to: students other stakeholders school policies	Few serious errors in the application of ethics in the following: relationship with students, including those with special	Few errors, none serious, related to the application of ethics in the following: relationship with students, including those with special	Clear commitment to ethical values in most of the following: relationship with students, including those with special needs or from diverse

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	intellectual property	needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related intellectual property	needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related intellectual property (unauthorized usage and/or plagiarism)	backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related intellectual property (unauthorized usage and/or plagiarism)
Initiative	Provides little to no evidence of creativity, leadership, or support for positive change in education	Demonstrates support for positive change in education.	Demonstrates leadership toward positive change in education.	Demonstrates creativity and leadership in initiating and managing positive changes in education.