

# Field Training Handbook

## Primary Education Program Diploma

“ Together we shape the future through excellence in teaching,  
Research, and educational leadership”

”



College of Education

Qatar University

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### ***Field Training Overview:***

The College of Education at Qatar University is committed to provide high quality education that qualifies student teachers to take part in the development of the local and international communities. There is no doubt that the field training course is one of the most important courses that is considered a great opportunity for the student teachers to apply what they learned and acquired during their studies in the college in terms of knowledge, skills and attitudes in a practical way to prepare for their journey as teachers.

This handbook gives an overview of the Field Training Course at the College of Education, Qatar University. The Field Training Course provides student-teachers with the opportunities to apply and reflect on acquired knowledge, and to develop and refine knowledge, skills, and attitudes in a classroom setting due to the growing interest in training-based education and the acquisition of field-based training experience.

In all practicum experiences provided by the College of Education, the student teacher is joined to local schools, educational institutions or concerned bodies under the direct supervision of the mentor teacher. The student-teacher must complete the various activities through experiences that require reflection, thinking and application of the set of skills and knowledge that have been learned.

The following rubric contains Field Training Course assignments based on the College of Education's special learning outcomes within the conceptual framework, and its achievement of national professional standards for teachers, especially when the student-teacher graduates with a first-level teacher license.

For more information on the Teacher Licensing policy, please see the following link:

<http://www.edu.gov.qa/Ar/Documents/SEC2222016.pdf>

#### **National professional standards for teachers:**

1. Planning for the development of students' performance and achievement
2. Engaging students in the learning process and developing their learning.

3. providing a safe, supportive, and challenging learning environment
4. Evaluating students' learning and using evaluation data to improve their achievement
5. Demonstrating high quality professional practices and participation in the continuing professional development.
6. Maintaining an effective partnership with parents and the community

**Course Assignment Rubric based on the College of Education Learning Outcomes:**

College of Education Learning Outcomes	National Professional Standards for Teachers	Evaluation (Assignments/Students' work)
<b>Teaching</b> <b>Content:</b> Apply the main theories in the field of specialization.	5 4 2 1	<ul style="list-style-type: none"> <li>• Educational Unit</li> <li>• Mid-term and Final Evaluation of CEESs</li> <li>• Action Research</li> </ul>
<b>Teaching Methods:</b> Plan to ensure effective methods of teaching and learning to maximize students' learning.	6 5 4 3 2 1	<ul style="list-style-type: none"> <li>• Educational Unit</li> <li>• Evaluation Project</li> <li>• Action Research</li> <li>• Mid-term and Final Evaluation of CEESs</li> </ul>
<b>Technology:</b> Use current and emerging technologies in instructional powerful ways.	6 5 4 3 2 1	<ul style="list-style-type: none"> <li>• Mid-term and Final Evaluation of CEESs</li> <li>• Technology Lesson</li> </ul>
<b>Diversity:</b> Foster successful learning experiences for all students by addressing individual differences.	6 5 4 3 2 1	<ul style="list-style-type: none"> <li>• Educational Unit</li> <li>• Mid-term and Final Evaluation of CEESs</li> </ul>
<b>Search</b>	6 5 4 3 2 1	<ul style="list-style-type: none"> <li>• Educational Unit</li> </ul>

<p><b>Problem Solving:</b> Arrive at informed decisions based on collecting and analyzing data through an in-depth, sequential study of various factors.</p>		<ul style="list-style-type: none"> <li>● Mid-term and Final Evaluation of CEESs</li> <li>● Action Research</li> </ul>
<p><b>Scholarly Inquiry:</b> Actively engage in research by learning from and contributing to the knowledge base in education.</p>	<p>6 5 4 3 2 1</p>	<ul style="list-style-type: none"> <li>● Educational Unit</li> <li>● Mid-term and Final Evaluation of CEESs</li> <li>● Reflective Journal</li> <li>● Parent Contact Report</li> <li>● E-folio</li> <li>● Action Research</li> </ul>
<p><b>Leadership</b> <b>Ethical Values:</b> Apply professional values in all educational contexts.</p>	<p>6 5 4 3 2 1</p>	<ul style="list-style-type: none"> <li>● Mid-term and final evaluation of CEESs</li> <li>● Parent Contact Report</li> <li>● Reflective Journal</li> </ul>
<p><b>Initiative: Lead positive change in education.</b></p>	<p>6 5 4 3 2 1</p>	<ul style="list-style-type: none"> <li>● Parent Contact Report</li> <li>● Mid-term and Final Evaluation of CEESs</li> <li>● Action Research</li> </ul>

### ***Field Training Terminology:***

The handbook sets out the basic information and guidelines for the student-teacher to successfully plan and implement hands-on experience. It is important to consult this handbook at the beginning and during the field training, as the College of Education aims and expects the student-teacher to become an educator who is professional enough to facilitate the education process for their students in the future.

You will find the following terminologies in the handbook and their explanations below:

- **Student-teacher:** a male or female student of the College of Education registered in the field training course.
- **Mentor:** the selected teacher under an agreement between the College of Education and the selected schools assigned to guide and assist the student-teacher during the field training period.
- **University Supervisor:** a faculty member who is appointed to supervise student-teacher, assist him/her, and evaluate his/her performance.
- **National Professional Standards for Teachers:** standards are the singular of criterion. A term used to judge quality in light of what is included in this term describing what is expected to be available in terms of skills, knowledge, duties, attitudes, values and attitudes, or the ability to solve problems and make decisions, which are essential for teachers and school leaders to work through their careers in schools.
- **Seminar:** the college supervisor’s meetings with the student-teacher during the course period.

### ***Course Assignments Rubric***

Throughout the field training course, the student-teacher is required to submit the following assignments:

<b>Lesson Plans</b>	Lesson plans must be written and prepared by the student-teacher for every lesson – partial or whole – that he/she will be teaching.
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<b>Reflective Journal</b>	Create a journal entry for each week of the field training. See the guidelines in the Appendix.
<b>Class Observations</b>	Follow the guidelines for class observations. See the guidelines and the forms in the Appendix.
<b>Parent Contact Report</b>	Arrange a meeting with one of the students' parents and fill out the form in the Appendix.
<b>Assessment Analysis</b>	Complete the assessment analysis assignment as described in the Appendix.
<b>Technology Lesson</b>	Plan and teach a single lesson in which students' use of technology is pivotal (students must use technology to learn the concept or skill to complete the lesson).
<b>Unit Teaching Plan</b>	Create a unit plan for one of the topics in the curriculum. See the guidelines in the Appendix.
<b>Mid-term and Final Reflection</b>	Two reflective journals must be submitted about student-teacher progress in the field training – one for the Mid-term Evaluation (Week 5), and one for the Final Evaluation (Week 10). The reflective journals are due the week before each three-way meeting. See the guidelines in the Appendix.
<b>Mid-term and Final Evaluations</b>	Evaluations must be completed using the CEES model by the middle and the end of the field training period and student teaching assignments. The student-teacher, mentor, and university supervisor will discuss the student teacher's progress. See the guidelines and the forms in the Appendix. (Including teaching, research, and leadership).
<b>E-Folio</b>	A file created electronically on the Taskstream website that contains student-teacher achievements and reflections on both the field training course and previous courses.
<b>Portfolio</b>	A file that contains copies of all the daily and weekly tasks that the student-teacher has achieved during the field training course, which must be updated on a daily basis and kept on (a USB flash drive) for submission at the end of the training period.



<b>Mentor Teacher and University Supervisor Evaluations</b>	<p>The student-teacher has to complete evaluating his/her mentor teacher and university supervisor. See the forms in the Appendix. This section must be completed by the end of the semester, and it will be confidential.</p>
<b>Action Research</b>	<p>The student-teacher conducts action research and writes an action research report according to the context of each school, including identifying research questions, reviewing previous studies, collecting and analyzing data, discussing the findings, and explaining how the results can be applied to improve learning and teaching in each student-teacher classroom. The field training handbook includes the evaluation rubric for action research.</p>

The reflection journals must be submitted weekly through the blackboard to the university supervisor or sent an email to the assigned supervisor.

Please note that all the hereinabove tasks must be submitted at the end of the training period, with a portfolio that should contain teaching plans, mentor teacher, and the university supervisor’s observation templates.

All information must be updated and available to the supervisor upon his/her visit to the student-teacher at the school.

### Field Training Course Requirements

The student-teacher should understand that field training is a compulsory university course in which success requires a minimum grade of C. As such, there are tasks that must be completed. The following descriptions will help fulfill field training requirements and help produce outstanding work that can be included in the e-folio and assignment portfolio.

- a. **E-Folio:** create an E-folio on TaskStream is a mandatory requirement for all the programs in the College of Education. It will document the student-teacher professional experiences across all methods courses and field experiences and will show his/her competence in the

selected teaching profession. The student-teacher e-folio will be evaluated at the end of the training period.

**b. Portfolio:** The student-teacher prepares and updates the file with the need to inform the university supervisor about it on each visit. This file will include six subsections/ classified sections as follows:

1. **General information** – includes sections such as empty forms, student-teacher personal information, and his/her class schedule.
2. **Notes/ Observations** – student-teacher collects copies of all the notes forms during the field training period. Guidelines and forms are attached in the Appendix.
3. **Lesson Plans** – student-teacher must use the lesson plan form provided in the Handbook Appendix for every lesson he/she teaches and for all the lessons related to the tasks of the teaching unit plan. In addition, he/she must ensure to take the mentor's teacher signature on any lesson plan before adding it to the paper file. The lesson plans in this part are arranged in order from newest to oldest. Each plan must include a reflection, and the reflection can be written on the back of the lesson plan form or on a separate sheet of paper after teaching the lesson.
4. **Mentor Teacher/Supervisor Evaluation and Feedback** – It is the student-teacher's responsibility to urge his/her mentor teacher to evaluate and give him/her written feedback whenever possible (at least once a week). The mentor teacher can use the forms (Class Performance Observation and CEESs) attached in the Handbook Appendix. The student-teacher has to keep the evaluation copies in his/her paper file, whereas the mentor teacher and the university supervisor will keep the originals. As for the more formal evaluations will be conducted in the middle and end of the field training electronically by using the Clinical Experience Evaluation Survey (CEES).
5. **Reflection Journal** – student-teacher writes down his/her observations and reflections in the Weekly Journal. The journal should be accessible to the university supervisor to comment on the student teacher's observations and answer his/her questions.
6. **Course Assignments** – student-teacher must attach all the field training assignment documents, and accurately complete and approve by the university supervisor.

## c. Reflections (What and When) –

Studies have shown the importance of reflection, consideration, and observation in developing educators' practices in general especially teachers. Hence, the assignments and the responsibilities of the field training require a lot of reflection and observation.

1. After teaching the lesson, student-teachers have to reflect on his/her practices by the following questions:
  - a. What went well in the lesson, and why do you think so?
  - b. What can you do to improve your lesson next time?
  - c. How did you evaluate students' learning?
2. Reflective Journal – student-teacher writes down the perspectives and explanations about the field training events. See the Reflective Journal Rubric in the Appendix.
3. Mid-term and final reflection journal – before meeting the mentor teacher and university supervisor, student-teacher must complete self-assessments prior to the mentor teacher and university supervisors' evaluation of the student-teacher's mid-term and final performance. See the forms in the Appendix

**d. Parent Conference/Contact Report:** in consultation with the mentor teacher, the student-teacher sets an appointment and holds at least one meeting with a student parent. This meeting should be documented using the Parent Contact Report Form provided in the Appendix.

Student-teacher also has to contact more than one of the students' parent and keeps contact logs with these parents, including phone calls (attempted calls, informal conversations in the school hall, meetings, home visits, and notes). See the contact log in the Handbook Appendix.

## e. Study Unit:

1. Prepare a study unit plan that consists of all the lesson plans and supporting materials. The unit aims is to develop rich and specific learning experiences and situations to teach students the target concept. It should also include the use of technology for learning, multiple opportunities for active student participation, differentiated teaching, and assessment to enable different learners to succeed.
2. Details:

- The unit consists of a set of sequential lessons within the concept. The sequence should be logical and related to the concept.
- The unit should have five lessons including a review lesson after the first four lessons; so that this lesson is inclusive of the previous four lessons, and focuses on the different skills that were taught in the first four lessons.
- The unit should reflect the curriculum and subject matter presented, including the following:
  - Introduction
  - Standards
  - Objectives
  - How to present these lessons (strategies, teaching methods, modern techniques)
  - Five lessons
  - Assessment

The five lessons must vary according to the subject.

It is important to take into account the diversity of objectives: cognitive, emotional, and skilled objectives. The objectives must also be linked to the standards that have been set, and the age group for which the study unit has been prepared must be taken into account, both mentally and intellectually.

As for the five lessons, they do not have to be from the textbook of the State of Qatar; Rather, they must come from outside the book completely and has nothing to do with the topics in the book.

As for delivering these lessons to the learners, it should include teaching strategies that will be used to communicate information and experiences to learners. It is very important to diversify teaching strategies and methods be varied in presenting linguistic information. This is in addition to using educational methods, and modern technologies to diversify the teaching process.

It is also necessary to diversify the assessment: between the pre, formative, and summative assessment, and questions should vary between essay questions in both types: (short and long) and objective questions, with the need to document the texts that were quoted from their original sources; so that these texts are original and not artificial; created for the purpose of unit preparation.

f. **Field Training Seminar:** see the details in the Course Expectations section.

### **g. Action Research:**

The student-teacher must conduct action research and writes an action research report according to each school context, including identifying research questions, reviewing previous literatures, collecting and analyzing data, discussing the findings, and explaining how the results can be applied to improve learning and teaching in the classroom for each student-teacher. See the Action Research Rubric in the Appendix

### ***Student-teacher Responsibilities and Tasks:***

After the student-teacher enrolls in the course, schools are determined in joint cooperation between the College of Education and the Ministry. Taking into account that the student-teacher is not entitled to communicate with a school or institution without the knowledge or approval of the College of Education due to the necessity of signing an agreement with the school and clarifying roles and responsibilities.

The following section presents a general framework for the development of student-teacher experiences during the field training course. This handbook aims to focus on the skills learned during the teaching period of this course and to achieve integration between the learned knowledge and skills and the extent to which they are applied in the classroom.

### **Field Training Period**

The field training course in the College of Education takes a full semester and includes:

- A (two-hour) orientation, where all the mentor teachers and university supervisors, and student-teacher meet.
- 18 hours of seminars at the beginning of the semester before the start of the course tasks at the school or facility. These introductory seminars aim to prepare the student-teacher for the teaching experience and provide him/her with the necessary forms and information for field training.
- The teaching training period in schools is at least 300 hours, which often ends over 10 weeks, with the possibility of extending the period to compensate for absence or permission.

The following timeline describes the activities in more detail during this period of (10 weeks) that the student-teacher spends inside the classroom with the mentor teacher.



- Weekly seminar for two hours per week (a total of 20 hours).

### ***Student-teacher Responsibilities and Roles in Details Weekly:***

The following sections explain Field Training Course assignments and the activities, where the responsibilities range from classroom observation and partial teaching to full teaching responsibility. Afterward's student-teacher participation inside the classroom decreases from full to partial teaching until the mentor teacher returns back to be the main teacher.

#### **Week 1: observe, general assistance, co-plan, and co-teach**

The student-teacher will spend the first week observing the classroom environment, classroom management techniques, teaching strategies, and assessment practices. The student-teacher is advised to attend and observe classes for different teachers in addition to the mentor teacher. (Observation forms are in the Appendix).

During this period, the student-teacher should start to write self-reflections (Reflection Journal) in order to ask the mentor teacher questions about observations and conclusions after each class observation to reach the ultimate goal of improving students' understanding. These Journals should focus on how to manage the classroom and use instructional strategies and evaluation practices to improve student learning quality and develop student-teacher capabilities.

The main tasks of the student-teacher are:

- Assistance:** These tasks support the mentor teachers' role in monitoring student progress and enable them to become acquainted with the students.
  - Check attendance.
  - Distribute papers or materials during the instructional activities.
  - Help in grading students' assignments.
  - Monitor students' work in their groups and provide one-to-one assistance.
  - Helping students with their late work or lessons.
- Co-plan:** The field training period is a golden period for the student-teacher to learn how to plan in the school, in which the curriculum and standards are unified models used in all schools by the Ministry.

However, each school has its privacy in the mechanisms of preparation and assignment of tasks.

The student-teacher assists the mentor teacher and colleagues in lesson planning and is a positive initiator as these are leadership qualities and professional commitment.

- c. **Co-teach:** During the first week, it is not preferable to do a full class lesson. However, doing the lesson, finishing, or doing some short activities in the class, is a good way to start getting to know the students and using the student's own knowledge and skills. Co-teaching allows student-teachers to obtain some experience with the support of the mentor teacher. It also allows the student-teacher to develop a professional relationship and cooperation between the mentor teacher and the student-teacher.

### **Week 2: observe, general assistance, co-plan and co-teach**

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

The most important tasks are summarized as follows:

- a. **Observation:** in the second week, observation focuses on all teaching tasks, including teaching strategies, classroom management, and evaluation. **See the observation forms in the Appendix.**
- b. **Assistance:** continue the tasks from the first week, with effort and more interaction with individual students as well as group work.
- c. **Co-plan:** Continue co-planning, by adding a part of planning for some short activities at the beginning and end of the lesson. Student-teacher must discuss his/her plan and idea with the mentor teacher and then teaches the students.
- d. **Co-teach:** Continue co-teaching but take on a larger role with a single group of students, add a section by repeating the same activity, or teach the activity at a different grade if possible.

The mentor teacher will determine how appropriate some tasks are for the student-teacher. He/she may hesitate to add tasks or provide early challenges. Therefore, student-teacher must demonstrate enthusiasm, initiative, and prepared without affecting the mentor teacher's tasks and responsibilities towards the class and the school.

### **Week 3 & 4: observe, general assistance, co-plan and independently plan, co-teach and independently teach**



Activities during weeks 3 and 4 move student-teacher towards more independence with the students, but still under the close supervision of the mentor teacher. In Week 4, the student-teacher will take on more responsibility in preparation to start teaching in week 5.

- a. **Observe:** The observations in the third week are to combine classroom management strategies, instructional strategies, and evaluation practices in the same lesson. **See the forms in the Appendix.**
- b. **Assist:** in week 3, student-teacher continue doing the tasks from the first and second weeks and add more interactions with individual students as well as group work. By the end of the fourth week, student-teacher should start teaching fulltime – all the lessons, different classes, and/or multiple topics.
- c. **Co-plan and independently plan:** student-teacher continue co-planning and independently plan the main activity for different topics or classes, taking into account the school's policies and the mentor teacher's tasks. Always discuss ideas with the mentor teacher and supervisor. Student-teacher should be ready in week 5 to do the full teaching load.
- d. **Co-teach and independently teach:** continue co-teaching and increase independent teaching experiences in different ways, such as:
  - Divide the class into two groups, in which each of the student-teacher and the mentor teacher teaches a group.
  - Divide the instructional time— so that the student-teacher or the mentor teacher introduces the lesson and demonstrates skills, while the other person carries out the practices and the evaluation part of the lesson.
  - One person may present the lesson content, while the other person supervises the cooperative group work.

When you are teaching independently, **the mentor teacher should be in the same room as an observer, not a co-teacher.**

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

The period of full responsibility for teaching begins in week 5 and last until week 9. A gradual increase in teaching activities has led to this time of the student-teacher taking full responsibility based on the teaching





load assigned to him/her. It will be his/her responsibility to plan and teach as a regular teacher in the classroom and take over all the tasks that are related to teaching. The mentor teacher will follow up on the student teacher’s plans, observe how the student-teacher is teaching, and provide helpful feedback to improve work.

**Week 10: Scaling Back Responsibilities**

During the final week, the student-teacher gradually withdraws from his/her teaching role. The mentor teacher resumes her/his teaching responsibility throughout the week until she/he is again the main instructor. Student-teacher should continue to assist and observe until the end of the week.

Note: The following table is a list of student-teacher tasks during the semester. **See the forms related attached in the Appendix.** Any modifications made by the student-teacher must be discussed first with the mentor teacher, and the university supervisor.

*Timetable detailing student-teacher responsibilities and roles weekly*

<i>Week</i>	<i>Suggested tasks</i>	<i>Unemployed/preservice</i>	<i>Inservice Teacher</i>
Two weeks before joining the school	Seminar Course Orientation		

<b>Week 1</b>	<ul style="list-style-type: none"> <li>- Observe different lessons and criticize them</li> <li>- Assist the teacher during his/her teaching (individual or partial)</li> <li>- Co-plan with mentor teacher (teamwork if available)</li> <li>- Reflective Journal</li> </ul>	4 classroom observations	2 classroom observations Reflective journals on odd days Mid and final reflective journals
<b>Week 2</b>	<ul style="list-style-type: none"> <li>- Co-plan with mentor teacher (teamwork if available)</li> <li>- Partial Responsibility</li> <li>- Full Responsibility</li> <li>- Observe different lessons and criticize them</li> </ul> <p>Reflective Journal</p>	Individual and co-planning for 2 lessons 1 individual lesson planning	<b>Individual full lesson planning/2 lessons</b>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>- Co-plan with mentor teacher (teamwork if available)</li> <li>- Partial Responsibility</li> <li>- Full Responsibility</li> <li>- Observe lessons</li> </ul> <p>Reflective Journal</p>	<b>Tasks and instructions of Weeks 1&amp; 2</b>	<b>Tasks and instructions of Weeks 1&amp; 2</b>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>- Co-plan with mentor teacher (teamwork if available)</li> <li>- Partial Responsibility</li> <li>- Complete individual planning of lessons and their implementation</li> <li>- Observe lessons</li> </ul> <p>Reflective Journal</p>	<b>Tasks and instructions of Weeks 1&amp; 2</b>	<b>Tasks and instructions of Weeks 1&amp; 2</b>
<b>Week 5-9</b>	<ul style="list-style-type: none"> <li>- Plan individually and complete all the teaching load for the teacher</li> <li>- Reflective Journal</li> </ul> <p>Course assignments</p>	<b>Week 5-9 same tasks and instruction for all candidates</b>	<b>Week 5-9 same tasks and instruction for all candidates</b>

<b>Week 10</b>	<ul style="list-style-type: none"> <li>- Assist the teacher in teaching (individuals or small groups)</li> <li>- Complete planning and implementation of two lessons</li> <li>- Observe lessons</li> </ul> <p>Reflective Journal</p>	<b>Same tasks and instruction for both pre-service &amp; in-service teachers</b>	<b>Same tasks and instruction for both pre-service &amp; in-service teachers</b>
<b>Week 11</b>	Submit all the assignments by Sunday of week 11, and compensate for absence days.		

### ***Course Expectations***

The course tasks have been clarified through the previous sections and subsections, and this section will demonstrate the most important expectations:

#### **School Schedule:**

During these ten weeks, the student-teacher field training begins from the time teachers are required to arrive at school until they leave at the end of the school day- from Sunday to Thursday.

**Student-teacher is not allowed to leave the school during the school day or to make any other arrangements without obtaining prior approval from the university supervisor and the field training unit.** In case of illness or any other reason for absence, the student-teacher is responsible for informing the mentor teacher, the university supervisor, and the field training unit as soon as possible. Contact details must be arranged with the mentor teacher, the university supervisor, and the field training unit, such as e-mail, phone, or short text messages (SMS) at the beginning of the course.

#### **Field Training Seminar:**

A weekly seminar is scheduled for all student-teachers to meet the university supervisor. The seminar topics include topics that explain how to access resources, how to deal with unexpected situations that arise during the field training period and explain Qatar University's required procedures as part of the graduation requirements.

#### **Seminar Attendance:**

The University believes that attending seminars is the student-teacher individual responsibility, and he/she is expected to:



- Attend weekly seminars scheduled by the university supervisor.
- To be on time.
- Complete all the assignments as required.
- 2-3 optional seminar sessions will be held to complete the requirements for E-folio, paperwork, and forms after completing the field training.

The University's attendance policy shall be followed, If absence from the seminar is necessary, the student-teacher must inform the mentor teacher about the situation. (See the pledge attached in the Appendix). Failure to do so means meeting with the student teacher to find out the reasons for this and/ or canceling his/her field training course.

### ***Field Training Policies and Procedures***

#### **Attendance Policy**

Since the field training is a university course and is a compulsory part of the college's programs, the attendance policy—including the Seminar—is in accordance with Qatar University's attendance policy, which is fully described in the QU Student Handbook. During the field training period in the school:

- Three days' absence for illness or other urgent circumstances are permitted, but these days shall be compensated after the training period in week 11. Sick leave shall not exceed 7 days.
- In case of permission and being late for the morning assembly in the school shall be compensated if it exceeds two hours in week 11.
- If there is a serious condition that requires more than a day's absence, the matter should be discussed with the university supervisor before the absence, if possible. Arrangements can be made to complete the field training taking into consideration student-teacher status. As the absence for more than three days and without a medical reason, the student-teacher is considered to have failed the course because he/she has exceeded the permissible percentage.

#### **Holidays and Teachers Development Days**

During the field training period, the student-teacher is committed to the holidays scheduled by the Ministry regardless of the holidays scheduled by Qatar University. The student-teacher is expected to be at school on Teachers Development Days and to participate in professional development programs.

#### **Assessments/Evaluations**



The written documentation of student-teacher performance is vital and should be specific, and systematic and include suggestions for improvement. University supervisors and mentor teachers use the rubrics in the appendix for formal written assessments. Having several copies of the completed assessment forms enables the University supervisor and mentor teacher to discuss/share them each week.

The University supervisor and the mentor teacher will complete various assessment forms of student-teacher general performance. Improvement will be assessed in the middle of the field training semester in week 5. If the accepted level is not achieved, a plan will be developed for the student-teacher in his presence and with the assistance of the mentor teacher, and university supervisor. The plan must be signed by all parties. This plan will serve as a guide for monitoring improvement during the second half of the field training. The final assessment will be given in week 10 and will serve as the final assessment, which will be discussed in the tripartite meeting.

Student-teacher should review and sign both CEEs with the date and ensure that the assessors sign them as well. These forms are added to the file and sent to the program office after all signatures are completed.

The student teacher, university supervisor, and mentor teacher are also required to complete a program evaluation form to provide information about the strengths and weaknesses of the teacher preparation program. These assessment forms for the University supervisor and mentor teacher will be available during the seminar held toward the end of the semester. Taking into account the following:

1. Student grade at the school is the university supervisor's responsibility who is responsible for supervising the student-teacher at the school.
2. In case the assessment grade from the University supervisor, mentor teacher, and the school administration conflicts, the student-teacher will be evaluated by a specialized committee from the College of Education. The assessment grade approved by the commissioned committee will be calculated.

3. If the University supervisor notices that there has been no significant progress in the student-

teacher performance two weeks before the end of the field training period, the student-teacher will be evaluated by a specialized committee from the College of Education. The assessment grade approved by the commissioned committee will be calculated.

**Student-teacher has no right to object to his/her assessment grade.**

### ***Re-assignment or Withdrawal from Field Training***

The student-teacher must cooperate and respect the university and the school's regulations as well as the ethical code of educators' profession. If the student-teacher faces challenges during the semester, there are certain procedures and practices that can provide options and alternatives.

The student- teacher can discuss and study the matter with the mentor teacher and the university-supervisor; it is necessary to document the meeting and what has been agreed upon; if no solution is reached, and based on the special case of each week, the following decisions may be taken:

- a. The student-teacher may be assigned to another class for the remainder of the semester, and may also be reassigned to another school.
- b. In the event that the student teacher does not comply with the instructions of the school and the unit, and the midterm performance evaluation is less than acceptable, the student-teacher is deprived of completing the field training and is not entitled to request a transfer to another school.
- c. Withdrawal is possible with the option that the student can repeat the field training course in the following semester.
- d. Field training can be stopped with an "incomplete" grade, according to the university's schedule and instructions. If the student completes the field training requirements, the "incomplete" grade can be changed to the due grade.

The student-teacher is sometimes unable to finish his/her field training for many reasons.

In rare cases, the student-teacher must be asked to leave the program permanently. The following are examples of situations in which such action may be taken:

- a. If there is mutual consent and acceptance between the student teacher, the cooperating school, and the university supervisor for reasons of illness, harm, or the occurrence of an unexpected problem.
- b. If the student teacher is unable to establish and maintain a satisfactory standard of classroom teaching and management, and this continues despite repeated meetings and support from the teacher mentor and university supervisor.
- c. If the student teacher does not abide by the policies of the cooperating school.
- d. If the student teacher demonstrates unprofessional conduct towards supervisors, school staff, or students.

If the student's teacher study is suspended in the field training course, specific policies and procedures will be taken to finalize the process. Details of the process are outlined in the QU Student Handbook.

### ***Student-teacher Responsibilities***

The following rules are basic tips and guidelines for student-teachers, as they will help student-teachers to understand his/her priorities.

#### **Dedication:**

- Make field training a top priority of the semester.
- Get to school on time and stay until the end of the school day.

#### **Organization:**

- Hand over the weekly teaching schedule to the University supervisor, to be informed of any changes that may occur to this schedule (Appendix).
- Inform the school, the mentor teacher, and the University supervisor as soon as possible if absence due to illness is necessary.

#### **Preparation:**

- Provide the mentor teacher with copies of your written lesson plans two days in advance of the scheduled teaching time.
- Prepare all the teaching materials and techniques in advance to avoid wasting time or student misbehavior.
- Read a variety of educational materials beyond the book's materials to enrich the lesson.
- Plan for the most effective ways to implement separation and lesson transition procedures between you and the mentor teacher.
- Allow for flexibility in teaching by planning for interruptions or time constraints.

### **Teaching:**

- Know and understand the main principles and concepts of teaching material to ensure high levels of teaching competence.
- Arrange a sequence of instructional events to enhance students' understanding.
- Observe multicultural students' behavior and learning ways to create a classroom atmosphere that enhances multicultural understanding.
- Introduce various teaching methods to provide individual learning styles and to better develop research and problem solving skills.
- Become competent in creating and using instructional materials and techniques that are in line with the students' level of development.
- Provide guidance in a clear, sequential manner.
- Develop critical thinking through the use of high-level questions.
- Choose various evaluation tools and teach students to use self-evaluation.
- Provide lesson activities that require cooperation and teamwork.
- Encourage creativity by accepting students' ideas to enrich class experiences.

### **Student Relations:**

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



### Research:

- Be aware of opportunities to participate in discussions with other teachers about the profession of teaching.
- Be aware of the current research in the education field that interests you.
- Be aware of opportunities that increase student learning beyond the classroom and into the local community.
- Try continuously to add new research-based teaching methods to the educational collection.
- Be aware of the developments in formative and summative assessments and their effective application in the classroom.
- Use the resources and be familiar with the reference people available at your school, e.g., IT specialist, librarian, school nurses or doctors, art and music teachers, etc.

### Leadership:

- Dress professionally.
- Be receptive to positive suggestions and incorporate them in successive planning and education stages.
- Be discreet with any confidential information.
- Be familiar with Qatari school organizations and programs by attending school and/or parent meetings when appropriate.
- Attend all field training seminars.
- Collaborate with other faculty members or student-teachers within your building in exchanging instructional ideas, materials, and technology.
- Establish professional relationships by interacting with school staff administrators, faculty members, support staff, students, and parents.
- Be familiar with school policies and procedures.
- Be immersed in teaching experiences that allow a smooth transition from student role to class teacher role.

### ***Mentor Teacher Responsibilities***

The following rules are basic tips and guidelines for mentor teachers, as they will help student-teachers to understand his/her priorities.

#### **Dedication:**

- Be friendly and professional with your student-teacher .
- Complete your assessments and other paper-work on time.

#### **Mentoring:**

- Attend Qatar University field training orientation sessions with the student-teacher.
- instruct the student-teacher about:
  - Students.
  - School calendar and daily schedule.
  - Building facilities and resources.
  - Employees, administrators, teachers, and workers.
  - School policies and procedures.
  - The nature of the local community.
  - Professional opportunities.

### Preparation:

- Prepare the class to receive the student-teacher as a professional colleague.
- Prepare a workspace for the student-teacher with a desk, chair, shelves, and curriculum guides.
- Discuss the new student-teachers placement with the University supervisor, and be sure to raise any concerns.

### Teaching:

- Provide preparatory steps for teaching by preparing appropriate planning and teaching, as well as explaining and clarifying the purpose of multiple educational strategies.
- Demonstrate methods and resources for preparing daily lesson plans that are sequential and integrated with the content.
- Review how to use curriculum guides, teacher handbook, and other resources for your class/subject level.
- Explain the philosophy of classroom management, the specific techniques you are using, and how management is when you and the student-teacher are in the class together.
- Choose a specific time for planning together on a daily/weekly basis.
- Explain the ways of maintaining attendance records, delays, grades, behaviour, and other school requirements.
- Explain emergency and security and safety procedures, such as fire drills, patient, and fighting .
- Guide the student-teacher towards effectiveness by:
  - Monitoring the effective use of time.
  - Requesting to write study plans two days before the training date.
  - Create an environment that encourages questioning and self-reflection.
  - Praising and encouragement.
  - Maintaining open lines of interaction and communication.
  - Discussing the problems openly, each problem separately.
  - Sharing professional experiences and educational materials.
  - Taking advantage of the trainee's special interests, talents and abilities in order to enrich the educational curriculum.
  - Encouraging the use of alternative educational and administrative techniques.

- Directing acceptance of multiple school assignments and tasks that represent the teacher's workload.
- Allow the trainee to take full responsibility for teaching and managing within the class for at least five weeks during the semester.
- At some point during the time when the student-teacher is with you, give some specific instructions on how to arrange class preparation from the beginning of the year.

**Research:**

Help the student-teacher to research, develop, improve, and identify the best strategies and practices through the following rules:

- Foster daily interactive discussions with your trainee that encourage reflection on the strengths and weaknesses of his/her effectiveness in the planning and teaching process.
- Help the student- teacher in implementing the recommendations received during the daily assessment sessions.
- Consult continuously with the University supervisor, and performance issues should be identified and discussed as soon as possible.
- Allow the trainee to provide time for consultation with the University supervisor after the observation.
- Write down the assessments of the student-teacher development and discuss them with him/her using the lesson observation form in the appendix.
- Discuss your feedback with the student-teacher and suggest him/her changes that may make him/her more effective.
- Participate in the triple assessment session with the student, teacher and supervisor in the mid-and final assessments and other meetings.
- Use the weekly assessment forms to support your assessments using the Course Experience Evaluation Survey (CEES) in the mid-and final triple meetings

**Leadership:**

- Accept each trainee as an individual and refrain from comparing him/her with previous student-teachers.

- Allow the trainee to go out to attend all the required seminars that are part of his/her field experience.
- Leave the student-teacher alone in the classroom so that he feels independent and has the opportunity to learn from his mistakes. Ensure that this happens gradually and explain where you are in case of any emergency.
- Introduce the student-teacher to magazines, resources and professional organizations.
- Involve the student-teacher in the school board meetings, the curriculum, parents ' meetings, and parent/teacher meetings whenever possible.

### ***University Supervisor Responsibilities***

The following rules are basic tips and guidelines for university supervisors, as they will help student-teachers to understand his/her priorities.

#### **Dedication:**

- Allocate sufficient time for observation and feedback sessions.
- Provide the student with useful and constructive feedback.

#### **Mentoring and Organizing:**

- Introduce the student-teacher to their preferred method of communication.
- Visit the school to meet the mentor teacher and administrators.
- Contact the student-teacher if you can't commit to an appointment.
- Organize a complete student-teacher portfolio of work, including the Course Experience Evaluation Survey (CEES).

- At the end of field training semester, handover all the documents and forms to the coordinator of the field Training Unit.

#### **Preparation:**

- Meet the mentor teacher before the start of field training.
- prepare a file of all the forms and requirements that the student-teacher will need during the semester.
- Be aware of the schedules regarding the university forms scheduled with specific dates as well as the completion dates of tasks.
- Be familiar with the content of the Field Training Handbook.

#### **Teaching:**

- Participate in mentoring the student-teacher at the beginning of the semester, where these guidelines emphasize responsibilities (academic, literary, ethical, and legal) and the information needed for a smooth transition from a university student to a successful teacher.
- Participate in guiding mentor teachers to provide information related to the program, the required responsibilities and effective communication with the student-teacher and the University supervisor.
- Share information with the student-teacher about professional development opportunities in the local community.

#### **Research:**

- Monitor, evaluate, and assess the student-teacher regularly in terms of teaching, planning, management, and professionalism.
- Guide the student-teacher development in terms of reflection and self-assessment.
- Evaluate the student-teacher study plans and provide your written feedback.
- Accurately document any violations of school policy or professionalism as well as any unsatisfactory progress in classroom instruction and management.
- Plan to intervene if there are problematic aspects that need special attention. A copy of any plans resulting from the intervention must be submitted to the diploma program coordinator after all parties have signed the plan.

- Participate in the triple assessment session (for at least 20 minutes) with the student-teacher and the mentor teacher in the assessment of the middle and end of the field training.
- Complete mid-and final assessments with the mentor for each student-teacher and write recommendations and / or summaries.
- Review the entire E-folio.

**Leadership:**

- Continue professional development by reading professional journals and attending conferences.
- Be an assistant to the new field training supervisor if requested.
- Communicate regularly with the program coordinator on areas of interest or make proposals for program-specific changes.
- Act as a liaison between student-teacher and the College of Education at Qatar University, (this includes communication with the school administrators, mentors, the student-teachers, and the field training coordinator).
- Help put the student-teacher in the schedule for the next semester by making suggestions or recommendations.
- Complete letters of recommendation (recommendation) for student-teachers who are applying for initial teaching positions.

## Appendices

**Circular on the regularity of attending the field training course for primary and secondary education – undergraduate students during ----- semester**

The field training period is the basic building block of practical training to prepare teachers, so the commitment to attend is one of the main factors for the successful graduation of a competent teacher.

Therefore, we inform you of the following:

- The field training period starts from ----- and ends at -----
- Absence from field training is allowed only with an acceptable excuse and for 3 days only. They must be compensated after the end of field training (in week 11).
- In case of exceeding the absence of more than 3 days, the student is considered failed due to his/her absence.
- In case of emergency medical cases that require medical quarantine, the absentee student with medical reports certified by Hamad Medical Corporation is allowed to be absent for 7 days from the field training. They must be compensated after the end of field training (in week 11).
- Permission hours and delays must also be compensated if the time exceeds two hours during the ten weeks (the full training period). And that's also in week 11.
- In case you are absent 25% of the number of hours of the seminar, half of the grade will be counted for you, and absence more than that will be counted as zero grade.

We hope everyone adheres to the above rules.

**Field Training Unit**

Student Name: ----- Student ID ----- Signature -----





# Daily Lesson Plan for the Academic Year .....

## Daily Lesson Plan Form

School Name		Student Name			
Subject/ Unit		Day/Date		Subject/ Unit	
Mentor Teacher		Lesson Title			

Curriculum Standards	Learning Resources	
<p><b>Write the standard number and text</b></p> <p>Write out the Qatar Standard and provide the number and letter where appropriate.</p>	Student Text Book	Write page numbers
	Workbook/ Activity Book	Write page numbers
	Supportive learning resources	List the titles of the books used or any other resources used to build the lesson.
Teaching Methods (Used in teaching & learning)	Key Terms and Concepts	



# Daily Lesson Plan for the Academic Year .....

## Daily Lesson Plan Form

<p><b>Identify the educational and technological materials needed for the activity.</b> (Identify the quantity of various materials needed for the activity. Do not forget multimedia equipment when needed.)</p>	<p><b>Identify key terms and concepts in the lesson.</b></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------

Teaching and Learning Activities				
Activating Prior Knowledge/Focus/Motivation				Time
<p>Include something to activate students' prior knowledge, capture students' interest, and motivate them for learning. This could be in the form of a question or a simple demonstrate of something, but make sure that this activity is related to the purpose of the lesson. Suggestion: <b>After</b> the initial activity, state the lesson's objective to the students.</p>				
Main Activities				
Learning Objective(s)	Teacher's Teaching Techniques and Methods (educational strategies)	Student Activities	Assessment for Learning (formative assessment)	Time



# Daily Lesson Plan for the Academic Year .....

## Daily Lesson Plan Form

<p>State what you expect students to know and be able to do <b>after</b> completing the lesson.</p>	<p>Indicate how the activity should be done by describing the educational strategies to be used. Keep in mind to use cooperative learning, investigation, discovery learning, etc. Integrate content and technology into education as much as possible.</p>	<p>In classroom learning situations, students can be guided through models or examples, then practice the activity independently, and if students explore the activity first, you may allow students to explain the results, follow them with questions, clarify some of the necessary points related to the content, or provide solutions based on students' knowledge and questions.</p>	<p>Explain how you will assess the students, and provide all the necessary materials including the rubric or any used lists.</p>	



# Daily Lesson Plan for the Academic Year .....

## Daily Lesson Plan Form

<p><b>Closure</b></p>	<p>Bring the lesson to a close. Restate the learning objective. You may want to summarize the main ideas presented or ask students to answer some questions to check students' understanding of the basic concepts addressed in the lesson.</p>			
<p><b>Homework</b></p>	<p>Identify the homework assigned to students to be conducted at home, and specify the resources used, or any important instructions to complete the homework.</p>			
<p><b>Summative Assessment</b></p>	<p>Explain how you plan to assess students as a summative assessment of all the planned teaching objectives, and list any materials you need in this regard. Include your assessment standard used for evaluation purposes (Rubric), monitoring lists, or others when appropriate. Ensure that the objectives are matched to assessments.</p>			



# Daily Lesson Plan for the Academic Year .....

## Daily Lesson Plan Form

<b>Differentiation/Modifications</b> <b>Individual differences</b>	<b>Enrichment Activities/ Lesson Extension</b>	<b>Inclusive facilities for students with special needs</b> <b>( additional support/ if available)</b>	<b>Value Education &amp; Family Culture Objectives (affective domain, if available)</b>
<p>Suggest what you will do to accommodate individual differences or modify the lesson for students with different needs. What will you do for students who are having difficulty understanding the concepts or skills taught in the lesson or need additional support?</p>	<p>Suggest ways to extend the activity for students. Indicate what students could do to apply the concepts and process skills learned to new situations. These activities can be used as extended activities for students who complete work and are ready to move on. No new information is taught here—students are applying what they have learned in the lesson to a new context.</p>	<p>In case there is/are student/s with special needs, explain the facilities and procedures for the integration of those students or any additional support offered for students with special needs.</p>	<p>Identify the objective(s) you will address in the affective domain such as building positive attitudes towards ..... , developing values .....</p>

### Teacher Self-reflection

After you finish teaching your lesson, you may consider addressing the following questions:

1. What went well in the lesson, and why do you think so?



# Daily Lesson Plan for the Academic Year .....

## Daily Lesson Plan Form

- 2. What can you do to improve your lesson next time?
- 3. How did you evaluate students' learning?

### Professional Standards for Teachers

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

Lesson Plan Rubric

السلم التقييمي لخطة الدرس

Criteria	Unsatisfactory غير مقبول (1)	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف (4)
Qatar Curriculum Standards معايير المناهج القطرية	QNPC standards are identified but are clearly inappropriate in number, grade and/or topic. تم التعرف علي عدد من معايير المناهج القطرية ولكنها غير مناسبة بصورة جلية في العدد ولا تتماشى مع الصف الدراسي و الموضوع	QNCS standards are identified but either are inappropriate in number or do not match the grade or topic well. تم التعرف علي عدد من معايير المناهج القطرية ولكنها اما غير مناسبة في العدد او لا تتماشى مع الصف الدراسي و الموضوع	An appropriate number of QNCS standards are identified; most match grade and topic. تم التعرف علي عدد مناسب من معايير المناهج القطرية و معظمها تتماشى بصورة واضحة مع الصف الدراسي و الموضوع	An appropriate number of QNCS standards are identified and clearly match grade and topic. تم التعرف علي عدد مناسب من معايير المناهج القطرية وهي تتماشى بصورة واضحة مع الصف الدراسي و الموضوع
Instructional Objectives أهداف التدريس	Objectives are not aligned with standards or assessments AND are not measureable. Objectives are below developmental level for most students (are not challenging).	Stated objectives are not aligned to standards and assessments OR are not measureable. Objectives may not be challenging for all students. لا تتماشى الاهداف المصاغة مع المعايير	Stated objectives are aligned with standards and assessments, but all are not measureable. Most objectives represent high standards of	Stated objectives are aligned with standards and assessments and describe measureable goals. Set of objectives clearly represent high standards of

Criteria	Unsatisfactory (1) غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target (4) مستهدف
	لاتتماشي الاهداف المصاغة مع المعايير أو اساليب التقييم ولا يمكن قياسه. الأهداف المصاغة أقل من مستوى تطورا أداء أغلبية الطلبة (لا تثير التحدي)	وأساليب التقييم أو لا يمكن قياسها. الأهداف المصاغة قد لا تثير التحدي.	content for all students. تتماشي الاهداف المصاغة مع المعايير وأساليب التقييم ولكنها جميعا لا يمكن قياسها. معظم الأهداف تمثل مستوى عال من المحتوى لجميع الطلبة	content for all students. تتماشي الاهداف المصاغة مع المعايير وأساليب التقييم وتصف أهدافا يمكن قياسها. جميع الأهداف تمثل بشكل واضح مستوى عال من المحتوى لجميع الطلبة
Materials المواد	Materials are insufficient in number or are not be appropriate to students' level or to the topic. المواد التعليمية غير كافية من حيث العدد أو غير مناسبة لمستوي الطلاب او الموضوع	Materials are insufficient in number and or contribute only slightly to the lesson. المواد التعليمية غير كافية من حيث العدد و/أو تساهم بصورة طفيفة في الدرس	Materials are adequate in quality and number, appropriate to students' level and to the topic. تميز المواد التعليمية بانها مناسبة من حيث الجودة و مناسبة لمستوي الطلاب والموضوع	Materials are high quality and clearly enhance the lesson. They are adequate in number and appropriate to students' level. تميز المواد التعليمية بانها عالية الجودة و تدعم الدرس بصورة فري كافية من واضحة حيث العدد و مناسبة لمستوي الطلاب
Resources المصادر	Resource list has many important omissions and no	Most required resources are named, with only	All required resources and some additional	All required resources and additional



Criteria	Unsatisfactory (1) غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target (4) مستهدف
	supportive resources. يوجد بقائمة المصادر اشياء كثيرة محذوفة و لا يوجد مصادر داعمة	minor omissions. Supportive resources are lacking تسمية معظم المصادر المطلوبة ، مع وجود بعض الاشياء الغير موجودة الثانوية . تنقص الخطة . المصادر الداعمة	resources are identified, although the list lacks variety in type of resources identified. جميع المصادر المطلوبة و الاضافية تم التعرف عليها بالرغم من ان القائمة ينقصها التنوع في نوع المصادر	supportive resources are identified; various types of resources are included (print, electronic, physical). جميع المصادر المطلوبة و الاضافية تم التعرف عليها ، و تم تضمين انواع متعددة من مطبوعة (المصادر .)الكرونية ، مادية
Activating Prior Knowledge/ Focus/ Motivation تنشيط الخلفية المعرفية \اثارة الدافعية	Prior knowledge is not activated or activity is not related to objectives. لم يتم تنشيط المعرفة السابقة او النشاط لا يرتبط بالاهداف	Prior knowledge is somewhat activated, but the relationship to objectives is weak. تم تنشيط المعرفة السابقة الي حد ما ، و لكن العلاقة بينها و بين الاهداف ضعيفة	Prior knowledge is activated through a specific technique related to objectives. تم تنشيط المعرفة السابقة من خلال اجراء محدد مرتبط بالاهداف	Prior knowledge is activated through a specific engaging technique that is clearly related to objectives. تم تنشيط المعرفة السابقة من خلال نشاط يدمج الطلاب و مرتبط بصورة واضحة مع الاهداف
Technology التكنولوجيا	Technology use distracts from learning objectives. استخدام التكنولوجيا	Use of technology to support lesson objectives by the teacher is limited; no	Appropriate use of technology by teacher or students supports learning	Creative use of technology by students clearly supports learning

Criteria	Unsatisfactory (1) غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target (4) مستهدف
	لا يتماشى مع اهداف التعلم	use of technology by students. استخدام التكنولوجيا لدعم اهداف الدرس من جانب المعلم محدود، ولا يستخدم الطلاب التكنولوجيا	objectives. Shows willingness to use supportive ICT. يدعم الاستخدام المناسب للتكنولوجيا من جانب المعلم أو الطلاب أهداف التعلم. يظهر استعدادا لاستخدام وسائل تكنولوجية مُساعدة.	objectives. Clearly demonstrates willingness to adopt the most appropriate ICT resources. هناك استخدام مبدع للتكنولوجيا من جانب الطلاب وهذا الاستخدام يدعم بصورة واضحة أهداف التعلم. يثبت بشكل واضح استعدادا لاستخدام المصادر التكنولوجية المناسبة
Teacher Strategies استراتيجيات التدريس	Instructional strategy is poorly described and is not appropriate for the learning objectives. Does not show disposition toward the learning of all students. تم وصف الاستراتيجيات التدريسية بصورة ضعيفة وهي ليست مناسبة لاهداف التعلم.	A single instructional strategy is described that is appropriate for learning objectives but is not inconsistent with the belief that all students can learn. تم وصف استراتيجيه واحدة وهي مناسبة لاهداف التعلم ولكنها لا تتماشى مع فكرة أن	More than one learning strategy is described; the set of learning strategies is appropriate for learning objectives. Is consistent with the belief that all students can learn. تم وصف أكثر من استراتيجية واحدة، وتتناسب مجموعة الاستراتيجيات	Instructional strategies are clearly described, varied, and clearly support learning objectives. Shows a commitment to the belief that all students can learn. تم وصف الاستراتيجيات التدريسية بصورة واضحة، وهي متنوعة و

Criteria	Unsatisfactory (1) غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target (4) مستهدف
	لا يظهر توجهاً مهنياً اتجاه تعلم الطلبة	جميع الطلبة بإمكانهم التعلم	التدريسية مع اهداف التعلم. وتتماشى مع حقيقة أن بإمكان جميع الطلبة التعلم	تدعم اهداف التعلم بصورة واضحة ويظهر التزاما لحقيقة أن بإمكان جميع الطلبة التعلم
Student Activities الانشطة الطلابية	Student activities • Include a single mode of interaction (E.g., visual, auditory, or kinesthetic), • Do not encourage students to ask questions, and • Offer limited conceptual and cognitive development يستخدم مهارة واحدة فقط. لا يشجع الطلبة على الأسئلة. يشجع على تعليم المفاهيم بشكل محدود جداً	Student activities • Include a single mode of interaction (E.g., visual, auditory, or kinesthetic), • Minimally encourage students to ask questions of the teacher but not other students, and • Offer limited conceptual and cognitive development يستخدم نوع واحد - حركية (من المهارة). أو سمعية أو بصرية) يشجع الطلبة على طرح الاسئلة للمدرس بشكل محدود ولا يشجع على طرح الاسئلة البينية	Student activities may • Include multiple modes of interaction (E.g., visual, auditory, or kinesthetic), • Encourage students to ask questions of the teacher but not other students, and • Enhance conceptual and cognitive development appropriate to the subject area. يشجع الطلبة على - بصرية أو سمعية أو حركية). يشجع الطلاب على -	Student activities • Include multiple modes of interaction (E.g., visual, auditory, or kinesthetic), • Encourage students to ask questions of the teacher and other students, and • Enhance conceptual and cognitive development appropriate to the subject area. وتشمل على: بصرية (تنوع المهارات - حركية/سمعية/) يشجع الطلبة على - طرح الاسئلة على المعلم والطلاب. • يشجع على تطوير -

Criteria	Unsatisfactory (1) غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target (4) مستهدف
		يشجع الوعي - المفاهيمي بشكل محدود.	الاسئلة للمعلم ولكن ليس للطلبة. يشجع على تطوير - الوعي المفاهيمي المناسب لموضوع الدرس	الوعي المفاهيمي المناسب لموضوع الدرس
Modifications/ Differentiation التنوع والتمايز	A strategy to help students with a single type of need is identified, or strategies identified are not appropriate. يقوم بتحديد استراتيجية واحدة لنوع من الحاجات أو يقوم بتحديد استراتيجيات عديدة ولكنها غير مناسبة.	Multiple strategies to help students with a single type of need are identified; most are appropriate يقوم بتحديد - استراتيجيات متعددة لتعليم الطلاب ضمن نوع واحد من الاحتياجات ومعظمها مناسبة.	Multiple and appropriate strategies to help students with diverse needs are identified. يحدد استراتيجيات - عديدة ومتنوعة لمساعدة الطلبة في التعلم بحسب احتياجاتهم المختلفة	Multiple and appropriate strategies to help students with diverse needs are identified and explained. يحدد ويشرح استراتيجيات عديدة ، متنوعة ومناسبة بحسب احتياجات الطلاب المختلفة
Lesson Extension شمولية الدرس (التوسع بالدرس)	Extension repeats but does not offer application in a new context. يعيد تكرار ذات - الموقف ولا يعطى الطلبة الفرصة لتطبيق ما تعلموه في ظروف مشابهة.	Extension includes limited opportunities for students to apply the information, concepts, or skills in a similar context. يعطي فرصا محدودة لتطبيق ما تعلمه الطلاب من مفاهيم	Extension includes opportunity for students to apply the information, concepts, or skills in a new context. يعطي الفرصة للطلاب لتطبيق ما تعلموه من المفاهيم	Extension includes one or more opportunities for students to apply the information, concepts, or skills in new and authentic situations or contexts.

Criteria	Unsatisfactory (1) غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target (4) مستهدف
		ومعلومات ومهارات في مواقف مشابهة	والمعلومات والمهارات في مواقف جديدة	يعطي فرصا متعددة للطلاب لتطبيق ما تعلموه من مفاهيم ومعلومات ومهارات في مواقف مشابهة أو ظروف حقيقية
Closure الخاتمة	Closure by teacher ends the lesson, but does not summarize or clarify learning. الخاتمة فقط تنهي الدرس ولا تلخص أو توضح شيء.	Closure by teacher summarizes the lesson and clarifies points. تختصر الخاتمة على - قيام المعلم بتلخيص الدرس وتوضيح بعض النقاط.	Closure includes an opportunity for a limited number of students to summarize the lesson, respond to questions, connect to previous learning, or anticipate new learning. تعطي الخاتمة - فرصة محدودة لبعض الطلبة لتلخيص الدرس والاجابة عن الاسئلة وربطه بالتعليم السابق والتنبؤ بالتعليم المستقبلي.	Closure includes an opportunity for all students to summarize the lesson, respond to questions, connect to previous learning, or anticipate new learning. تعطي الخاتمة فرصة لكل طالب لتلخيص الدرس والاجابة عن الاسئلة وربط التعليم الحالي بالسابق والتنبؤ بالتعليم المستقبلي
Assessments التقييم\التقويم	Assessment does not align with lesson	Assessment provides feedback for each	Assessment provides feedback	Assessments clearly align with the lesson

Criteria	Unsatisfactory (1) غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target (4) مستهدف
	<p>objectives or does not provide feedback on each student.</p> <p>لا تتفق أدوات التقييم مع محتوى الدرس وأهدافه ولا تعطي تغذية راجعه لكل طالب</p>	<p>student and is aligned with most of the lesson's objectives in content.</p> <p>يتفق التقييم مع معظم اهداف الدرس ومحتواه والتغذية الراجعة تكون من المدرس للطلبة فقط</p>	<p>for each student and is aligned with the lesson standards and objectives in cognitive level (Bloom's taxonomy).</p> <p>يتفق التقييم مع - معطيات الدرس ومحتواه واسلوب التدريس وهم بلوم ولكن التغذية الراجعة تكون لكل طالب فقط وليس للمعلم.</p>	<p>standards and objectives in content, mode (way it was taught), and cognitive level (Bloom's taxonomy); provides focused feedback for teacher and every student.</p> <p>تتفق ادوات التقييم مع معطيات الدرس وأهدافه ومحتواه وطريقة التعليم والمستوى الذهني وتكون التغذية (بلوم) الراجعة هادفة للمعلم ولكل طالب</p>
<p>Reflective Evaluation of Lesson (Added after the lesson is presented).</p> <p>التأمل (بعد إعطاء الدرس)</p>	<p>Reflection is shallow, focusing on unimportant aspects of the lesson.</p> <p>- يكون التأمل ضعيفا جدا بحيث يركز على أمور غير ذات أهمية للدرس.</p>	<p>Reflection focuses on the design and delivery of the lesson, identifying strengths and areas for improvement, but does not reflect on student learning.</p> <p>- يقتصر التأمل على التمعن في تصميم</p>	<p>Reflection discusses student learning and strengths and areas for improvement in lesson design and delivery.</p> <p>- يناقش التأمل مدى تعلم الطلبة ونقاط القوة في الدرس</p>	<p>Reflection demonstrates thoughtful consideration of the lesson is terms of student learning, identifying strengths and areas for improvement in lesson design, lesson</p>

Criteria	Unsatisfactory غير مقبول (1)	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف (4)
		الدرس وطريقة التدريس محددًا نقاط القوة وتلك التي تحتاج الى تطوير ولا يتعرض لمدى تعلم الطلاب .	والامور التي تحتاج الى تطوير في تصميم الدرس وطريقة التدريس .	delivery, and student engagement and achievement. - يشمل التأمل على اعادة النظر بشكل واسع بمجريات الدرس ومدى فائدته في تعليم الطلبة وتحديد نقاط القوة في الدرس وطريقة التدريس ومدى تفاعل الطلاب وانجازاتهم .



## Daily Appointments Form

Week.....

**Note:** Fill out this form and submit it to the university supervisor so that he can schedule observations and visits. Make sure to submit a **New form** if your program changes.

Student-teacher Name: \_\_\_\_\_

Mentor Teacher's Name: \_\_\_\_\_

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

Class \_\_\_\_\_ Subject \_\_\_\_\_

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

Time	Sunday	Monday	Tuesday	Wednesday	Thursday





## Guidelines and Forms for Student-teacher Observation of other Teachers

(To be used when observing other classes)

### Task 1: Observing Classroom Management

Some factors should be noted during the observation: What is the general atmosphere of the classroom? What is the nature of social/ interpersonal interaction between individuals, and how often does this interaction occur?

#### a. General Classroom Environment:

- What does the classroom environment look like – Is it encouraging for interaction and learning or is it unfriendly?
- How students' works are presented in the classroom?
- How are the works of educational materials displayed in the classroom?  
(For example, do the works reflect the Arabic language material in the classroom?)

#### b. What type and number of classroom interactions occur within the classroom? How can these interactions be improved and developed to be more effective in supporting students' learning and understanding?

- Interaction of teachers with students: How long does the teacher talk during the lesson? Does the talk contain questions or just information?
- Interaction of students with teachers: How many opportunities did students have to ask the teacher questions or did students only provide simple answers to the questions presented?
- Interaction of student with student: What opportunities do students have to cooperate or to talk to each other about cooperation, and how many are there?

#### c. Application: choose at least one of the classroom management methods that you will apply, and submit a progress report during the seminar.



Time	Management Strategy	Notes
Environment		
	General impression about the class	
	Display students work	
Interactions		
	Teacher-to-student	
	Student-to-teacher	
	Student-to-student	

## Task 2: Observing Instructional Strategies

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

### a. Lesson Structure:

- Does the lesson plan include a variety of ways to engage students in effective learning?
- Does the teacher adhere to the lesson plan?
- Does the lesson include specific strategies to meet the diverse needs of students and take into account individual differences?

### b. Students Participation:

- How do students participate effectively in the lesson?
- How do students work together?
- How often does the teacher ask open - ended questions?



- c. **Application:** choose at least one instructional strategy that you will apply, and submit a progress report during the seminar.

Time	Instructional Strategies	Notes
Lesson Structure		
	Effective Learning	
	Adhere to the Lesson Plan	
	Consider the differences	
Students Engagement		
	Students Participation	
	Students Cooperation	
	Open-ended Questions	

### Task 3: Observing Assessment Practices

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

**a. Examples of Formative Assessment Uses:**

- To determine the student's level of understanding, and then modify the instructions to meet the student's needs.
- Teacher's self-assessment when presenting a lesson - Do I present information in a way that students can understand and follow?

**b. Examples of Formative Assessment Types:**



- Open-ended questions
- Visual organizers
- Worksheets or activities
- Exit cards

**c. Examples of Summative Assessment Uses:**

- Students grades
- Students motivation
- School reports

Time	Assessment Practices	Notes			
Formative Assessment					
	Students' understanding				
	Teachers self-assessment				
Select the types used					
	Yes / No		Yes / No		Yes / No
Worksheets		Visual organizers		Open-ended questions	
Exit cards		Exams		Questions with limited answers	



Summative Assessment		

*Lesson Observation Form*

Student-teacher Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_



Observer's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer's Role: \_\_\_\_\_ Mentor teacher: \_\_\_\_\_  
University Supervisor

This observation form is to be used by the mentor teacher for daily lesson observations. It may also be used by the university supervisor during class visits to student-teacher. All standards apply to Diploma students and students in the Special Education Program in both the classroom and source room.

Please put a sign in the appropriate place:

Pre-observation Planning		Yes		No	Evidence
Lesson plans have been submitted to the mentor teacher and the supervisor well in advance of the lesson for feedback.					
The lesson plan covers all elements compatible with Qatar University standards.					
Please use the next four point scale for the indicators below: Mark <b>Constantly Obs</b> (Constantly Observed) if the behavior was incorporated throughout the lesson. ملاحظ بشكل مستمر (ملاحظ غالبا) بحيث يتم ادماج خلال الدرس Mark <b>Satisfactory Obs</b> (Satisfactory Observed) if you specifically saw the behavior. السلوك ملاحظ (ملاحظ بشكل مقبول) بحيث يمكن رؤية السلوك Mark <b>Obs with Improvement</b> (Observed but needs improvement) if you specifically saw the behavior.					

<p>(السلوك ملاحظ ولكن بحاجة لتحسن) بحيث يمكن رؤية السلوك</p> <p>Mark <b>Not Obs</b> (Not Observed) if you did not see the behavior at all during the lesson.</p> <p>إذا كان السلوك غير ملاحظ خلال الدرس ضع إشارة عند (غير ملاحظ).</p>						
Classroom Observation الملاحظة	Constantly Obs	Satisfactory Obs ملاحظ	Obs with improvement ملاحظ مع تحسين	Not Obs غير ملاحظ	Evidence الدليل	
Preparation, Organization, and Management التحضير، التنظيم، والإدارة	ملاحظ غالباً					
<i>Beginning of the lesson</i> الدرس						
Materials are prepared and ready to use. المادة التعليمية معدة وجاهزة للاستخدام.						
Is prepared to begin class on time. جاهزة لبدء الدرس في الموعد المحدد له.						
Quickly focuses students' attention on the topic. جذب انتباه الطلاب بسرعة.						
States lesson objectives at the beginning of class. يحدد الأهداف في بداية الحصة						
Reviews material from previous class. يراجع ما سبق تدريسه في الدرس السابق.						
<i>During the lesson</i> خلال الدرس						

Encourages students to question and respond. يشجّع الطلاب على طرح الأسئلة والإجابة.					
Provides constructive feedback. يوفر تغذية راجعة بناءة					
Calls on and responds to students by name. يدعو الطلاب بأسمائهم ويستجيب لهم.					
Encourages students as well as prevents or handles misbehavior by continually moving around the classroom. يشجّع الطلاب كما يمنع أو يعالج سوء التصرف بالتنقل المستمر داخل غرفة الصف.					
<i>Finishing the lesson</i> إنهاء الدرس					
Summarizes main points of the lesson. يلخّص النقاط الرئيسية للدرس.					
Reminds students of assignments, etc. يذكّر الطلاب بالواجبات ... إلخ.					
Ends lesson without rushing ينهي الدرس في الوقت المناسب بدون تعجّل.					



<b>Instruction and Strategies</b> الخطط وطرق التدريس (الاستراتيجيات) المحتوى <i>Content</i>	Constantly Obs ملاحظ غالباً	Satisfactory Obs ملاحظ	Obs with improvement ملاحظ مع تحسين	Not Obs غير ملاحظ	Evidence الدليل
Explains concepts clearly. يشرح المفاهيم بوضوح.					
Presents the same information more than once and in various modes. يقدم نفس المعلومات أكثر من مرة وبطرق مختلفة.					
Relates information to previous knowledge. يربط المعلومات بخبرات سابقة.					
Relates information to past, present, and/or future. يربط المعلومات بالماضي والحاضر أو المستقبل.					
Presents information in the context of students' lives. يربط المعلومات في سياق النص بخبرات الطلاب الحياتية.					
Demonstrates relationships between different concepts.					

يوضح العلاقات بين المفاهيم المختلفة.					
Distinguishes between factual and nonfactual information. يميز بين المعلومات الواقعية و غير الواقعية.					
Clearly identifies opinions. يشرح وجهات النظر بوضوح.					
Shares up-to-date information in the subject area. يقدم وبشكل مستمر المعلومات الحديثة في موضوع الدرس.					
<i>Strategies and Processes</i> الاستراتيجيات والعمليات					
Explains difficult content in more than one way. يشرح المحتوى الصعب للطلاب بأكثر من طريقة.					
Type(s) of learning groups observed: (Mark all that apply)  نوع /أنواع مجموعات التعلم الملاحظة: (ضع إشارة على كل ما ينطبق)					
Individual فردى					

Pair	ثنائي					
Small group	مجموعة صغيرة					
Whole class	صف كامل					
Evidence of differentiation: Identify specific evidence on a separate sheet (Mark all that apply)						
<p>دليل تنوع الأساليب:</p> <p>حدّد وقائع محدّدة على ورقةٍ منفصلةٍ (حدد كل ما ينطبق)</p>						
<p><b>Content:</b> e.g., materials with varied readability levels, multiple ways to access ideas or information</p> <p>المحتوى: على سبيل المثال، المواد ذات مستويات القراءة المتنوعة، واستخدام طرق متنوعة لتوصيل الأفكار أو المعلومات.</p>						
<p><b>Process:</b> e.g., different homework, tasks in multiple formats, options about how to work (alone, in pairs, etc.)</p> <p>العملية التعليمية: على سبيل المثال، الواجبات الدراسيّة المتنوعة والمهام متعددة الأشكال واختيارات حول كيفية إتمام العمل (فردية، ثنائي، ... إلخ).</p>						

<p><b>Products:</b> e.g., choice of multiple ways of demonstrating learning (essay, model, etc.), variety of assessment tasks</p> <p>المنتجات: على سبيل المثال، اختيار طرق متعددة لإظهار عملية التعلم (مقال، نموذج ، ... إلخ)، والتنوع في أساليب التقييم.</p>					
<p>Asks questions to gain and hold students' attention.</p> <p>يطرح أسئلة لجذب انتباه الطلاب.</p>					
<p>Uses sufficient "wait-time" when asking questions of students.</p> <p>يعطي وقتاً كافياً عند طرح الأسئلة على الطلاب.</p>					
<p>Encourages students to answer each other's questions.</p> <p>يشجّع الطلاب على إجابة أسئلة بعضهم البعض.</p>					
<p>Provides frequent feedback.</p> <p>غالباً ما يعطي تغذية راجعة.</p>					
<p>Demonstrates enthusiasm for the class and the subject.</p>					

يبيدي حماساً للصف وللمادة الدراسية.					
Supports students' use of technology. يدعم استخدام الطلاب للتكنولوجيا.					
Teaches content that matches the students' developmental level. يدرس المحتوى الذي يتلاءم مع مستوى تطور الطلاب.					
Applies teaching strategies that are appropriate to the content identified in the lesson plan. يطبق طرقاً تعليمية ملائمة للمحتوى المتضمن في خطة الدرس.					
Teaching /Learning technique(s) observed: (Mark all that apply)					
استراتيجيات التعليم والتعلم الملاحظة: (ضع إشارة على كل ما ينطبق)					
Lecture	الإلقاء				
Group work (any size group)	عمل جماعي (بغض النظر عن الحجم)				
Student presentations	عروض الطلاب				
Teacher-student discussion	نقاش بين الطلاب والمعلم				
Interactive lab or activity (With worksheets related to hands-on activity)	مختبر تفاعلي أو أنشطة (مع أوراق عمل ذات صلة بأنشطة المحوسبات)				

In-class writing (Not worksheets) الكتابة داخل الصف الدراسي (ليست أوراق عمل)			
Individual worksheets      أوراق عمل منفردة			
<i>Assessments and Evaluations</i> القياس والتقييم			
Misunderstandings and gaps in information are diagnosed through frequent questioning. تحديد المعلومات غير المفهومة وغير الواضحة من خلال تكرار طرح الأسئلة.			
Questions are drawn from a variety of cognitive levels (Bloom's Taxonomy). الأسئلة مبنية بشكل متدرج بحيث تغطي المستويات المعرفية المختلفة بحسب تصنيف بلوم.			
Assessments (formative and summative) match standards, instruction, and lesson plan/IEP objectives. تتوافق التقييمات سواء التكوينية أو الختامية مع المعايير وطرق التدريس و خطة الدرس و الأهداف التعليمية.			
Test (if present) matches standards, instruction, and lesson plan/IEP objectives. يتطابق الاختبار (في حالة وجوده) مع المعايير، وطرق التدريس، وخطة الدرس/ وأهداف برنامج التعليم الفردي.			

Observer comments (ملاحظات الملاحظ):



Student-teacher feedback (ملاحظات الطالب المعلم):

Student-teacher Signature (توقيع الطالب المعلم): \_\_\_\_\_ Date (التاريخ): \_\_\_\_\_

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



## تقييم الأداء في التدريب الميداني- التعليم الابتدائي

CEE B.Ed & DP. in Primary Education

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

\* = Response is required

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

\* **Evaluator المُقيِّم:**

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

\* **Evaluator Name** ( اسم المقيم )

\* **Subject** المادة

\* **Grade** الصف

**Important** هام جداً

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

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





## Instructions تعليمات

Please mark the number that matches your observation for that item. Add the points together for a total score.

A conversion tool is available to calculate percentages from the raw

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

### Part I: Classroom Performance (الأداء الصفّي)

#### A. LESSON PLANNING AND MATERIALS التعليميّة للموادّ والتخطيط للدرس

\* 1. Innovative and flexible learning experiences are structured for individuals and group of students.

(Evaluate on written lesson plan.) (قيم بناءً على خطة الدرس المكتوبة)  
يصمم خبرات تعليمية مبتكرة ومرنة للأفراد ولمجموعة من الطلبة. (قيم بناءً على خطة الدرس المكتوبة)

#### Response Legend:

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

	1	2	3	4	N/A
1.1 Identifies learning goals in Curriculum Standards and school-based curricula or IEP. يحدد الأهداف التعليمية لمعايير المنهاج والمقررات التعليمية المرتبطة بالمدرسة أو ببرنامج التعليم الفردي					
1.2 Designs learning experiences suitable to students' developmental level. يصمم خبرات تعليمية مناسبة لمستوى تطور الطلبة					
1.3 Plans and incorporates accommodations and modifications for special needs students. يضع الخطط اللازمة مع التعديلات التي تلائم الطلبة من ذوي الاحتياجات الخاصة.					
1.4 Designs learning and teaching strategies that are innovative and flexible يقوم بتصميم طرق تعلم وتعليم مبتكرة ومرنة					
1.5 Integrates teaching materials and resources in lesson development يدمج أدوات التدريس والمصادر في عملية تطوير الدرس					



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

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#### Evidence الدليل

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

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

التعليمية والمصادر لإشراك الطلاب في عملية التعلم الفعالة الاستراتيجيات

#### Response Legend:

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

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



## الدليل Evidence

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

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

### Response Legend:

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

	1	2	3	4	N/A
3.1.1 Identifies and monitors students' skill development regarding: Language and Literacy يحدد ويتابع تطور مهارات الطلبة فيما يتعلق باللغة ومعرفة القراءة و الكتابة					
3.1.2 Identifies and monitors students' skill development regarding: Numeracy يحدد ويتابع تطور مهارات الطلبة فيما يتعلق بالقدرة على القيام بالعمليات الحسابية الأساسية					
3.2.1 Assesses students' skills regarding: Language and Literacy يقيم مهارات الطلبة فيما يتعلق باللغة ومعرفة القراءة والكتابة					
3.2.2 Assesses students' skills regarding: Numeracy يقيم مهارات الطلبة فيما يتعلق بالقدرة على القيام بالعمليات الحسابية الأساسية					
3.3.1 Applies teaching and learning strategies that address skills regarding: Language and Literacy يطبق طرقا تعليمية وتعلمية تغطي المهارات المتعلقة بالقدرة على القيام بالعمليات الحسابية الأساسية					
3.3.2 Applies teaching and learning strategies that address skills regarding: Numeracy يطبق طرقا تعليمية وتعلمية تغطي المهارات المتعلقة بالقدرة على القيام بالعمليات الحسابية الأساسية					
3.4.1 Provides students with closely monitored feedback and support regarding development in: Language and Literacy يزود الطلبة الذين يتابعهم عن قرب بالتغذية الراجعة والدعم فيما يتعلق بتطور في اللغة ومعرفة القراءة والكتابة					
3.4.2 Provides students with closely monitored feedback and support regarding development in: Numeracy يزود الطلاب الذين يتابعهم عن قرب بالتغذية الراجعة والدعم فيما يتعلق بتطور في القدرة على القيام بالعمليات الحسابية الأساسية					



## الدليل Evidence

### D. LEARNING ENVIRONMENT د. بيئة التعلّم

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

#### Response Legend:

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

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

## الدليل Evidence

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

\* 5. Learning experiences that connect with the world beyond school are constructed. بناء الخبرات التعليمية التي ترتبط بالعالم خارج حدود المدرسة

#### Response Legend:

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



1 2 3 4 N/A

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

1	2	3	4	N/A

Evidence الدليل

F. INFORMATION AND COMMUNICATION TECHNOLOGY و. تكنولوجيا المعلومات والاتصالات

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

Response Legend:

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

1 2 3 4 N/A

- 6.1 Identifies students' learning needs in relation to ICT يحدد احتياجات الطلبة التعليمية فيما يتعلق بتكنولوجيا المعلومات والاتصالات
- 6.2 Selects ICT-based learning strategies and resources يختار طرقاً ووسائل تعليمية قائمة على تكنولوجيا المعلومات والاتصالات

1	2	3	4	N/A



6.3 Involves students in using ICT to organize and search information. **يشرك الطلبة في استخدام تكنولوجيا المعلومات والاتصالات لتنظيم البيانات والبحث عنها**

6.4 Evaluates ICT-based learning strategies and resources. **يقيم طرق التعلّم والمصادر التعليمية القائمة على تكنولوجيا المعلومات والاتصالات**

6.5 Accesses and manages information on student learning using ICT resources. **يوظف ويدير المعلومات في عملية تعلّم الطالب مستخدماً موارد تكنولوجيا المعلومات والاتصالات**


**Evidence الدليل**

**G. ASSESSMENT ي. التقييم**

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

**Response Legend:**

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

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

**Evidence الدليل**



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

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

### Response Legend:

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

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

### Evidence الدليل

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

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

### Response Legend:

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

	1	2	3	4	N/A
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9.1 Demonstrates knowledge of subject area during lessons. يظهر معرفة بالمادة الدراسية أثناء الدروس.

9.2 Presents lessons that follow Qatar Curriculum Standards or the school-developed curriculum. يقدم الدروس التي تتبع معايير المناهج القطرية أو مناهج المدرسة المعمول بها.

9.3 Engages students in applying methods of inquiry. يشرك الطلبة في تطبيق طرق الاستقصاء.

9.4 Promotes critical and creative thinking, decision-making, and problem solving skills. يعزّز التفكير النقدي والإبداعي ومهارات صنع القرار وحل المشكلات.

Evidence الدليل


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

A. PROFESSIONAL TEAMS أ. الفرق المهنية

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

Response Legend:

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

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





## Evidence الدليل

### B. COMMUNITY INVOLVEMENT المشاركة المجتمعية

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

#### Response Legend:

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

	1	2	3	4	N/A
11.1 Builds relationships with families and the broader community to enhance student learning. يبني علاقات شراكة مع الأسر والمجتمع ككل بهدف تحسين تعلّم الطلبة.					
11.2 Establishes learning environments that acknowledge students' families and communities. ينشئ بيئات تعلم فيها تقدير لأسر الطلبة ومجتمعاتهم.					

## Evidence الدليل

### C. PROFESSIONALISM المهنيّة

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

#### Response Legend:

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

	1	2	3	4	N/A
12.1 Reflects critically on professional practice. يتفكر بصورة ناقدة في الممارسات المهنية.					
12.2 Engages in personal and professional development. يشارك في التطوير المهني والشخصي.					
12.3 Recognizes the role of the SEC policies in school governance. يتعرّف على سياسات دور المجلس الأعلى للتعليم في إدارة المدرسة.					



12.4 Meets ethical, accountability, and professional requirements. يحقق متطلبات  
المسؤولية الأخلاقية والمهنية.

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Evidence الدليل

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

لمهنية المعلمين

D. PROFESSIONAL BEHAVIORS د. السلوكيات المهنية

\* 1.0 Attendance and Punctuality الحضور ودقة المواعيد

Response Legend:

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

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

Evidence الدليل

No answer specified

\* 2.0 Professionalism المهنية

Response Legend:

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

	1	2	3	4	N/A
2.1 Dresses appropriately. يلبس ملابس مناسبة					
2.2 Demonstrates preparedness. يُظهر الاستعداد					
2.3 Demonstrates a positive attitude. يُظهر سلوكاً إيجابياً					
2.4 Willingly accepts responsibilities. يقبل المسؤوليات برضاً					
2.5 Completes tasks as instructed. يُكمل المهام حسب الإرشادات					



2.6 Seeks advice and/or feedback. يطلب النصيحة و/أو التغذية الراجعة.

2.7 Accepts feedback constructively. يقبل الملاحظات بشكل بناء.

2.8 Demonstrates respect for mentor, students, parents, and others يُظهر احتراماً للمدرس  
المعاون وللطلبة وللآباء والآخرين

2.9 Assumes responsibility for routine tasks without being asked repeatedly. يتولى  
مسؤولية المهام الروتينية بدون تكرار الطلب

2.10 Completes routine paperwork on time. يُنهي الأوراق الروتينية في مواعيدها.


#### PART IV: Professional Dispositions التوجهات المهنية

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

##### Response Legend:

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

	1	2	3	4	N/A
1. Upholds high standards for content knowledge for all students. يحافظ على معايير مرتفعة لمعرفة المحتوى لدى جميع الطلبة					
2. Recognizes the importance of using challenging experiences that accommodate various students' individual differences and patterns of learning and development يدرك أهمية استخدام خبرات ذات تحدي لتلائم الفروق الفردية لدى الطلبة وأنماط التعلم والتطور لديهم					
3. Demonstrates ability to select strategies that foster critical thinking, creativity and problem solving يظهر القدرة على تبني الاستراتيجيات التي تعزز التفكير الناقد والإبداع وحل المشكلات					
4. Demonstrates willingness to adopt most appropriate instructional resources, including technology يظهر رغبة في تبني مصادر التعلم الأكثر مناسبة، بما في ذلك المصادر التكنولوجية					



5. Values the idea that safe learning environments promote active learning **يقدر فكرة أن بيئات التعلم الآمنة تحفز التعلم النشط**

6. Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction **يظهر القدرة على استخدام وسائل تقييم متعددة لدعم تعلم الطلبة والبناء على نتائجها في التدريس المستقبلي**

7. Demonstrates ability to plan lessons that enable students to meet rigorous learning goals **يظهر القدرة على تخطيط الدروس التي تمكن الطلاب من تحقيق أهداف تعلم عالية**

8. Demonstrates the ability to solve problems and take appropriate decisions **يظهر القدرة على حل المشكلات واتخاذ القرارات المناسبة**


1 2 3 4 N/A

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

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

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

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


#### \* Overall Comments **الملاحظات**

Strengths & Areas for Improvement **نقاط القوة ومجالات التحسين**



### Parents Contact Report Form

Student-teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student First Name (K-12) \_\_\_\_\_ Gender: \_\_\_\_\_

Age: \_\_\_\_\_ Class: \_\_\_\_\_

**Note for Student-teacher:** complete the form after meeting the student's parent(s).

The topic of discussion during the meeting:

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

Student-teacher feedback: (if you spoke at the interview, what did you say to the guardian about his/her son/daughter?)

Student-teacher comment: (What was accomplished or not at this meeting?)



Student-teacher \_\_\_\_\_ Mentor teacher \_\_\_\_\_



### Parent's Contact Log

Date and time	Parent's name/ student's name	Contact type/details	Notes	Mentor teacher's signature

Student-teacher \_\_\_\_\_ Mentor teacher \_\_\_\_\_



### Parent's Meeting Report Rubric

First: To parents: the report shows what parents present about the following aspects:	Yes (1 grade)	No (0 grade)	Notes
1. The student's problem or the topic of the meeting			
2. Student behavior at home			
3. Parental expectations about the student's responsibilities at school			
Second: The teacher: the report shows what the teacher provides about the following aspects:			
4. Reflect on the positive aspects, strengths, and weaknesses of the student's performance or behavior			
5. Clear knowledge of the student's performance and assessment, helps to understand the student's problem.			
6. Parents' knowledge of the teacher's roles in the school and the school's policy.			
7. Identifying student performance level, progress, and aspects that need to be addressed, with examples			
Third: Teacher's suggestions in the report			
8. Provides suggestions, activities, and tools for the family to use at home for student learning and progress			
9. Offers suggestions to help support positive classroom practices			





10. The report shows collaboration with parents in developing solutions to support student learning or improve behavior			
Total:			
Final score: the total divided by 2, to make the final score out of 5			



## Weekly Reflection Journal Guidelines

A reflection journal is a place for observations, reflections, and questions. Your university supervisor should be available to comment on your observations and answer your questions. The supervisor can also help you learn to reflect on your teaching experience, in some cases by offering another point of view.

In writing the journal, you are not obliged to comment on every topic weekly, but you should be sure to be exposed to these topics consistently throughout the semester. A weekly journal should include comments on the following:

### **1. Personal thoughts and feelings, and ideas about situations and educational environment.**

#### **Examples:**

- a. How did you feel when you started teaching students?
- b. Do you feel anxious and stressed even if you have some work experience?
- c. Were you satisfied or disappointed about a certain event this week?

### **2. Consistent, sequential, and in-depth presentation of field experience throughout the semester.**

#### **Examples:**

- a. What is the goal that you aim to improve in your plan?
- b. What specific actions have you taken or want to take this week?
- c. Were there any cases that happened unexpectedly with students? How was your participation in it? What do you think about this case?

### **3. A range of experiences and perspectives on many aspects of teaching and learning. Examples:**

- a. Did you expect before starting field training that changing some habits would be this difficult?
- b. What evidence of professionalism have you seen in your behavior and that of your colleagues?

### **4. Numerous examples of confidentiality, ethics, and respect teaching as a profession. Why do you think these qualities are necessary to reach a high level of professionalism? Examples:**



- a. Has a student or colleague mentioned something to you in confidence and confidentially?  
How should you handle that information?
- b. Provide examples of your support for education and consider it as a profession.

**Appreciation and demonstration of the need for personal and professional growth in acquiring skills, understanding, and professional competence. Examples:**

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



## General guidelines for midterm and final assessment

Name: \_\_\_\_\_Date:\_\_\_\_\_

Reflection notes: please use the following questions to guide your reflection:

### a. Mid-term assessment:

1. What was the biggest challenge you faced during the first half of teaching students? Explain.
2. Mention a positive event or a situation that you did not expect to happen during the first half of teaching students. Explain.
3. List two areas that you want to improve during the second half of teaching students.
  - a. First:
  - b. Second:
4. Mention one way in which you would like the mentor teacher to help you, in which the mentor teacher did not provide assistance in advance, or would you like the mentor teacher to continue providing this assistance to you. Explain.
5. Mention one way in which you would like the supervisor to help you, in which the supervisor did not provide assistance in advance, or would you like the supervisor to continue to provide this assistance to you. Explain.

### Final assessment:

1. What was the biggest challenge you faced while teaching your students? Explain.
2. In your opinion, what aspect of teaching the student was the most successful? Explain.
3. How the experience of field training has changed your directions and skills in the following areas?
  - a. Learning support for all students
  - b. Teaching
  - c. Research



d. Leadership



Mid and Final Reflective Journals Rubric

السلم التقييمي لصحيفة التفكير النصفى والنهائى

(TaskStream Assignment)

	Unsatisfactory غير مقبول (1)	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف (4)
Reflectivity التأمل	Reflections do not reveal the thoughts, feelings, or insights of the candidate. التأمل لا يبين أفكار، مشاعر أو رؤى المرشح.	Reflections reveal some (limited) personal experiences, thoughts, feelings, or insights. التأمل يبين بعض التجارب الشخصية المحدودة، والأفكار، والمشاعر، والرؤى.	Reflections provide personal experiences, noting some personal thoughts, feelings, or insights. التأمل يقدم تجارب شخصية، يبين بعض الأفكار الشخصية، والمشاعر، والرؤى.	Reflections are deeply thoughtful, providing personal thoughts, feelings, and insights. التأملات تكون مدروسة بعمق، وتقدم أفكاراً شخصية، ومشاعر، ورؤى.
Thoroughness الشمول	Very limited number of reflections; brief and/or incomplete. عدد محدود من التأملات، وتكون مختصرة و/أو غير مكتملة.	Set of reflections provides some insight into experience, but lacks thoroughness and/or depth. مجموعة من التأملات تتضمن بعض	Set of reflections provides an overview of experience. مجموعة من التأملات تقدم لمحة عامة عن الخبرات والتجارب.	Set of reflections is substantive, thorough and provides an in-depth view of experience. مجموعة من التأملات تكون موضوعية،

	Unsatisfactory (1) غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target (4) مستهدف
		التجارب وتفتقر الشمول و/أو العمق.		وتقدم صورة عميقة عن الخبرات التجارب.
Variety التنوع	Reflections are repetitive and portray a very limited number of aspects of teaching and learning. التأملات مكررة وتعطي صورة محدودة جداً عن مجالات التعلم والتعليم.	A limited number of aspects of teaching and learning are discussed. عدد محدود من مجالات التعلم والتعليم يتم مناقشتها.	Several important aspects of teaching and learning are discussed. عدد من المجالات المهمة في عملية التعلم والتعليم يتم مناقشتها.	Narratives on a broad and range of experiences provide in-depth perspectives on numerous aspects of teaching and learning. السرد على نطاق واسع من التجارب والخبرات يقدم وجهات نظر عميقة حول جوانب عدة من التعلم والتعليم.
Professionalism المهنية	There are serious errors in professionalism. هناك بعض الأخطاء الكبيرة في المهنية.	There are some errors in professionalism in several of the reflections; none serious. هناك بعض الأخطاء المهنية في بعض من	Overall, the reflections exhibit high standards of confidentiality, ethics, and respect for teaching as a profession.	The entire set of reflections exhibits high standards of confidentiality, ethics, and respect for teaching as a profession.

	Unsatisfactory غير مقبول (1)	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف (4)
		التأملات، ولكنها ليست أخطاء ذات اثر كبير	إجمالياً، التأملات تقدم مقياس عالي من السرية، الأخلاق، والاحترام للتعليم كمهنة.	كل التأملات تقدم مقياس عالي من السرية، الأخلاق، والاحترام للتعليم كمهنة.
Growth التطور	No professional growth is demonstrated. لا يوجد شرح للتطور.	There is some evidence of candidate growth in skill, understanding, or professionalism; however, it is not clearly demonstrated. يوجد بعض الأدلة على تطور مهارات المرشح، وتطور فهمه أو مهنيته، ولكن دون وجود شرح واضح.	Overall, the reflections demonstrate candidate growth in skill, understanding, or professionalism. إجمالاً، التأملات تشرح تطور مهارات المرشح، وتطور فهمه ومهنيته.	The set of reflections clearly demonstrate candidate growth in skill, understanding, and professionalism. مجموعة من التأملات تشرح بوضوح تطور مهارات المرشح، وتطور فهمه ومهنيته.





## *Technology Project Guidelines for Learning (Technology Lesson)*

### TaskStream requirement

#### **Overview**

Technology provides a variety of tools to enhance teaching skills and clarify concepts. They are also valuable for students in the learning and teaching process. These two elements will be evaluated during the semester of teaching students by observing a lesson.

To meet the three requirements of this standard, the following must be completed acceptably:

- Demonstrate the appropriate use of technology in teaching.
- Demonstrate students' appropriate use of technology for learning.
- Demonstrate awareness of appropriate technology to enhance learning by additional support to students.

#### **Task:**

- a. In one of the observations, technology that fits into the content, and that contains student interaction, should be integrated.

Examples of the appropriate use of interactive technology to enhance teaching:

- **Language lesson:** using the interactive board in Arabic or English, ask students to write the name of each of the images shown.
- **Social Studies:** using a printed transparency of map of the state of Qatar on a head-projector, ask students to locate Doha, and other cities and towns within the borders. Then ask the students to draw the roads between them on their maps.
- **Mathematics:** using calculators and the interactive grid on the board, calculate which of the two figures needs a longer fence.



- **Physics:** Using motion detectors and graphic software, determine which vibrational movements are similar in motion to the curves provided.

**Note: using a slideshow program (PowerPoint) during a lecture is not sufficient for this task.**

- b. In one of the observations, integrate technology that promotes student learning and is appropriate for both content and student level.

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

- **Social studies:** students create a PowerPoint slideshow with audio and video integration inside the presentation to show the architectural differences between old and New Doha, and show the cultural influence throughout history.
- **Language:** students make spoken audio recordings for them of different words, phrases, and sounds and analyze them to improve pronunciation.
- **Chemistry:** students use the modeling software to create virtual chemical molecules and balance chemical equations.

**Note: using a slideshow program (PowerPoint) during a lecture is not sufficient for this task.**

- c. In your lesson plan, describe several types of assistive technology (from 3-5) that will enable the additional support student to enhance his learning.

Examples of appropriate technology to enhance student learning additional support:



- Students with vision problems use alternative colors to display large print text on the screen.
- A student with difficulty using the keyboard uses a dictation application to record class notes.



Technology for Teaching and Learning Project

السلم التقييمي لمشروع التكنولوجيا للتعليم

	Unsatisfactory غير مقبول (1)	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف (4)
Technology in teaching التكنولوجيا في التعليم	Teacher uses technology to display information. يستخدم المعلم التكنولوجيا لعرض المعلومات	Teacher uses technology to present information that is appropriate for students. Technology provides little or no help in support of the learning opportunity for students. يستخدم المعلم التكنولوجيا لتقديم معلومات مناسبة توفر للطلاب التكنولوجيا مساعدة ضئيلة أو معدومة في دعم فرصة التعلم للطلاب.	Teacher uses interactive technology or technologies to present lesson that is appropriate for students. Technology supports lesson objectives. Technology is helpful to the learning opportunity provided to students. يستخدم المعلم التقنيات التفاعلية لتقديم الدرس الذي يتناسب مع الطلاب. تدعم التكنولوجيا أهداف الدرس.	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.

	Unsatisfactory غير مقبول (1)	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف (4)
			التكنولوجيا مفيدة لفرص التعلم المقدمة للطلاب.	يستخدم المعلم تقنيات متنوعة بأسلوب مبدع لجعل التعلم أكثر تحفيزاً، أصيلاً، وأكثر فعالية. التكنولوجيا المستخدمة تفاعلية، وتدعم المشاركة. وتدعم التكنولوجيا بوضوح أهداف الدرس. التكنولوجيا ضرورية لفرص التعلم المقدمة للطلاب.
Technology for learning التكنولوجيا للتعلم	Students use technology for single-purpose tasks isolated from lessons and objectives. يستخدم الطلاب التكنولوجيا للمهام ذات الغرض الواحد	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

	Unsatisfactory غير مقبول (1)	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف (4)
	والمعزولة عن الدروس والأهداف.	يستخدم الطلاب التكنولوجيا، ولكن للأعمال الروتينية، ومعالجة النصوص، من المستحيل والعرض، و/أو العمليات / جداول البيانات.	يستخدم الطلاب التكنولوجيا بشكل فعال في التعلم التي سيكون من الصعب أو من المستحيل الاستغناء عن التكنولوجيا بها.	to be self-directed learners. ينشغل الطلاب في التكنولوجيا التي تمكنهم من الخلق أو / و. والبحث فيها ان تحليل البيانات استخدام التكنولوجيا يساعد في تمكين الطلاب ليكونوا متعلمين ذاتيين.
Assistive technologies التكنولوجيا المساعدة	Little to no attention to the identification of or use of assistive technologies. تحديد أو استخدام التكنولوجيا المساعدة.	Identifies assistive technologies and identifies students' needs, but does not match ATs to specific needs. يعرف التكنولوجيات المساعدة ويحدد احتياجات الطلاب، ولكن لا يطابق التكنولوجيا المساعدة مع	Identifies appropriate assistive technologies to enhance learning of students with specific exceptionalities. يعرف التكنولوجيات المساعدة الملائمة لتعزيز التعلم لدى طلاب ذوو الحاجات الخاصة المحددة.	Identifies creative uses of readily available technologies to enhance the learning opportunities of students with exceptionalities, correctly matching the solution to the learning challenge

	Unsatisfactory غير مقبول (1)	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف (4)
		احتياجات الطالب المحددة.		and learning objective. يتعرف للاستخدامات المبتكرة من التكنولوجيات المتاحة لتعزيز فرص التعلم لطلاب الدعم الإضافي، بحيث يطابق الحل للتحدي مع هدف التعلم بشكل صحيح.
Creativity and Higher Level Thinking الإبداع ومستويات التفكير العليا	Technology use does not encourage or allow for higher-level thinking or creativity. استخدام التكنولوجيا لا يشجع او يسمح على التفكير او الابداع بمستويات عليا	Technology use allows for creativity and higher -level thinking, although in a limited way. استخدام التكنولوجيا يسمح للإبداع والتفكير بمستويات عليا ، ولكن بطريقة محدودة	Technology use allows for creativity and higher -level thinking. استخدام التكنولوجيا يسمح للإبداع والتفكير بمستويات عليا.	Technology use encourages creativity and higher-level thinking. استخدام التكنولوجيا يشجع الإبداع والتفكير بمستويات عليا.

	Unsatisfactory غير مقبول (1)	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف (4)
Reflection التفكير	Reflection discusses student learning. تناقش صحف التفكير كيفية تعلم الطلاب	Reflection discusses student learning; may identify connections between technology and learning. تناقش صحف التفكير كيفية تعلم الطلاب، من الممكن ان تبين العلاقات بين التكنولوجيا والتعلم	Reflection discusses students learning; identifies ways in which technology affects learning. تناقش صحف التفكير كيفية تعلم الطلاب . وتحدد الطرق التي تؤثر التكنولوجيا على التعلم.	Reflection focuses on student learning; clearly and insightfully identifies the ways in which technology interacts, enhances, or restricts learning. تركز صحف التفكير على تعلم الطلاب وتعرف بوضوح الطرق التي تتفاعل بها التكنولوجيا أو تعززها، أو تقيد بها التعلم.





## Teaching Unit Guidelines

### TaskStream Requirement

#### Objective:

The unit plan, consisting of complete lesson plans and supporting materials, should target a concept-not a topic - in the curriculum. The unit aims to develop rich and specific learning experiences and attitudes to teach students the target concept. It should include intensive use of technology for learning, multiple opportunities for active participation by students, and carefully differentiated instruction and assessment to enable all learners to achieve success.

#### Details:

1. The unit should consist of a set of sequential lessons that cover various topics within this concept.
2. The objectives of the unit should be in line with the established curriculum of the school and the topic taught.
3. The unit should take four (4) to six (6) time sets (classes) to teach.
4. Grading criteria for the lesson plans and instructional unit will be used to evaluate your work. Be sure to use them to get additional information on how to complete your unit. The grading criteria can be found in the appendix.

السلم التقييمي للوحدة الدراسية

Unit Plan Rubric

	Unsatisfactory غير مقبول (1)	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف (4)
Objectives الأهداف	Few objectives are aligned with Qatar National Curriculum Standards or written clearly in measurable terms, or few are appropriate for each lesson and for students. القليل من الأهداف تتماشى مع معايير المناهج الوطنية القطرية ومكتوبة بشكل واضح قابل للقياس، ومناسبة للدروس وللطلاب.	Some objectives are aligned with Qatar National Curriculum Standards and written clearly in measurable terms, and appropriate for each lesson and for students. بعض الأهداف تتماشى مع معايير المناهج الوطنية القطرية ومكتوبة بشكل واضح قابل للقياس، ومناسبة للدروس وللطلاب.	Most objectives are aligned with Qatar National Curriculum Standards and written clearly in measurable terms, and appropriate for each lesson and for students. معظم الأهداف تتماشى مع معايير المناهج الوطنية القطرية ومكتوبة بشكل واضح قابل للقياس، ومناسبة للدروس وللطلاب.	All objectives are aligned with Qatar National Curriculum Standards and written clearly in measurable terms, and appropriate for each lesson and for students. جميع الأهداف تتماشى مع معايير المناهج الوطنية القطرية ومكتوبة بشكل واضح قابل للقياس، ومناسبة للدروس وللطلاب.

<p>Content المحتوى</p>	<p>Many content errors and shows little understanding of the major ideas of the discipline. All content represents a single content area.</p> <p>العديد من الأخطاء في المحتوى واظهار القليل من الفهم وللأفكار الرئيسية للموضوع. كل المحتوى يمثل مجالا واحدا فقط من الموضوعات</p>	<p>Some content knowledge errors; some understanding of the major ideas of the discipline. All content represents a single content area.</p> <p>بعض الأخطاء في المحتوى المعرفي. بعض الفهم للأفكار الرئيسية في الموضوع. كل المحتوى يمثل مجالا واحدا فقط من المحتوى</p>	<p>Most content knowledge is accurate presented and reflects the important ideas of the discipline. Unit includes content from several disciplines.</p> <p>معظم محتويات المحتوى المعرفي دقيقة وتعكس الأفكار الهامة للموضوع. وتشمل الوحدة التعليمية عدة تخصصات.</p>	<p>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> <p>المحتوى المعرفي بأكمله دقيق ومقدم بوضوح؛ ويعكس المعرفة والأفكار الرئيسية للموضوع. وتشمل الوحدة محتويات من كل تخصصات اللغة (العربية أو الإنجليزية)، والرياضيات، والعلوم، والدراسات الاجتماعية.</p>
<p>Language arts-- Integration تكامل الفنون اللغوية</p>	<p>Poor use of concepts from reading, language and student development, to teach reading, writing, speaking,</p>	<p>Uses few concepts from reading, language and student development, to teach reading, writing, speaking,</p>	<p>Uses some concepts from reading, language and student development, to teach reading, writing, speaking, viewing,</p>	<p>Uses concepts from reading, language and student development, to teach reading, writing, speaking, viewing, listening, and thinking skills in</p>

	viewing, listening, and thinking skills محاولات قليلة لاستخدام المفاهيم من القراءة واللغة ونمو الطالب، لتعليم القراءة والكتابة والمحادثة والمشاهدة، والاستماع، ومهارات التفكير	viewing, listening, and thinking skills يستخدم القليل من المفاهيم من القراءة واللغة ونمو الطالب، لتعليم القراءة والكتابة والمحادثة والمشاهدة، والاستماع، ومهارات التفكير	listening, and thinking skills يستخدم بعض المفاهيم من القراءة واللغة ونمو الطالب، لتعليم القراءة والكتابة والمحادثة والمشاهدة، والاستماع، ومهارات التفكير	several lessons is realistic يستخدم المفاهيم من القراءة واللغة ونمو الطالب، لتعليم القراءة والكتابة والمحادثة والمشاهدة، والاستماع، ومهارات التفكير في العديد من الدروس اقية
Alignment of Instruction and Objectives مواءمة التعليمات و الأهداف	Few lessons, activities, and assignments are linked to objectives. القليل من الدروس، الأنشطة، والمهام مرتبطة بالأهداف	Some lessons, activities, and assignments are linked to objectives. بعض الدروس، الأنشطة، والمهام مرتبطة بالأهداف	Most lessons, activities, and assignments are linked to objectives. معظم الدروس، الأنشطة، والمهام مرتبطة بالأهداف	All lessons, activities, and assignments are linked to objectives. جميع الدروس، الأنشطة والمهام مرتبطة بالأهداف
Technology التكنولوجيا	Available technology is not used or is used inappropriately. لا تستخدم التكنولوجيا المتاحة أو انها تستخدم بشكل غير مناسب	Available technology is used but does little to support the objectives and to engage learners. التكنولوجيا المتاحة مستخدمة، ولكنها قليلا ما تدعم الأهداف أو	Available technology is used appropriately, somewhat supports the objectives, and engages learners. تستخدم التكنولوجيا المتاحة بشكل جيد، والى حد ما تدعم الأهداف، وتعمل على مشاركة المتعلم	Available technology is used appropriately, supports the objectives, and engages learners. تستخدم التكنولوجيا المتاحة بشكل جيد، وتدعم الأهداف، وتعمل على مشاركة المتعلم

		تعمل على مشاركة المتعلم		
Instructional Strategies and Assignments الاستراتيجيات التعليمية والمهام	Employs no variety of instructional strategies and assignments. Instruction is teacher-centered; almost no opportunity for active learning or creative thought. ليس هناك اي تنوع في استخدام الاستراتيجيات والمهام التعليمية. و التدريس مرتكز على المعلم. تقريبا لا يوجد اي فرصة للتعلم النشط أو التفكير الإبداعي.	Employs little variety of instructional strategies and assignments. Most activities are teacher-centered. Little opportunity for creative thought. استخدام محدود للاستراتيجيات التعليمية والمهام. معظم الأنشطة تركز على المعلم. مع وجود فرص ضئيلة للتفكير الإبداعي	Employs some variety of instructional strategies and assignments to meet stated objectives. Most activities are student-centered and active learning and higher-level thinking are encouraged in some activities, but not consistently. هناك بعض التنوع من الاستراتيجيات والمهام لتلبية الأهداف المعلنة التعليمية. معظم أنشطة التعلم تركز على الطالب ويشجع توظيف التعلم النشط ومهارات التفكير العليا، ولكن ليس بشكل دائم.	Employs a variety of instructional strategies and assignments to meet stated objectives. All learning activities are student-centered, and most employ active learning. Many activities require higher level thinking skills and provide opportunities for creativity. تستخدم مجموعة متنوعة من الاستراتيجيات والمهام لتلبية الأهداف المعلنة التعليمية. جميع أنشطة التعلم تركز على الطالب، وأغلبها يوظف التعلم النشط. تتطلب العديد من الأنشطة مهارات التفكير عليا وتوفر فرصا للإبداع.

<p>Differentiation of Instruction</p> <p>التمايز / مراعاة الفروق في التدريس</p>	<p>Differentiation is not used.</p> <p>لا يستخدم التمايز / مراعاة الفروق في التدريس</p>	<p>Differentiation is used across few lessons to meet the needs of students.</p> <p>يستخدم التمايز / مراعاة الفروق في القليل من الدروس لتلبية احتياجات الطلاب.</p>	<p>Differentiation is used across some lessons to meet the needs of students.</p> <p>يستخدم التمايز / مراعاة الفروق لبعض الدروس لتلبية احتياجات الطلاب.</p>	<p>Differentiation is used across all lessons to meet the needs of students.</p> <p>يستخدم التمايز / مراعاة الفروق في جميع الدروس لتلبية احتياجات الطلاب.</p>
<p>Assessment</p> <p>التقييم</p>	<p>Lessons do not contain an assessment, or no assessments are aligned with the objectives.</p> <p>الدروس لا تحتوي على تقييم، أو أن التقييم لا يتماشى مع الأهداف.</p>	<p>Few lessons contain an assessment that is aligned with objective(s), or lessons include an assessment that is not aligned with the objectives.</p> <p>بعض الدروس تحتوي على تقييم يتواءم مع الأهداف ، أو الدروس تشمل تقييماً لا يتماشى مع الأهداف.</p>	<p>Most lessons contain an assessment that is aligned with objectives.</p> <p>جميع الدروس تحتوي على الأقل تقييماً يتواءم مع الأهداف.</p>	<p>All lessons contain at least assessments that are aligned with objectives.</p> <p>جميع الدروس تحتوي على الأقل تقييمات تتواءم مع الأهداف.</p>
<p>Lesson and unit coherence</p>	<p>Lessons are minimally organized. Unit does not reflect knowledge about</p>	<p>Lessons are somewhat organized and move students somewhat toward</p>	<p>Lessons are organized and move students toward achieving objectives. Some</p>	<p>Lessons are sequentially organized and move students toward achieving</p>

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







## Assessment Practices Guidelines

### TaskStream Requirement

#### Introduction

One way to measure the impact of a student's learning is to compare the results of the pre-and post-test. The difference between grades is the result of teaching. The information from the assessment analysis is used to design future lessons and improve skills in using various instructional strategies.

The main purpose of this task is to collect and use assessment data to modify teaching methods and improve student learning. Modifications may be required when applied to some specific cases.

#### Adaptations

This analysis should be adapted for students of different academic levels, and different subjects, and for the assessment of students with additional support. For example, students in the first grade do not have the same ability to think abstractly as a high school student; language subjects use different teaching and learning strategies compared to other subjects such as mathematics. Students who need special education are often taught in small groups or one-to-one.

#### Description

1. Select a group of 3-5 daily lessons on the same topic or concept.
2. Design a test to reflect what students should know, understand or apply at the end of this set of lessons.  
It will be easier to analyze if the answers to the questions are in the form of true or false. Later, you can analyze which items are worth more than one mark.
3. Apply the test before starting teaching and record their marks in a spreadsheet. Give "1" for the correct answer, and "0" if the answer is wrong.



4. List down their marks for each question, as well as their overall score. Upon completion of the lessons, ask the students to take the same test, and list down their new marks in the same way as in the stage of the pre-test. When you have both sets of data for each student on each question, the following questions will be useful for analysis and reflection.

### **Collecting Data**

1. Calculate the mean, median, and mode for both the pre and post-test.
2. Calculate the sum for all questions from the two tests. This tells us which questions have the most correct responses. (frequency distribution).
3. Calculate the average for all questions. (Analysis of paragraphs).
4. Determine the level of each of the questions according to Bloom's ranking.

### **Analysis**

1. The mean, median, and mode for both the pre and post-test.
  - a. How can they be compared?
  - b. What does this tell you about the results?
2. Items with the most correct responses or the highest marks.
  - a. At the stage of pre-test, what does it mean?
  - b. At the stage of post-test, what does it mean?
3. Repeating the correct answers to a question.
  - a. Has it changed or stayed the same?
  - b. Was the change positive or negative?
4. Questions that reflect Bloom's ranking levels.
  - a. What is the level of the most frequently asked questions in the test?



- b. How can we compare these questions with the frequency distribution given in point (2) of the data collection?

### Results

1. Use the graph available in the (EXCEL) program to produce a graph or to arrange the data in the table.
2. Use the table or graph you created to reflect on the results.

### Consequences

1. When comparing the mean, and median, for the pre-test, and post-test, what does this indicate?
2. Has there been a change in the set of questions with the correct answers, has the number decreased, remained the same, or increased? What does this mean?
3. When comparing questions from the pre-test with the same questions on the post-test:
  - a. What does it mean if a few students answered correctly after teaching?
  - b. b. What does it mean if more students answered correctly after teaching?
  - c. If there are some questions that did not show any change between the pre-and post-tests, what should we conclude?
4. What are some of the implications of analyzing test questions based on Bloom's ranking?
  - a. From which level of Bloom's Taxonomy were the most questions?
  - b. From which level of Bloom's Taxonomy were the most correct responses?

### Advanced Analysis

1. Use spreadsheets to do content analysis
  - a. What questions reflect the same content?
  - b. Select Bloom's levels for all questions.
  - c. How many correct answers to each of the questions are there within the same concept or content?

### Reflection



1. How did you benefit from displaying the results in tables or graphs?
2. What have you learned about student learning by doing this activity?
3. How can you use this information in planning future lessons?



Assessment Practices (Project) Rubric

السلم التقييمي لممارسات التقييم

Assessment Analysis Rubric

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Data collection جمع البيانات	Data is collected but show no clear representation of student performance. تم جمع البيانات ولكنها لا تعكس أداء الطلاب بشكل واضح	Data represents student performance, but may not be clear. البيانات تمثل أداء الطلاب، ولكن من الممكن ان لا تكون واضحة	Data validly and reliably represents student performance صدق وثبات البيانات يمثل أداء الطلاب	Data validly and reliably are extremely helpful, representing student performance clearly and meaningfully. صدق وثبات البيانات مفيد جدا، ويمثل أداء الطلاب بشكل واضح وهادف.
Data display عرض البيانات	Data is recorded and displayed, but analysis and interpretation are difficult or impossible.	Data is recorded and displayed, and minimally facilitates analysis or interpretations. البيانات مسجلة ومعرضه، وتسهل	Data is appropriately and adequately recorded and/or displayed to facilitate analysis and interpretation.	Data is recorded and displayed in such a way that analysis and interpretation are clear, logical, and obvious.

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	البيانات مسجلة ومعرضه، ولكن من الصعب او الاستحالة القيام بتحليلها أو تفسيرها	جزئيا عملية التحليل والتفسير	البيانات مسجلة بشكل جيد ومتناسق و/ أو يتم عرضها لتسهيل تحليلها وتفسيرها	يتم تسجيل البيانات وعرضها في بحيث أن تحليل وتفسير البيانات واضحة ومنطقية.
Data analysis تحليل البيانات	Minimal processes are applied to the data, and analysis is disconnected from the actual data processes. يتم تطبيق الحد الأدنى من الإجراءات على البيانات، ويتم فصل التحليل عن الإجراءات الفعلية.	Processes are applied to the data, but they may be inconsistent and/or inconclusive. يتم تطبيق الإجراءات على البيانات، ولكنها قد تكون غير أو غير / متناسقة و يتم تطبيق حاسمة اجراءات مناسبة ودقيقة للبيانات.	Appropriate and accurate processes are applied to the data. يتم تطبيق اجراءات مناسبة ودقيقة للبيانات.	Data is thoroughly analyzed using the most appropriate means. يتم تحليل البيانات بدقة باستخدام الوسائل المناسبة.
Data interpretation تفسير البيانات	Interpretations and/or conclusions are disjointed from the data. التفسيرات و / أو الاستنتاجات غير مرتبطة بالبيانات.	Processes are applied to the data, but they may be inconsistent and/or inconclusive. Interpretations and/or conclusions	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,

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
		<p>are drawn from the data, but the evidence supporting them is not provided.</p> <p>يتم تطبيق الإجراءات على البيانات، ولكنها قد تكون غير متناسقة و / أو غير حاسمة.</p> <p>التفسيرات و / أو الاستنتاجات تستخلص من البيانات، ولكن الأدلة المؤيدة لها غير متوفرة</p>	<p>التفسيرات و / أو الاستنتاجات منطقية، وودعمه بشكل مناسب من الأدلة من تحليل البيانات.</p>	<p>concise, and thorough manner.</p> <p>التفسيرات والاستنتاجات تظهر بوضوح من تحليل البيانات وتعرض بطريقة مهنية وموجزة، وشاملة.</p>
<p>Implications for instruction تداعيات التعليم</p>	<p>Implications are not supported by the data and are not appropriate to the students, content, or teaching/learning situation.</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 situation.</p>	<p>Multiple implications are clearly supported by the data, and are appropriate to the identified students, content, and</p>

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	التداعيات/ التطبيقات غير مدعومة بالبيانات، وغير مناسبة للمحتوى والوضع التدريسي / التعليمي للطلاب	identified students, content, and teaching/learning situation. التداعيات/ التطبيقات مرتبطة الى حد ما بالبيانات. ومن الممكن ان لا تكون مدعومة بالبيانات، او ان تكون ومناسبة للمحتوى والوضع التدريسي / التعليمي للطلاب	التداعيات/ التطبيقات مدعومة بالبيانات، ومناسبة للمحتوى والوضع التدريسي / التعليمي للطلاب	teaching/learning situation. العديد من التداعيات/ التطبيقات مدعومة بالبيانات، ومناسبة للمحتوى والوضع التدريسي / التعليمي للطلاب



السلم التقييمي للملف الإلكتروني

المستوى/ الدرجة	1 غير مرضي	2 يحتاج إلى تحسين	3 مرضي	4 يحقق الهدف	المعيار/ المستوى
	توجد هناك أخطاء كثيرة في معرفة المحتوى في القراءة، الكتابة، أو المحادثة أو أن الأدلة غير كافية في المجال لإصدار حكم صحيح.	الأدلة كافية لمعرفة المحتوى في كل في القراءة والكتابة والمحادثة وهي المناسبة للمرحلة الابتدائية؛ مع وجود اخطاء قليلة ، و لكنها ليست مهمة.	الأدلة صحيحة لمعرفة المحتوى في كل من القراءة والكتابة والمحادثة وفي تحديد المفاهيم الأساسية.	الادلة واضحة ومقنعة لمعرفة المحتوى الصحيح والشامل في كل من القراءة والكتابة والمحادثة المناسبة للمرحلة الابتدائية وفي تحديد وترتيب المفاهيم الرئيسية.	المحتوى – المعرفة بالقراءة والكتابة والمحادثة ACEI 2.1
	توجد هناك أخطاء كثيرة في معرفة المحتوى في العلوم أو أن الأدلة غير كافية في المجال لإصدار حكم صحيح.	الأدلة كافية لمعرفة المحتوى في العلوم وهي مناسبة للمرحلة الابتدائية؛ الأخطاء قليلة ، لكنها ليست مهمة.	الادلة صحيحة لمعرفة المحتوى في العلوم وهي مناسبة للمرحلة الابتدائية، وفي تحديد المفاهيم الرئيسية.	الادلة واضحة ومقنعة في معرفة المحتوى الصحيح والشامل في العلوم وهي مناسبة للمرحلة الابتدائية وفي تحديد وترتيب المفاهيم الرئيسية.	المحتوى – المعرفة بالعلوم ACEI2.2
	توجد هناك أخطاء كثيرة في معرفة المحتوى في الرياضيات أو أن الأدلة غير كافية في المجال لإصدار حكم صحيح.	أدلة كافية لمعرفة المحتوى في الرياضيات وهي مناسبة للمرحلة الابتدائية؛ الأخطاء قليلة ولكنها ليست مهمة.	الأدلة صحيحة لمعرفة المحتوى في الرياضيات وهي مناسبة للمرحلة الابتدائية، وفي تحديد المفاهيم الأساسية.	الأدلة واضحة ومقنعة لمعرفة المحتوى الصحيح والشامل في الرياضيات وهي مناسبة للمرحلة الابتدائية، وفي تحديد وترتيب المفاهيم الرئيسية.	المحتوى- المعرفة بالرياضيات ACEI 2.3

	<p>أخطاء كثيرة في معرفة المحتوى في الدراسات الاجتماعية أو أن الأدلة كافية في المنطقة لإصدار حكم صحيح.</p>	<p>الأدلة كافية لمعرفة محتوى الدراسات الاجتماعية وهي مناسبة للمرحلة الابتدائية؛ الأخطاء قليلة، لكنها غير مهمة.</p>	<p>الأدلة صحيحة لمعرفة المحتوى في الدراسات الاجتماعية وهي مناسبة للمرحلة الابتدائية، وفي تحديد المفاهيم الأساسية.</p>	<p>الأدلة واضحة ومقنعة لمعرفة المحتوى الصحيح والشامل في الدراسات الاجتماعية والمناسبة للمرحلة الابتدائية وفي تحديد وترتيب المفاهيم الأساسية.</p>	<p>المحتوى – المعرفة بعلم الدراسات الاجتماعية ACEI 2.4</p>
	<p>أخطاء كثيرة في محتوى المعرفة في الفنون أو أن الأدلة غير كافية في المنطقة لإصدار حكم صحيح.</p>	<p>الأدلة كافية لمعرفة المحتوى في الفنون وهي مناسبة للمرحلة الابتدائية؛ الأخطاء قليلة، لكنها غير مهمة.</p>	<p>الأدلة صحيحة لمعرفة المحتوى في الفنون وهي مناسبة للمرحلة الابتدائية، وفي تحديد المفاهيم الأساسية.</p>	<p>الأدلة واضحة ومقنعة لمعرفة المحتوى الصحيح والشامل في الفنون المناسبة للمرحلة الابتدائية وفي تحديد وترتيب المفاهيم الأساسية.</p>	<p>المحتوى – المعرفة بالفنون ACEI 2.5</p>
	<p>أدلة قليلة (أو لا توجد أدلة) بأن الخطط التعليمية المعدة من قبل الطالب تتماشى مع النظريات الحالية في التنمية البشرية والتعلم والدافعية.</p>	<p>بعض الأدلة صحيحة بأن الخطط التعليمية المعدة من قبل الطالب تتماشى مع النظريات الحالية في التنمية البشرية والتعلم والدافعية.</p>	<p>الأدلة صحيحة بأن الخطط التعليمية تتماشى مع النظريات الحالية في التنمية البشرية والتعلم والدافعية.</p>	<p>الأدلة واضحة ومقنعة بأن الطالب يفهم مبادئ التنمية البشرية والتعلم والدافعية وخطط التعليم تبعاً لذلك.</p>	<p>المحتوى – المعرفة للطلاب ACEI1.0</p>
	<p>أمثلة قليلة أو لا توجد أمثلة على الاستراتيجيات الخاصة بالمحتوى؛ والتي لا تستند إلى المعرفة بالطلاب، الموضوع، التعلم، الموضوع،</p>	<p>بعض الأمثلة على الاستراتيجيات الخاصة بالمحتوى، ولكنها محدودة في العدد أو غير واضحة على أساس المعرفة بالطلاب، نظرية</p>	<p>أمثلة على الاستراتيجيات الخاصة بالمحتوى ودمج التعليم تستند إلى المعرفة للطلاب، نظرية التعلم، الموضوع، أهداف</p>	<p>أمثلة متعددة لمجموعة من الاستراتيجيات الخاصة بالمحتوى في التعليمات التي تستند إلى المعرفة بالطلاب، نظرية التعلم، الموضوع،</p>	<p>المحتوى – معرفة المحتوى- طرق التدريس الخاصة I3.1</p>

	أهداف المناهج الدراسية، والمجتمع.	التعلم، الموضوع، وأهداف التدريس، والمجتمع.	المناهج الدراسية، والمجتمع.	وأهداف المناهج الدراسية، والمجتمع.	
	خطط للتعليم تفتقر إلى عدة عناصر أساسية.	الخطط التعليمية تشمل ما يلي: أهداف التعلم، أنشطة التعلم قائمة بالمواد بعض المصادر، وسائل التقييم.	الخطط التعليمية تشمل العديد من العناصر التالية: أهداف التعلم التي تتماشى مع معايير المناهج؛ خبرات التعلم مناسبة لمستويات النمو للطلبة؛ استراتيجيات التدريس مبتكرة ومرنة؛ مناسبة وتنوع المواد التعليمية والمصادر وطرق التقييم والتغذية الراجعة.	الخطط التعليمية تشمل تقريبا جميع العناصر التالية: أهداف التعلم والتي تتماشى مع معايير المناهج؛ خبرات التعلم المناسبة لمستويات النمو للطلبة؛ استراتيجيات التعلم والتدريس مبتكرة ومرنة؛ مناسبة وتنوع المواد التعليمية والمصادر وطرق التقييم والتغذية الراجعة.	طرق التدريس (التخطيط) – التخطيط التعليمي ACEI3.1
	هناك أدلة قليلة لوجود خطط لإنشاء أو الحفاظ على بيئة تعلم إيجابية؛ ولكن لا يدعم تطوير الطلبة فرديا، واكتسابهم المعرفة، وتنمية دافعيتهم.	هناك أدلة تشمل ما يلي: فلسفة التعلم، خطه لإدارة الفصول الدراسية، فرص للطلاب للعمل التعاوني؛ ليس هناك دليل واضح على تقديم الدعم لتطوير الطلبة فرديا واكتسابهم للمعرفة.	يدعم التطوير الفردي للطلبة، واكتساب المعرفة والدوافع وتشمل العديد من الإجراءات التالية: فلسفة تتمحور حول تعلم الطالب، ووضع خطة لإدارة صفية فعالة؛ مواضع وقضايا تدريسية تشجع مهارات التفكير النقدي عند الطلبة؛ إعطاء الفرص للطلاب للعمل بشكل تعاوني.	يدعم التطوير الفردي للطلبة، واكتساب المعرفة، والدافعية، ويشمل تقريبا كل مما يلي: فلسفة تتمحور حول تعلم الطالب؛ وضع خطة لإدارة صفية فعالة؛ مواضع وقضايا تدريسية تشجع مهارات التفكير الناقد عند الطلبة؛ إعطاء الفرص للطلبة للعمل بشكل	طرق التدريس (التخطيط) – البيئة التعليمية ACEI1.0

				تعاوني بطرق متعددة (مثل أزواج، المجموعات، إلخ...)	
	أدلة قليلة لوجود خطة لإدارة السلوك، أو أن خطة إدارة السلوك لا تتفق مع نظريات التنمية البشرية للطفل.	توفر خطة لإدارة السلوك والتي تكافئ السلوك الإيجابي.	توفر خطة لإدارة السلوك والذي تنسجم مع نظريات التنمية البشرية للطفل ومكافأة السلوكيات الإيجابية.	توفر بشكل واضح خطة لإدارة السلوك والتي تقوم على فهم التنمية البشرية للطفل ومكافأة السلوكيات الإيجابية.	طرق التدريس (التخطيط) – إدارة السلوك ACEI1.0
	هناك القليل من التوضيح لوسائل التقييم أو عدم استخدام نتائج التقييم لتعديل التعليم والتعلم.	يوضح ما يلي: وسائل متعددة التقييمات التكوينية والإجمالية؛ تعديل المناهج الدراسية أو التعليم استناداً إلى التقييمات.	يوضح العديد مما يلي: التقييمات التكوينية والختمية مناسبة؛ وسائل متعددة للتقييم؛ تعديل المناهج الدراسية والتعليم استناداً إلى تحليل التقييم.	يوضح معظم الآتي: التقييمات التكوينية والختمية متكررة ومناسبة؛ وسائل متعددة للتقييم بما في ذلك تقييمات الأداء القياسية والبدلية؛ تعديل المناهج الدراسية والتعليم استناداً إلى تحليل التقييم.	طرق التدريس – التقييم ACEI4.0
	يظهر الافتقار إلى الكفاءات الأساسية في مجال استخدام التكنولوجيا.	يوضح الكفاءات الأساسية في استخدام البريد الإلكتروني والاتصال؛ ومعالجة الكلمات.	يوضح الكفاءات الأساسية في استخدام أدوات التكنولوجيا القياسية باستخدام العديد من الإجراءات التالية: الاتصال عن طريق البريد الإلكتروني؛ معالجة النصوص؛ جداول البيانات؛ البحث في	يوضح الكفاءات المتطورة في استخدام أدوات التكنولوجيا القياسية، بما في ذلك: الاتصال عن طريق البريد الإلكتروني؛ معالجة النصوص، إنشاء جداول البيانات؛ البحث في شبكة	التكنولوجيا – الاستخدام الشخصي والمهني ACEI5.1

			شبكة الإنترنت؛ المدرس يدير المعلومات المتعلقة بتعلم الطلاب باستخدام موارد تكنولوجيا المعلومات والاتصالات.	الإنترنت؛ استخدام المراجع المكتبية؛ المدرس يدير المعلومات المتعلقة بتعلم الطلاب باستخدام موارد تكنولوجيا المعلومات والاتصالات.	
	يذكر القليل أو لا يذكر أي دليل على استخدام التكنولوجيا لتحقيق أهداف التعلم.	يوضح: إدماج الموارد الإلكترونية التعليمية في التدريس؛ استخدام الوسائط المتعددة لدعم أهداف التعلم.	يوضح العديد مما يلي: تحديد وتقييم الموارد الإلكترونية التعليمية النموذجية؛ تحديد واستخدام الوسائط المتعددة لدعم أهداف التعلم؛ تعليمات التخطيط للدرس تتضمن استخدام الطلبة للتكنولوجيا لتحقيق أهداف التعلم؛ تنمية المصادر المستندة إلى التكنولوجيا للتعليمي ( مثال: الرحلة المعرفية/ ويب كويست).	يوضح معظم ما يلي: تحديد وتقييم الموارد الإلكترونية التعليمية النموذجية؛ تحديد واستخدام الوسائط المتعددة لدعم أهداف التعلم؛ تعليمات التخطيط للدرس تتضمن استخدام الطلبة للتكنولوجيا لتحقيق أهداف التعلم؛ تنمية المصادر المستندة إلى التكنولوجيا للتعليمي ( مثال: الرحلة المعرفية/ ويب كويست).	التكنولوجيا – الاستخدام التعليمي ACEI3.4
يوجد دليل بشكل قليل أو لا يوجد على أن التعليم متباين أو أنه يدعم الاحتياجات الطلابية المتنوعة.	يتضمن تعديلات للطلبة ذوي الاحتياجات الخاصة في بعض الخطط التعليمية.	يوضح معظم ما يلي: الخطط التعليمية التي تشمل التجهيزات أو التعديلات للطلبة ذوي الاحتياجات الخاصة؛ سياسات	يوضح معظم الآتي: الخطط التعليمية التي تتضمن التجهيزات والتعديلات الملائمة للطلبة ذوي الاحتياجات	التنوع – التمايز ACEI3.2	

			<p>الفصول الدراسية تدعم الاحترام لجميع الطلبة، بما فهم ذوو الاحتياجات المتنوعة.</p>	<p>الخاصة؛ سياسات الفصل الدراسي التي تتطلب التفاعل بين الطلاب واحترام الآخرين، بما فهم ذوو الاحتياجات المتنوعة؛ توفير بعض المواد والمعلومات المفيدة والمناسبة حول الخدمات الاجتماعية لدعم الطلبة ممن لديهم مشكلات شخصية أو أكاديمية.</p>	
	<p>أدلة قليلة أو لا توجد أدلة على الاستخدام الشخصي للطلبة لحل المشاكل أو استخدام مهارة التفكير الناقد.</p>	<p>يوضح أكثر من فرصة للطلاب لاستخدام التفكير الناقد لحل المشاكل.</p>	<p>يوضح بعض ما يلي: تحديد الاستراتيجيات والمصادر التي تسهل تطوير مهارات التفكير الناقد؛ وتسهيل ومهارات حل المشكلات بشكل مستقل؛ واستخدام التفكير الناقد لحل المشكلات في التعليم.</p>	<p>يوضح معظم ما يلي: تحديد الاستراتيجيات والمصادر التي تسهل تطوير مهارات التفكير الناقد؛ وتسهيل ومهارات حل المشكلات بشكل مستقل؛ واستخدام التفكير الناقد لحل المشكلات في التعليم.</p>	<p>النمذجة و تدريس مهارات حل المشكلات ACEI 3.3</p>
	<p>أدلة قليلة أو لا توجد أدلة لاستخدام الاستقصاء في التدريس والتعلم.</p>	<p>يظهر القدرة على قراءة وفهم البحوث الأكاديمية.</p>	<p>يوضح بعض ما يلي: تحديد المعلومات الأكاديمية المناسبة والمفيدة؛ تقييم البحوث الأكاديمية، استخدام المعايير المناسبة؛ تطبيق المعلومات المستمدة من</p>	<p>يوضح معظم الآتي: تحديد المعلومات الأكاديمية المناسبة والمفيدة؛ تقييم البحوث الأكاديمية، استخدام المعايير المناسبة؛ تطبيق</p>	<p>تقييم البحوث الأكاديمية ACEI5.1</p>

			البحوث لتحسين التعليم والتعلم.	المعلومات المستمدة من البحوث لتحسين التعليم والتعلم.	
	القليل او لا توجد دلائل على وجود بحث شخصي في مجال التعليم.	تصميم البحث حول مشكلة في التعليم	تصميم البحوث ذات الجودة والتي تطبق في التعليم والتي يمكن ان تعمل على التغيير الإيجابي في مشاكل التعليم.	تصميم وتادية البحوث ذات الجودة العالية والتي تطبق في التعليم والتي يمكن ان تعمل على التغيير الإيجابي في مشاكل التعليمية.	التحقيق العلمي – يشارك في البحث ACEI5.1
	كانت توجد هناك عدة فرص يمكن للقيم الاخلاقية أن تطبق من خلالها تم تجاهلها وذلك في العديد من المجالات التالية: العلاقات مع الطلاب : العلاقات مع أصحاب المصلحة الآخرين، السياسات المدرسية: الملكية الفكرية.	بعض الهفوات أو الأخطاء في تطبيق القيم الأخلاقية في كل ما يلي: العلاقات مع الطلاب، بمن فهم ذوي الاحتياجات الخاصة أو من خلفيات متنوعة؛ علاقات مع المشرفين المتنوعة؛ علاقات مع المشرفين والزملاء؛ العلاقات مع الآباء والمجتمع المحلي من أصحاب المصلحة؛ الأنشطة المتعلقة بالملكية الفكرية (الاستخدام غير المصرح به /أو السرقة الفكرية)	عموما، الخيارات في تطبيق القيم الأخلاقية السليمة في المجالات التالية: العلاقات مع الطلاب، بمن فهم ذوي الاحتياجات الخاصة أو من خلفيات متنوعة؛ علاقات مع المشرفين والزملاء؛ العلاقات مع الآباء والمجتمع المحلي من أصحاب المصلحة؛ الأنشطة المتعلقة بالسياسات المدرسية؛ الأنشطة المتعلقة بالملكية الفكرية (الاستخدام غير المصرح به /أو السرقة الفكرية)	التزام واضح للقيم الأخلاقية في المجالات التالية: العلاقات مع الطلاب، بمن فهم ذوي الاحتياجات الخاصة أو من خلفيات متنوعة؛ العلاقات مع المشرفين والزملاء؛ العلاقات مع الآباء والمجتمع المحلي من أصحاب المصلحة؛ الأنشطة المتعلقة بالسياسات المدرسية؛ الأنشطة المتعلقة بالملكية الفكرية (الاستخدام غير المصرح به /أو السرقة الفكرية)؛ يظهر من خلال السرد والتحقيق النشط في	العلاقات الأخلاقية والتعاون مع الطلاب وأولياء الأمور ACEI5.3

				القضايا الأخلاقية والخيارات المدروسة.	
	تعزيز التعاون من خلال التواصل مع أقرانهم أو أولياء الأمور أو الطلاب لم يكن مجدياً.	يعطي مثلاً على التواصل والذي عزز التعاون مع أقرانهم أو أولياء الأمور أو الطلاب.	يعطي مثال واحد أو أكثر على التواصل والذي عزز التعاون مع أقرانهم والآباء والطلبة.	يعطي أمثلة عديدة على التواصل الشامل واسع النطاق، والتي تعزز التعاون مع أقرانهم والآباء والطلبة.	مبادرة-الاتصال والتواصل ACEI 3.5
	توجد أدلة قليلة أو لاتوجد دلائل على إنشاء أو الحفاظ على الشراكة مع الزملاء أو مع المجتمع.	يظهر الوعي بأهمية إقامة الشراكات، ولكن لا يوجد أكثر من مثال واحد يتم توفيرها بشكل ضعيف لتعلم الطلبة وصالحهم.	يقدم على الأقل مثالين اثنين لقيامه بإنشاء الشراكة مع الزملاء و/أو مع المجتمع، وفي كل مثال يقدم اقتراح واحد أو أكثر للحفاظ على و/أو تعزيز الشراكة مع الزملاء أو مع المجتمع. كلها أمثلة تدعم بوضوح تعلم الطلبة وصالحهم.	يوفر على الأقل ثلاثة أمثلة مبدعة وفعالة لقيامه بإنشاء الشراكة مع الزملاء و/أو مع المجتمع، وفي كل مثال يقدم اقتراح واحد أو أكثر للحفاظ على و/أو تعزيز الشراكة . كلها أمثلة تدعم بشكل واضح تعلم الطلبة وصالحهم.	مبادرة- بناء الشراكة مع الزملاء و المجتمع ACEI 5.4





Top of Form

### السلم التقييمي للبحث الإجرائي

#### Action Research Rubric

	Not Demonstrated or Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
Question / Problem السؤال / المشكلة	The question or problem is not clearly related to teaching and learning or the field of the candidate. السؤال أو المشكلة غير مرتبطة بوضوح مع مجال التعليم والتعلم لحقل تخصص الطالب	The question or problem is related to teaching and learning or the field of the candidate, but may lack significant (may not be an important issue). السؤال أو المشكلة مرتبطة مع مجال التعليم والتعلم لحقل تخصص الطالب ولكنها غير مهمة في حقل التخصص.	The question or problem significant to teaching and learning and to the field of study of the candidate, but my lack clarity in its description. السؤال أو المشكلة مهمة بالنسبة لمجال التعليم والتعلم لحقل تخصص الطالب ولكن ينقصها الوضوح في الطرح.	The question or problem is clearly identified and is significant to teaching and learning and to the field of study of the candidate. السؤال أو المشكلة محددة بوضوح، بالإضافة الى أهميتها في مجال التعليم والتعلم وأيضا لحقل تخصص الطالب.	
Abstract المخلص	Abstract is missing, poorly written, too long,	Abstract gives a brief description of at question	Abstract gives a brief description of question,	Abstract is informative, interesting,	

	Not Demonstrated or Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
	<p>or omits important information.</p> <p>الملخص غير موجود، أو مكتوب بصيغه ضعيفة، اما طويل، أو لا يحتوي على المعلومات الضرورية.</p>	<p>and results, but either omits method or is unclear.</p> <p>الملخص يعطي وصفا بسيطا للأسئلة والنتائج.</p> <p>الإجراءات اما غير موجودة أو غير واضحة.</p>	<p>method(s), and results.</p> <p>الملخص يعطي وصفا بسيطا للأسئلة وللإجراءات والنتائج</p>	<p>and easy to read. It is concise and gives a brief description of question, method(s), and results.</p> <p>الملخص وافي من حيث المعلومات ومثير للاهتمام. سهل للقراءة ويصف بدقة ملخص الإجراءات والنتائج، الأسئلة،</p>	
<p>Literature Review</p> <p>الدراسات السابقة</p>	<p>Literature Review has very few references or sources are not related to the question/problem, or formatting of citations and references does not follow any accepted system.</p>	<p>Literature review has a limited number of references and/or sources do not clearly relate to question/problem. Many mistakes in formatting of</p>	<p>Literature review includes a sufficient number of references although all may not be clearly related to question/program .. Few mistakes in formatting in</p>	<p>Literature review includes well chosen and a sufficient number of quality and supportive references. All studies are important and</p>	

	Not Demonstrated or Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
	مراجعة الادب السابق تحتوي على قليل من المصادر أو المصادر غير ذات الصلة لمشكلة الدراسة. أو طريقة التوثيق لا تتبع أي نظام معتمد.	citations and/or references. مراجعة الادب السابق تحتوي على عدد محدود من المراجع والمصادر و/أو المصادر غير ذات علاقة لمشكلة وأسئلة الدراسة. يوجد العديد من الأخطاء بصياغة المراجع وطريقة التوثيق	citations and references. مراجعة الادب السابق تحتوي على عدد كاف من المراجع على الرغم من وجود البعض غير ذا الصلة للأسئلة أو البرنامج. يوجد بعض الأخطاء المحدودة بصياغة المراجع والتوثيق.	clearly related to the question/topic. All citations are appropriately formatted and complete. مراجعة الادب السابق تحتوي على عدد كاف من المراجع عالية الجودة المختارة بشكل جيد والداعمة لموضوع الدراسة. جميع الدراسات مهمة وذات صلة لموضوع الدراسة. لا يوجد أي أخطاء بطريقة التوثيق.	
Method المنهج	Method description is either missing or clearly not appropriate for	Method description is unclear. Only one method of data collection is used,	Method is clearly described. Only one method of data collection is used, but it is	Methods is clearly described and includes more than one data	

	Not Demonstrated or Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
	<p>answering the question/problem.</p> <p>وصف الإجراءات غير موجود أو غير مناسب للإجابة عن الأسئلة أو مشكلة الدراسة.</p>	<p>and it is not entirely appropriate for collecting data to answer the question (other methods would be better).</p> <p>وصف الإجراءات غير واضح. طريقة واحدة لجمع البيانات تم استخدامها، اختيار طريقة جمع البيانات غير ملائمة لطبيعة الأسئلة (طرق مناسبة أكثر كان بالإمكان توظيفها)</p>	<p>appropriate for collecting data to answer the question.</p> <p>وصف الإجراءات واف. طريقة واحدة لجمع البيانات تم استخدامها وهي مناسبة لجمع البيانات وللإجابة عن الأسئلة.</p>	<p>source.</p> <p>Methods are clearly sufficient to answer research questions.</p> <p>وصف الإجراءات واضح وواف ويتضمن أكثر من طريقة لجمع البيانات. الإجراءات واضحة وتجيب بشكل واضح عن أسئلة الدراسة.</p>	
Findings النتائج	<p>Findings are not described, are not based on the data, or do not relate to the question or problem.</p>	<p>Findings are described, but not clearly emerge from the data. Findings may not entirely relate to the</p>	<p>Findings are described and emerge from the data. Findings relate to the question or problem.</p>	<p>Findings are clearly and thoroughly described and clearly and accurately based on the data. Findings</p>	

	Not Demonstrated or Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
	النتائج غير مذكورة أو لا علاقة لها بالبيانات ولا تمت بصلة للأسئلة أو مشكلة الدراسة.	question or problem. النتائج مذكورة ولكن غير واضح انبثاقها من البيانات. النتائج ليست ذات صلة تماما بالأسئلة أو مشكلة الدراسة.	النتائج مذكورة ومنبثقة من البيانات. النتائج ذات صلة تماما بالأسئلة أو مشكلة الدراسة.	answer the question or provide solutions to the problem. النتائج مذكورة بشكل واضح وشامل ومنبثقة من البيانات بشكل واف. النتائج ذات صلة تماما بالأسئلة أو مشكلة الدراسة. كما انها تقدم حلا لمشكلة الدراسة.	
Reflection التأمل	Reflection is missing, poorly written, or does not relate to improvement in teaching and/or learning. التأمل مفقود، مكتوب بطريقة ضعيفة، أو لا علاقة	Reflection is limited but relates in at least a limited sense to improvement in teach and learning. التأمل مذكور بطريقة محدودة	Reflection is well-written, and relates to improvement in teaching and learning. التأمل مكتوب بطريقة جيدة. ويسهم في تحسين	Reflection is thorough, thoughtful, well-written, and clearly relates to improvement in teaching and learning.	

	Not Demonstrated or Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
	له بتحسين عمليتي التعليم والتعلم.		عمليتي التعليم والتعلم.	التأمل شامل ومدرّوس ومكتوب بطريقة جيدة. ويسهم بشكل واضح في تحسين عمليتي التعليم والتعلم.	
Overall Organization التنظيم الكلي	Introduction is not well organized and important data is difficult to locate. المقدمة ليست منظمة والبيانات صعبة الوصول إليها.	Introduction is organized but is in a format differing from the suggested one. المقدمة منظمة لكنها مصاغة بطريقة مختلفة عن المطلوب.	The proposal as a whole follows a logical and evident structure, although some parts may lack clear organization. العمل ككل يتبع هيكل منطقي وواضح. ولكن يفتقر في بعض الأحيان الى التنظيم.	All sections and the proposal as a whole follows logical and evident structure. جميع أجزاء العمل يتبع هيكل منطقي وواضح.	



## University Supervisor Evaluation Form

To be completed electronically

Student-teacher major: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Rating: 3= Excellent 2= Satisfactory 1=Unsatisfactory

\_\_\_\_ The visits were useful and on time.

\_\_\_\_ The feedback was meaningful and acceptable.

\_\_\_\_ Help and support were provided constantly.

\_\_\_\_ The meetings were constructive and in-depth.

\_\_\_\_ The feedback in the reflection journal was helpful.

\_\_\_\_ Knowledge of teaching methods and styles is constantly visible.

\_\_\_\_ The feedback on my daily preparation supported my professional development.

\_\_\_\_ The feedback from my daily teaching supported my professional development.

\_\_\_\_ Professional behavior has always been exemplary.

Comments:

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Return the form to:



Field Supervisor (senior) for educational training

College of Education

Qatar University





## Mentor Teacher Evaluation Form

To be completed electronically

Student-teacher major: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor teacher Name: \_\_\_\_\_

Rating: 3 = excellent 2 = satisfactory 1 = unsatisfactory

\_\_\_\_ The visits were useful and on time.

\_\_\_\_ The feedback was meaningful and acceptable.

\_\_\_\_ Help and support were provided constantly.

\_\_\_\_ The meetings were constructive and in-depth.

\_\_\_\_ The feedback in the reflection journal was helpful.

\_\_\_\_ Knowledge of teaching methods and styles is constantly visible.

\_\_\_\_ The feedback on my daily preparation supported my professional development.

\_\_\_\_ The feedback from my daily teaching supported my professional development.

\_\_\_\_ Professional behavior has always been exemplary.

Would you recommend assigning more student-teachers with this mentor?

Yes \_\_\_\_\_

No \_\_\_\_\_

Comments:



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Return the form to:

Field Supervisor (Senior) for educational training

College of Education

Qatar University



### Remedial Intervention Form

This form is used only in case the student-teacher does not show a satisfactory level of knowledge, skills and provisions for teaching.

Student-teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_ School  
\_\_\_\_\_  
Grade/Content:- \_\_\_\_\_ Mentor teacher:  
\_\_\_\_\_  
University supervisor: \_\_\_\_\_

The following concerns have been explicitly discussed with the student-teacher, mentor, and supervisor:

The following data support these concerns:

These specific steps must be taken by the student-teacher to grow professionally  
(please specify procedures and completion dates).

Re-evaluation Appointment: \_\_\_\_\_



I have read and obtained a copy of this document.

Student-teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

University supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Task Values and Grading System

Each assignment during your field training has a value in the overall course average, and the final grade is calculated and introduced to you by the university supervisor.

Assignments	Maximum mark
Parent contact report	5
Portfolio and weekly journals	5
Midterm and final journal report	20
Teaching Unit*	40
Mid-term assessment of performance in field training (CEES)	Average of 4
Final assessment of performance in field training (CEES)*	Average of 4
Technological lesson (technology for learning project)	20
Assessment practices	20
Action research	28
E.folio*	80
Seminar	20



\*Note: These requirements must be fulfilled and have an intermediate or higher passing level to obtain the passing mark in the field training, which is C

\*The ratio for each assignment will be calculated by a special equation.

<b>Qatar University Grading System</b>
<b>A = 90 – 100</b>
<b>B+ = 85 – 89.99</b>
<b>B = 80 – 84.99</b>
<b>C+ = 75 – 79.99</b>
<b>C = 70 – 74.99</b>
<b>D+ = 65 - 69.99</b>
<b>D = 60 - 64.99</b>



## Handbook Acknowledgement

I, the undersigned, certify that I have read the Field Training Handbook and agree to abide by the standards, policies, and procedures defined or referred to in this Handbook. I understand that I have an obligation to inform my university supervisor of any changes in personal information such as name, phone number, or address. I also accept the responsibility to contact my university supervisor or program coordinator if I have any questions or concerns or need further clarification.

Student-teacher Name: \_\_\_\_\_

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

Please return this signed form to the field training seminar instructor. Note that all signed forms will remain with:

Ms. Intisar Mustafa Ali

Field Supervisor (senior) for educational training in the College of Education

Qatar University