

Field Training Handbook

Bachelor of Education

Major: Physical Education

Together we shape the future through excellence in teaching
research and educational leadership

College of Education



Qatar University

April 2021

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General Introduction to Field Training

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 provides an overview of the field training course in the College of Education, Qatar University (QU CEDU). The field training course provides opportunities to apply, reflect, and develop the acquired knowledge and refine skills and attitudes in the classroom environment due to the increasing 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 table shows the tasks of the field training course based on the learning outcomes of the College of Education within the conceptual framework, and its achievement of the national professional standards for teachers, it is important to note that the student teacher graduates with a first-level teacher license .

For more information about 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 according to the learning outcomes of the College of Education

Learning outcomes for the College of Education	Qatar National professional standards for teachers	Assessment (Tasks/Students' work
Teaching: Content: Application of basic theories in the area of specialization.	5 4 2 1	<ul style="list-style-type: none"> ● Module/teaching unit ● The Mid & Final assessment CEESs ● Action research
Teaching Methods : Planning to ensure effective teaching and learning to maximize student learning	6 5 4 3 2 1	<ul style="list-style-type: none"> ● Module ● Assessment project ● The Mid & Final assessment CEESs ● Action research
Technology: Using and integrating modern technology in effective ways.	6 5 4 3 2 1	<ul style="list-style-type: none"> ● The Mid & Final assessment CEESs ● Technology lesson
Diversity: Promoting successful learning experiences for all students by considering their individual differences	6 5 4 3 2 1	<ul style="list-style-type: none"> ● Module ● The Mid & Final assessment CEESs
Research Problems Solving: Making informed decisions based on collecting and analyzing data through	6 5 4 3 2 1	<ul style="list-style-type: none"> ● Module ● The Mid & Final assessment CEESs ● Action research

an in-depth and sequential study of various factors.		
Scientific inquiry: active participation in research through learning and contribution to the body of knowledge in education	6 5 4 3 2 1	<ul style="list-style-type: none"> ● Module ● The Mid & Final assessment CEESs ● Reflection Journal ● Parent meeting report ● E-Folio ● Action research
Leadership Moral values: Applying professional values in all educational situations.	6 5 4 3 2 1	<ul style="list-style-type: none"> ● The Mid & Final assessment CEESs ● Parent meeting report ● Reflection Journal
Initiative: Leading constructive change in education	6 5 4 3 2 1	<ul style="list-style-type: none"> ● Parent meeting report ● The Mid & Final assessment CEESs ● Action research

Key Terminology

The Handbook shows basic information and guidelines for the student teacher to successfully plan and implement practical field experience . It is important to note that this manual shall be reviewed at the beginning and during the field training . The College of Education aims and expects the student teacher to become a professional educator who is able to facilitate the education process for students in the future.

The Handbook includes the terms whose explanations are as follows:

- **StudentTeacher** :: .A male or female student of the College of Education enrolled in the field training course
- **Mentor Teacher:** The teacher who is selected according to an agreement between the College of Education and the selected schools, and whose mission is to direct and assist the student teacher during the field training period.
- **University Supervisor:** A faculty member who is appointed to supervise, assist, and : assess the performance of the student teacher.

The National Professional Standards for Teachers: the term “standard ” is a phrase on which we can judge quality in the light of what the term describes with regards to what is expected in terms of skills, knowledge, tasks/assignments, situations, values and attitudes; or the ability to solve problems and take decisions necessary to the work of teachers and school leaders through their careers in schools .

Learning outcomes:

- **Seminar:** the meetings of the university supervisor with the student teacher throughout the course.

Course Assignment Rubric/Matrix

During the field training period, the student-teacher accomplishes following tasks:

Lesson Plans	Lesson plans must be written and prepared by the student teacher for each lesson –partially or wholly; – these lessons will be taught by the student teacher.
Reflection Journal	Writing a reflective journal for every week of field training. See instructions provided in the appendix.
Class Notes	Follow class feedback guidelines . See instructions and forms provided in the appendix.
Parent meeting report	Arranging a meeting with the parents of one of the students to fill out the form enclosed in the appendix.
Assessment Analysis	Complete the assessment/test analysis requirement as described in the Appendix.
Technology lesson	Planning and teaching one lesson to ensure that students' use of technology is central. (student must use technology to learn the concept or the skill to complete the lesson.
Teaching unit	Constructing a teaching unit out of the syllabus; see the instructions provided in the appendix.

<p>My tworeflection journals:mid & final</p>	<p>Two reflective journals must be submitted and they must demonstrate the student-teacher's progress in the field training- one of which is for mid-term assessment (fifth week); and the other is for final evaluation (tenth week). Both journals shall be presented in the week preceding the tripartite meeting . See the instructions provided in the appendix .</p>
<p>Mid-term & final evaluations</p>	<p>At the middle and end of the field training and student teaching tasks, assessment process must be completed using CEES form. The student teacher, mentor teacher, and university supervisor will discuss the student teacher's progress. See instructions and forms in the appendix (including teaching, research, and leadership)</p>
<p>E-Folio</p>	<p>A file that is created electronically on the Taskstream website and includes evidence of the student-teacher's achievements and his reflections on them, whether he achieved them in the field training course or in the previous courses.</p>
<p>Tasks file</p>	<p>A file that includes copies of all the daily and weekly tasks that the student teacher performs during the field training course, which must be updated on a daily basis and kept on a USB flash to be submitted at the end of the training period .</p>
<p>Assessment of the mentorteacher and the assessment of the university supervisor</p>	<p>The student teacher evaluates the university supervisor and the mentor teacher . See the forms included in the appendix . This item will be completed at the end of the semester and will be treated confidentially and without mentioning any names.</p>
<p>Action research</p>	<p>Student teacher conducts action research, writesan action research report according to the context of each school; this nincludes: definingresearch questions, reviewing previous studies, collecting and analyzing data, discussing the results obtained and clarifying how to apply the results to improve learning and teaching in each student teacher's classroom. The field training handbook includes the assessmnet rubric of the action research .</p>

The reflective journal must be submitted weekly through the Blackboard to the university supervisor or to he email of the delegated supervisor.



It should be noted that all the above tasks must be received at the end of the training period , and it is necessary to provide a file for teaching plans and forms for the observations/notes of the university supervisor and the mentor teacher.

All information must be up-to-date and available to the supervisor when attending to visit the student-teacher at school.

Tasks' Requirements for the field training course

The student-teacher must understand that field training is a compulsory university course in which he/she must pass and obtain at least grade C. As such, there are other tasks that must be completed. The following descriptions will help meet the field training requirements and help produce outstanding works that can be included in the E-folio and portfolio tasks

First: E-Folio : The creation of an E-folio on TaskStream is a compulsory requirement for all programs in the College of Education. This E-folio will consolidate student-teacher's professional experiences gained through teaching methods courses and field experiences, and it will demonstrate his competence in the chosen teaching profession . The student-teacher's E-folio will be evaluated /assessed at the end of the training period .

Second: Tasks' File: The student teacher prepares and updates the file, and ensures that the university supervisor is informed about it in each visit This file will include the sections classified as follows :

- **General information-** includes items such as blank forms, information about the student teacher, and his class timetable.
- **Feedback / Observation-** The student teacher collects copies of all feedback forms during the field training period . Instructions and forms are included in the appendix.
- **LessonPlans:** The student teacher must use the lesson plan form/ template in the appendix of the Handbook for each lesson he teaches and for all lessons related to the tasks of the teaching unit plan. He should also make sure that the mentor teacher's signature is obtained for 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 that can be written** on the back of the lesson plan form or on a separate paper after teaching the lesson
- **Assessment of mentor teacher / supervisor and feedback** – It is the student teacher's responsibility to urge the mentor teacher to evaluate and give written feedback whenever possible, at least once a week. The teacher mentor can use the forms (Observation of Class Performance and CEEs) attached to the appendix. The student-teacher keeps copies of the assessment in his paper file. As for the original documents ,the mentor

teacher and the university supervisor will keep them. Further official assessments using the field experience assessment Form (CEES) will be conducted electronically at the middle and end of the field training.

➤ **Reflection Journals (what and when):** Studies confirm the importance of reflection, contemplation and meditation in developing the practices of educators in general, especially teachers. Hence, the tasks and responsibilities of field training require several types of reflection and contemplation, such as:

a. After teaching the lesson, the student teacher reflects on his practice through the following questions:

- What went well in the lesson, and why do you think it was done that way?
- What can you do to improve the lesson next time?
- How did you assess students' learning ?

b. Weekly Reflection Journal: the student teacher writes down views, and explanations related to field training events. Refer to the assessment rubric for the reflective journals in the appendix .

c. Midterm and Final Reflection journals: prior to the mentor teacher's and university supervisor's midterm and final assessments of a student's performance, the student teacher must complete self-assessments prior to meeting with them. See the forms in the appendix .

Third: Parent Meeting Report: In consultation with the mentor teacher, the student teacher sets a date and holds at least one meeting with the guardian. This meeting is documented in the parent meeting report form found in the appendix. The student-teacher also communicates with several parents and keeps a record of contacts with all parents, including the phone calls that were made (even the calls that you tried to make and the Informal conversations in the school hall, meetings, home visits and draft notes.). The appendix in the Handbook includes the communication log .

Fourth: The Teaching Unit

Preparing a study unit plan, consisting of all lesson plans and supporting materials. The aim of the unit is to develop rich and specific learning experiences and situations to teach students the targeted concept, skill, or strategy . It should include the use of technology for learning purposes and provide multiple opportunities for active student participation, differentiated teaching and assessment to enable different learners to succeed; the teaching unit includes the following details:

- The unit consists of a set of lessons whose sequence should be logical and appropriate to the concept, skill, or strategy.

The unit should include 3-5 lessons and reflect the curriculum and subject matter presented ; it should include the following:

- Introduction
- learning Outcomes
- Lesson plans including all the required details
- Lessons should vary according to the educational context. and Cognitive, emotional and skill goals should vary as well The objectives must also be linked to the learning outcomes that have been chosen, and the characteristics of the age group for which the unit has been prepared must be taken into consideration.
- The unit must include the teaching strategies that will be used in communicating information and experiences to learners. It is very important that teaching strategies and teaching methods vary in presenting the expected information, skills, and strategies.
- Employing diverse teaching aids and modern technologies in the teaching process
- Diversifying Assessment: including pre, structural, and final assessment. Assessment tools must be diversified (questions and practical and skill tests

Fifth: Field Training Seminar (See details in the course expectations section).

A weekly seminar is scheduled for group meeting between the student teacher and the university supervisor ; the seminar includes topics that explain how to access resources, and deal with unexpected situations that arise during the field training period, and address Qatar University procedures required as part of the graduation requirements .

Seminar Attendance:

The university believes that attending seminars is the student-teacher 's individual responsibility, and he is expected to:

- Attending weekly seminars, which are scheduled by the university supervisor,
- Abiding by the time of attendance and leaving,
- Accomplishing all required tasks ,
- Optional meetings will be held to finalize the 2-3 requirements for the E-folio, work papers, and forms after completing the field training. The university rules regulating absence shall be followed , If absence from the seminar is necessary, the student teacher should , in this case, communicate with the university supervisor. See the attached "commitment letter", in case of non-compliance with that , a meeting shall be arranged with the student teacher to find out the reasons behind his absence or to cancel his field training .

Sixth: Action Research

The student teacher conducts action research and writes an action research report according to the context of each school; the report defines research question, literature review, and conducts data collection and analysis, discusses the results obtained, and explains how to apply the results to improve learning and teaching in each student teacher's classroom. The field training booklet includes the assessment rubric for the action research.

Responsibilities and Tasks of the Student Teacher:

After the student teacher's enrollment 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, because it is necessary to sign an agreement with the school and explain the roles and responsibilities of all parties.

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 of their application in the classroom.

Field Training Period

The field training course in the College of Education lasts for a full semester and it includes:

- An orientation meeting (two hours) for all mentor teachers, university supervisors, and student teachers.
- Seminars (18 hours) to be held at the beginning of the semester before the start of practical course tasks in the school or institution. These introductory seminars aim to prepare the student teacher for the teaching experience and provide him with the forms and information necessary for field training.
- The period of teaching training at school is at least 300 hours, which often ends after 10 weeks; and the period can possibly be extended to compensate for absence or permission cases.

The following timetable describes the activities in more details. During this period (10 weeks), the student teacher and the mentor teacher spend their time together in the class.

- A weekly seminar is held for two hours (total of 20 hours).

Detailing the responsibilities and roles of the student teacher each week

The following sections explain the tasks of the field training course and the activities, where the responsibilities range from classroom observation and partial teaching to full teaching responsibility. Then, the student teacher's participation is reduced from full to partial teaching; after that, the mentor teacher becomes the main teacher in the class.

The first week: Observation, General assistance, and participation in planning and teaching

The student teacher will spend the first week observing the classroom environment, classroom management techniques, instructional strategies, and assessment practices. The student teacher is advised to attend and observe classes for different teachers in addition to the mentor teacher, (Observation samples are included in the appendix.

During this period, the student teacher should start writing his own notes (reflective journal) and ask the mentor teacher questions about his observations and conclusions after each class in order to reach the ultimate goal of improving students' understanding. These journals should focus on how to manage the classroom, use educational strategies, and assessment practices to improve the learning quality and develop the capabilities of the student teacher.

Among the main tasks carried out by the student teacher are :

a. Assistance: These tasks support the role of the mentor teacher and help him recognize the progress of students and enable him to get to know them.

- Make sure students are present,
- Distributing papers or materials during educational activities,
- Assisting in correcting students' assignment,
- Monitoring students' work in their groups and providing individual support ,
- Helping students who are late in their assignments and lessons.

b. Participation in planning: The field training period is a great opportunity for the student teacher to learn how to plan in school, whereby curriculum standards and unified models are used in all schools by the Ministry. However, each school has its own mechanisms of preparation and delegation of tasks. The student teacher assists the mentor teacher and other colleagues in planning lessons. He takes initiatives and behaves positively; and these are in fact leadership qualities that reflect professional commitment .

c. Co-Teaching: During the first week, it is not preferable to practice full teaching directly. However, introducing the lesson, the end, or some short activities in the lesson are good ways to start getting to know the students and using the knowledge and skills of the student-teacher. Co-teaching allows student teacher to gain some experience with the support of a co-teacher. It also develops a professional relationship and cooperation between the mentor teacher and the student teacher.

Second week: observation, general assistance, co-planning and teaching

It is expected in the second week that observations are completed. This week's observations will focus on assessment practices, both formative and final, and monitoring both class management and educational strategies in the lesson.

The most important tasks are summarized as follows:

- a. Observation:** the observation in the second week focuses on all teaching tasks, including teaching strategies, classroom management and evaluation. You will find the observation forms in the appendices.
- b. Assistance:** continuing the above-indicated tasks in the first week; more efforts and interaction with students are to be taken into account regarding their individual requests besides the collective work.
- c. Co-planning:** continuing the joint planning, and involving partially in the planning of some short activities at the beginning or end of the class. The student-teacher discusses his plan and ideas with the mentor teacher and then he teaches the students.
- d. Co-teaching:** continuing to participate in teaching while taking a larger role, not just working with one group of students; adding a part by repeating the same activity; or teaching the activity to another class if possible. The mentor teacher will determine the suitability of some tasks for you, knowing that he may hesitate to add tasks or pinpoint challenges early, so the student-teacher must be an enthusiastic initiator ready without affecting the tasks of the mentor teacher and his responsibilities towards the class and the school.

Third and fourth weeks: observation, public participation, co-planning, independent planning, observation, co-teaching, and independent teaching.

The activities during the third and fourth weeks tend to be more independent on the part of the students, but under the close supervision of the mentor teacher. In the fourth week, the student-teacher will take more responsibilities in preparation to start teaching in the fifth week.

- a. Observation:** observations in the third week combine classroom management strategies with teaching strategies, and assessment practices in the same lesson. You will find the forms in the appendices.
- b. Assistance:** in the third week, the tasks from the first and second week are continued and more interaction with students individually as well as collectively is added. By the end of the fourth week, the student-teacher should start teaching fully-all lessons, various classes and/ or multiple subjects.
- c. Co-planning and Independent Planning:** continuing to participate in planning, independent planning of the main activity of different subjects or classes, taking into account the policies of the school and the tasks of the

mentor teacher. The student-teacher should be ready in the fifth week to carry out the full teaching load.

d. Co-teaching and Independent Teaching: continuing to participate in teaching and increasing the independent learning experiences of the student-teacher in various ways, such as:

- Dividing the class into two groups so that both the student-teacher and the mentor teacher teach a group.
- Dividing the instructional time-so that the student-teacher or the mentor teacher introduces the lesson and demonstrates the skills, while the other person performs the practices and the assessment part of the lesson.
- One of the two persons presents the lesson content while the other supervises the collaborative work groups.

During the independent teaching, **the mentor teacher should be present in the same room, but as an observer, and not as a co-teacher.**

Weeks 5-9: Full Responsibility for Teaching:

The period of taking full responsibility for teaching begins in the fifth week and lasts until the ninth week. The gradual increase in teaching activities has led to such an extent that the student-teacher assumes full responsibility according to the teaching load of each subject. The responsibility includes the planning and teaching as an ordinary class teacher in addition to all other tasks associated with teaching. The mentor teacher will follow the plans of the student-teacher, observe how to teach, provide feedback to improve the work.

Week 10: Reducing Responsibilities

During the last week, a gradual withdrawal from teaching tasks is carried out. The mentor teacher will resume responsibility for teaching throughout the week until he returns to the position of the main teacher. The student-teacher should continue to help and observe until the end of the week.

Note: the following table shows the list of tasks for the student-teacher during the semester. **The forms are in the attached appendices at the end of this manual.** Any modifications made by the student-teacher should be discussed first with the mentor teacher and the university supervisor.

Timetable detailing the responsibilities and roles of the student teacher each week

<i>The week</i>	<i>Suggested tasks</i>
Two weeks before joining school	<ul style="list-style-type: none"> - Course Seminar - Introductory meeting (Orientation)
Week 1	<ul style="list-style-type: none"> - Observing different lessons and criticizing them - Assisting the teacher during teaching -(individual teaching or teaching small groups) - Joint planning (teamwork, if available) with the mentor teacher

	<ul style="list-style-type: none"> - Reflective journal
Week 2	<ul style="list-style-type: none"> - Joint planning with the mentor teacher (team work) - Partial teaching - Full teaching - Observing different lessons and criticizing them - Reflective journal
Week 3	<ul style="list-style-type: none"> - Joint planning with the teacher (team work) - Partial teaching - Holistic teaching - Class observation - Reflective journal
Week 4	<ul style="list-style-type: none"> - Joint planning with the teacher (team work) - Part-time teaching - Complete individual planning of lessons and their implementation - Class observation - Reflective journal
Week 5-9	<ul style="list-style-type: none"> - Teaching full teacher quorum with individual planning - Reflective journal - Course tasks
Week 10	<ul style="list-style-type: none"> - Assist the teacher in teaching (individual or small groups) - .Complete planning and implementation of two lessons - Class observation - Reflective journal
11th week	<ul style="list-style-type: none"> - Make up for absences and hand over all tasks

Course expectations

The course tasks have been clarified through the previous sections and items, and here is an explanation of the most important expectations:

School schedule: -

During this 10-week period, 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 teachers are not allowed to leave the school during the school day or make any other

arrangements without prior approval from the university supervisor and the field training unit. In the event of sickness or any other forced absence, the student-teacher is responsible for informing the mentor teacher, the university supervisor, and the field training unit as soon as possible. Accordingly, contact details must be arranged with the mentor teacher, the university supervisor, and the field training unit, such as e-mail, phone, or SMS, at the beginning of the course.

Field Training Policies and Procedures:

Attendance

Since field training is a university course, and it is compulsory in the college programs, the attendance policy - including attending the seminar - is subject to QU attendance policy which is described in details in QU's Student Handbook.

During the period of school field training:

- Absence for three days due to illness or other urgent circumstances is allowed, provided that these days are compensated for in the eleventh week, i.e. after the end of the training period. Sick leave shall not exceed one week.
- In the event of permission, or late arrival to work as per the school schedule, time shall be compensated for if it exceeded 2 hours.
- In the event of serious sickness that necessitates absence for a larger number of days, the matter must be discussed with the university supervisor before the absence, if that is possible. Arrangements can be made to complete the field training taking into consideration the status of the student teacher. Absence for more than three days and without a medical excuse, the student teacher is considered to have failed the course because he exceeded the permissible period of absence.

Holidays and professional development days for teachers:

During the field training period, the student-teacher is committed to the holidays set by the Ministry, regardless of the holidays set by Qatar University. The student teacher is expected to be present in the professional development days for school staff and participate in the professional development programmes.

Evaluations/Assessments

Written documentation of the student teacher's performance is essential and must be specific and systematic. It should include suggestions for improving performance. The College's supervisors and teaching mentors use the assessments' forms enclosed in the appendix to ensure a systematic written assessment. Several copies of the completed assessment forms of the university supervisor and mentor can be obtained and shared for discussion every week.

The university supervisor and mentor will complete different assessments of the student's general performance. An improvement assessment will take place in the middle of the field training semester in Week 5. If the accepted/targeted level is not achieved, a plan will be developed for the relevant student teacher in his presence, with the help of the mentor teacher, and university supervisor. The plan must be signed by all parties. This plan will serve as a guide to track improvement/progress during the second half of the field training. The final assessment/ evaluation will be presented in the 10th week and discussed in the triple meeting.

The teacher mentor reviews, signs, writes the dates of both CEESs, and ensured that they are also signed by the evaluators/assessors. These forms are added to the file and sent to the program office after completing all signatures.

The student teacher, university supervisor, and teacher mentor are all required to provide information about the strengths and weaknesses of the teacher preparation program. Assessment forms of the university supervisor and teacher mentor will be available during the seminar held at the end of the semester, taking into account the following points:

1. The student's grades in school are the responsibility of the university supervisor in charge of overseeing the student teacher in the school
2. In the event that there is a conflict of score evaluation of the university supervisor, the teacher mentor, and the school administration, the student teacher will be evaluated by a special committee formed by the College of Education. The evaluation score approved by the assigned committee will be counted.
3. If the supervisor did not notice any progress in the student-teacher's performance two weeks prior to the end of field training, the student will be evaluated by a special committee formed by the College of Education, the evaluation scores of the committee will be approved.

The student teacher is not entitled to object the result of his/her evaluation.

Reassignment 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 complete his field training for many reasons. In rare cases, the student teacher must be asked to leave the program permanently. Below 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.

In the event that the study of the student teacher in the field training course is suspended, specific policies and procedures will be taken to end the process. Details of the process are summarized in the QU Student Handbook.

Student teacher Responsibilities

These items are basic tips and guidelines for the mentor teacher, please focus on them, especially as they help the student-teacher to understand his priorities.

Commitment:

- Giving field training top priority in the classroom.
- Coming to school on time and stay until the end of the school day .

Organization:

- Submit the weekly teaching schedule to the university supervisor, provided that you inform him about any changes that may occur. (Appendix)
- Inform the school, the mentor teacher, and the supervisor as soon as possible in case absence is necessary due to sickness.

Preparation:

- Provide the mentor teacher with copies of your written lesson plans two days in advance of the scheduled teaching time.
- Prepare all teaching materials and teaching techniques in advance to avoid waste of time or student misconduct.
- Read various sources of educational materials that go beyond the syllabus to enrich the lesson .
- Plan the most effective ways to implement the classroom procedures and co-teaching between you and the mentor teacher.

- Make teaching style flexible by planning for interruptions or time constraints .,

Teaching:

- Understand the main principles and concepts of the teaching material to ensure higher levels of teaching efficiency.
- Arrange the learning events sequentially to reinforce student understanding.
- Monitor the behavior and learning styles of students coming from multiple cultures to create a classroom atmosphere that promotes multicultural understanding.
- Introduce a variety of teaching methods to provide individualized learning styles and to better develop research and problem-solving skills.
- Be able to create and use instructional materials and technologies that are in line with the students' level of development.
- Provide directions in a clear and sequential manner.
- Develop critical thinking through the use of high-level questions.
- Choose a variety of assessment tools and teach students to use self-assessment.
- Provide lesson activities that require collaboration and teamwork.
- Encourage creativity through student ideas to enrich class experiences.

Relations with students:

- Create and maintain a rewarding learning environment by showing respect for all students.
- Develop a specific plan with the mentor teacher that complements your current program and your strengths as a new teacher. Remain firm and friendly in your relationships with each student.
- Understand the students' social and emotional needs.
- Be a listener and respectful to others.

Research :

- Be aware of opportunities to engage in discussions with other teachers about the teaching profession.
- Be aware of current research in the field of education that interests you.
- Be aware of opportunities that increase student learning beyond the classroom and that is extended into the local community .
- Try constantly to add new research-based teaching methods to the educational portfolio.

- Be aware of developments in formative and summative assessment methods and their effective applications in the classroom.
- Use the resources and be aware of the reference persons available in the school you are assigned to such as IT expert, librarian, nurse, school doctor, art and music teacher... etc.

Leadership:

- Wear appropriate professional attire.
- Welcome constructive suggestions and include them and incorporate them into the successive stages of planning and education.
- Be discreet about any confidential information.
- Learn about Qatari school institutions and programs by attending school and/or parents' meetings when appropriate.
- Attend all field training seminars.
- Collaborate with faculty members or student teachers in your building and exchange educational ideas, learning materials, and technology with them.
- Establish professional relationships by interacting with school staff and administrators, faculty, support staff, students, and parents.
- Be aware of school policies and procedures.
- Be involved in educational experiences that allow for a smooth transition from the student role to the class teacher role.

Mentor Teacher Responsibilities:

These items are basic tips and guidelines for the mentor teacher, please focus on them as they help the student teacher understand his priorities.

Dedication:

- Be friendly and professional with the student teacher.
- Complete your assessments and other work journals in a timely manner .

Orientation:

- Commit to attend the field orientation sessions of Qatar University with the student teacher.
- Instruct the student-teacher regarding:
 - students.
 - School schedule and daily schedule.
 - Building facilities and resources.
 - Staff, teachers and workers.
 - The school's policy and applicable procedures
 - The nature of the local community.
 - Professional opportunities.

preparation

- Present a background students of the class to receive the student- teacher as a professional colleague.
- Prepare a place for the student –teacher, a desk, chair, shelves, and curriculum manuals .
- Discuss the assignment of the new student-teacher with the University supervisor and be sure to raise any concerns.

Teaching:

- Start introducing the teaching by developing appropriate planning and teaching as well as explaining and clarifying the purpose of the various instructional strategies.
- Present the methods and resources available for preparing daily lesson plans, provided that they are sequential and can be integrated into the content.
- Demonstrate how teachers' guides, curriculam manuals, and other sources are used in your class.
- Explain the classroom management philosophy and techniques, and how class management is maintained when you and the student teacher are in the classroom together.
- Choose a specific time to plan together on a daily / weekly basis.
- Describe record-keeping methods, attendance, grades, conduct, and all things the school requires.
- Explain safety and security procedures such as fire alarms, patients and quarells.

- Direct the student-teacher to be effective through:
 - Monitoring effective use of time.
 - Requesting to write study plans two days before the training date.
 - Creating a supportive environment that encourages inquiry and self-reflection.
 - Praising and encouragement.
 - Maintaining open channels of interaction and communication.
 - Discussing problems openly, one at a time.
 - Sharing professional experiences and educational materials.
 - Benefiting from the special interests, talents and abilities of the trainee in order to enrich the educational syllabus.
 - Encouraging the use of alternative educational and administrative techniques.
 - Directing acceptance of the multiple school duties and tasks that form the teacher's workload.
- Allowing the trainee to assume full responsibility for teaching and management within the classroom for a period of not less than five weeks during the semester.
- At some point during the student-teacher's time with you, provide some specific instructions on how to arrange class preparation since the beginning of the year.

Research/Scholarship

Assist the student- teacher to do research, develop, improve, and get acquainted with the best strategies and practices through the following:

- Promote 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 evaluation sessions.
- Constantly consult with the university professor; performance problems must be identified and discussed as soon as possible.
- Allow the trainee to save time to consult with the university supervisor after observation.
- Write assessments of student- teacher's development , and discuss them with him/her using the lesson observation form in the appendix .
- Discuss your observations with the student-teacher, and suggest to him / her some changes that might increase effectiveness.

- Participate in the triple assessment session with the student-teacher and the supervisor in midterm and final evaluations and other meetings.
- Use the weekly evaluation rubrics to support your assessments using the Field Experience Evaluation survey CEES for midterm, final, and tripple 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 required seminars that are part of his/ her field experience.
- Leave the student- teacher alone in class, so he can feel independent and have the opportunity to learn from his mistakes. Make sure this happens gradually and let him know where you are in case of any emergency.
- Introduce and inform the student-teacher about professional journals/magazines, resources and organizations.
- Involve the student-teacher in the meetings of the school body, the curriculum, and parents and teacher meetings when possible.

Responsibilities University Supervisor :

These items are basic tips and guidelines for the university supervisor, please focus on them, as they help the student - teacher understand his priorities

Dedication:

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

Orientation and Organization :

- Inform the student - teacher about method of communication you prefer.
- Visit the school to meet the mentor and administrators .
- Contact the student-teacher If you cannot set an appointment .
- Organize a complete collection of student- teacher's work, including the Field Experience Evaluation Survey (CEES).

- At the end of the field training semester, hand over all documents and forms to the field training unit coordinator.

Preparation:

- Meet the mentor before the start of the field training .
- Prepare a file of all forms and requirements that the student-teacher will need during the semester.
- Be aware of timetables for university forms due dates as well as assignment deadlines.
- Be familiar with the content of the Field Training Handbook.

Teaching:

- Participate in mentoring the student-teacher at the beginning of the semester. These directives and instructions stress the responsibilities (academic, moral, ethical, and legal) and the information needed for a smooth transition from a university student to a successful teacher.
- Participate in directing mentors to provide information related to the program and required responsibilities, and to communicate effectively with the student teacher and university supervisor.
- Share information with student teachers about professional development opportunities in the local community.

Research:

- Monitor, evaluate and assess the student-teacher based on systematic considerations regarding teaching planning, management , and professionalism.
- Guide student teachers' development of reflection and self-evaluation.
- Evaluate the student- teacher 's study plans and provide your written feedback.
- Accurately document any breaches of school or professional policy as well as any unsatisfactory progress in classroom instruction and management.
- Plan to intervene if there are problematic areas that need special attention. A copy of any plans resulting from the intervention must be provided 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 in the mid and final evaluation of the field training.
- Complete the mid and final evaluations with the mentor for every student-teacher and write recommendations and/ or summaries.

- Evaluate/assess the entire electronic file .

Leadership:

- Continue your professional development by reading professional journals and attending conferences.
- Be an assistant for the field training supervisor if requested .
- Communicate regularly with the Program Coordinator on areas of mutual interest or suggest specific changes to the program.
- Be the link between the student-teacher and the College of Education at Qatar University (This includes communication with the school principals, mentors, the student - teacher, and the field training coordinator.)
- Help the student-teacher to be considered and included in the next semester's timetable by making suggestions or recommendations .
- Complete letters of recommendation for student-teachers who are applying for initial teaching positions.

Appendices



Appendix (1)

A Circular about Regular Attendance of BA. Students in the Field Training Course in the Physical Education Major, College of Education During the semester.....

The field training period is the basis for teachers' practical training and preparation. Thus, commitment to regular attendance is one of the main factors for qualifying competent teachers.

Therefore, we would like to inform you of the following:

- The field training period starts on..... and ends on
- Absence from field training is not allowed unless an acceptable excuse is provided for a period of 3 days only.
The absence period must be compensated at the end of the field training (in the 11th week)
- In the event that the absence exceeds 3 days, the student is given a (fail) grade.
- In the event of emergent cases of sickness that require healthcare reservation, the student who , has medical reports documented by Hamad Corporation is allowed to be absent for a period of 7 days from the field training; this period must be compensated after field training (in the 11th week).
- The permitted hours and late attendance time must be compensated (in the 11th week) if the time exceeds two hours during the ten-week period (the full training period) .
- In the event that you are absent 25% of the seminar hours, half of the grade will be counted for you, and if absence exceeds that time, you will be given the grade (zero).

We hope that everyone abides by the above rules.

Field Training Unit

Student Name : ----- Registration Number : ----- Signature.....



Daily Appointment Form

Week No.:.....

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

Student teacher name _____

Mentor _____

School name _____

Class/level _____ Subject _____

Attendance time to school _____ Time of leaving school: _____

Time	Sunday	Monday	Tuesday	Wednesday	Thursday

Guidelines and forms related to the student teacher's observation of other teachers (Used when observing other classes)

Task 1: Observing classroom management in Physical Education or other courses

The student is required in this task to view some of the lessons implemented by the mentor teacher or other teachers in the school who teach other subjects, he can write his observations about the teacher's classroom management. The student should focus on the following main aspects of classroom management:

- 1) Organizing the classroom environment or (the sports hall)**
- 2) Time management**
- 3) class interaction**

The student teacher must observe these main components of classroom management and use his observation to answer the following questions:

First: Regarding the organization of the classroom environment or the class hall:

How does the classroom environment or class hall look like? Have the arrangement of the sports tool and materials (required for the lesson) been organized and placed in an effective manner? Have the activities or tools been distributed and arranged in the classroom according to the different parts of the lesson? Are there sufficient numbers of sports activities or tools that suit the number of students and the various training activities?

Second: Regarding Time Management

When did the teacher start the lesson? Was the time allocated appropriately to the different parts of the lesson? Is there a sort of time wasting in some parts of the lesson at the expense of other parts? Is the teacher committed to the start and end times of the class? Is the class time used for teaching and learning or other aspects unrelated to the lesson?

Third: Classroom Interaction

How does the teacher interact with the students? How do students interact with each other? Does the teacher allow

Themes of Class Management	Suggestions
Organizing the sports hall	
Time Management	
Classroom Interaction	

students to ask and answer questions? How does the teacher deal with the students' various behaviors? What type of punishment is used to deal with students' behavior? How does the teacher motivate students and push them to participate in the class?

Application: After observing examples of classroom management for teachers, think how you can manage your classroom in a successful way? and then, write certain suggestions that you expect to implement to ensure the success of your classroom management according to the three following factors:

Task 2: Observing instructional strategies:

The student teacher is expected to carry out this task by observing the lessons taught by the mentor teacher and focusing on the teaching strategies, and he can carry out the task with the help of answering the following questions:

What type of educational strategies are used? How were the educational strategies applied in the lesson? Is the teacher or the student responsible for the main role in applying the educational strategies used? Are there various educational strategies? Are the strategies used well-matched with the available tools and capabilities?

Do the used instructional strategies consider students' individual difference?

In observing instructional strategies, the focus should be on lesson structure and how students participate in the lesson.

Application: Choose at least one instructional strategy that you will use, and write a progress report on it according to the following elements (to be submitted during the seminar):

Strategy Name	Justification for applying it	How to employ it in the Physical Education Lesson	How it considers students' individual differences

Task 3: Observation of Assessment Practices

Description: In this task, it is important to observe the assessment practices applied by the mentor in the teaching sessions; the assessment is divided into two types: formative assessment (which takes place during the session), and final assessment (which takes place at the end of the session). As a student teacher, you are required to observe the teacher's performance to make sure that students have understood the subject matter of the lesson during or at the end of the class. you are also required to identify the type of assessment practice used by the teacher, whether during the implementation of the lesson or at the end of the lesson, by writing the sign (.....) in front of the type of the assessment used according to the following table :

Assessment Practices	formative Assessment	Final Assessment	Notes
Performance Observation			
Asking questions			



Practical test / physical / skillful			
Feedback during activities ' performance			
Paper Test			



Daily preparation plan for the subject / physical education

Academic Year: 2019-2020

Teacher' Name		Day	
Unit		Date:	
Lesson's Titl		Level- section	

Appendix (2): Daily preparation plan template for the lesson in Physical Education

DRAFT



Daily preparation plan for the subject / physical education

Academic Year: 2019-2020

The main themes of Physical Education			
First Theme: Moving properly	Second Theme: Adopting healthy, safe and active : lifestyles	Third Theme: Personality Building	
Key terms and concepts	Educational Aids	Learning Resources	
		sports tools	



Daily preparation plan for the subject / physical education

Academic Year: 2019-2020

		Electronic tools/equipment	
--	--	----------------------------	--

Introduction	Time
	10:05

Teaching and learning activities that achieve core competencies				
Learning objectives	Methods and styles of th teacher's instruction (Educational Strategies)	Student's learning activities	Assessment for the purpose of learning	Time



Daily preparation plan for the subject / physical education

Academic Year: 2019-2020



Daily preparation plan for the subject / physical education

Academic Year: 2019-2020

Closing of the lesson	Warming up exercises and body stretching Asking about lesson skills and the extent to which students benefit from the used products Greeting and leaving			d 5-3
Self-reflection				
Day	Date	Grade/level	Lesson	Teacher's self-reflection



Daily preparation plan for the subject / physical education

Academic Year: 2019-2020

Professional standards for teachers

- 1- Planning to develop Students' performance and achievement.
- 2- Engaging students in the learning proces anddeveloping their learning.
- 3- Maintainig a safe, supportive and challenging learning environment.
- 4- Assessing students' learning and using assessment data to improve performance.
- 5- Demonstrating high quality professional practices, and participating in the continuous Professional development .
- 6- Preserving an effective partnership with parents and community.

Lesson Plan Correction Rubric

Standards	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Qatar Curriculum Standards معايير المناهج القطرية	QNCP standards are identified but are clearly inappropriate in number, grade and/or topic.	QNCS standards are identified but either are inappropriate in number or do not match the grade or topic well.	An appropriate number of QNCS standards are identified; most match grade and topic.	An appropriate number of QNCS standards are identified and clearly match grade and topic.
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.	Stated objectives are aligned with standards and assessments, but all are not measureable. Most objectives represent high standards of content for all students.	Stated objectives are aligned with standards and assessments and describe measureable goals. Set of objectives clearly represent high standards of content for all students.
Materials المواد	Materials are insufficient in number or are not be appropriate to	Materials are insufficient in number and or contribute only	Materials are adequate in quality and number, appropriate to	Materials are high quality and clearly enhance the lesson. They are adequate in number and appropriate

Standards	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	students' level or to the topic.	slightly to the lesson.	students' level and to the topic.	to students' level.
Resources المصادر	Resource list has many important omissions and no supportive resources.	Most required resources are named, with only minor omissions. Supportive resources are lacking	All required resources and some additional resources are identified, although the list lacks variety in type of resources identified.	All required resources and additional supportive resources are identified; various types of resources are included (print, electronic, physical.)
Activating Prior Knowledge/ Focus/ Motivation تنشيط الخلفية المعرفية \ اثاره الدافعية	Prior knowledge is not activated or activity is not related to objectives.	Prior knowledge is somewhat activated, but the relationship to objectives is weak.	Prior knowledge is activated through a specific technique related to objectives.	Prior knowledge is activated through a specific engaging technique that is clearly related to objectives.
Technology التكنولوجيا	Technology use distracts from learning objectives.	Use of technology to support lesson objectives by the teacher is limited; no use of technology by students.	Appropriate use of technology by teacher or students supports learning objectives. Shows	Creative use of technology by students clearly supports learning objectives. Clearly demonstrates willingness to adopt the most

Standards	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
			willingness to use supportive ICT..	appropriate ICT resources.
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.	A single instructional strategy is described that is appropriate for learning objectives but is not inconsistent with the belief that all students can learn.	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.	Instructional strategies are clearly described, varied, and clearly support learning objectives. Shows a commitment to the belief that all students can learn.
Student Activities	Student activities <ul style="list-style-type: none"> • 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 	Student activities <ul style="list-style-type: none"> • 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 	Student activities may <ul style="list-style-type: none"> • 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 	Student activities <ul style="list-style-type: none"> • 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.

Standards	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
		development	conceptual and cognitive development appropriate to the subject area.	
Modifications/ Differentiation	A strategy to help students with a single type of need is identified, or strategies identified are not appropriate.	Multiple strategies to help students with a single type of need are identified; most are appropriate	Multiple and appropriate strategies to help students with diverse needs are identified.	Multiple and appropriate strategies to help students with diverse needs are identified and explained.
Lesson Extension	Extension repeats but does not offer application in a new context.	Extension includes limited opportunities for students to apply the information, concepts, or skills in a similar context.	Extension includes opportunity for students to apply the information, concepts, or skills in a new context.	Extension includes one or more opportunities for students to apply the information, concepts, or skills in new and authentic situations or contexts.
Closure	Closure by teacher ends the lesson, but does not summarize or clarify learning..	Closure by teacher summarizes the lesson and clarifies	Closure includes an opportunity for a limited number of students to	Closure includes an opportunity for all students to summarize the lesson, respond to questions,

Standards	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
		points.	summarize the lesson, respond to questions, connect to previous learning, or anticipate new learning.	connect to previous learning, or anticipate new learning.
Assessments	Assessment does not align with lesson objectives or does not provide feedback on each student.	Assessment provides feedback for each student and is aligned with most of the lesson's objectives in content.	Assessment provides feedback for each student and is aligned with the lesson standards and objectives in content, and cognitive level (Bloom's taxonomy).	Assessments clearly align with the lesson standards and objectives in content, mode (way it was taught), and cognitive level (Bloom's taxonomy); provides focused feedback for teacher and every student.
Reflective Evaluation of Lesson (Added after the lesson is presented).	Reflection is shallow, focusing on unimportant aspects of the lesson.	Reflection focuses on the design and delivery of the lesson, identifying strengths and areas for improvement, but	Reflection discusses student learning and strengths and areas for improvement in lesson design and delivery.	Reflection demonstrates thoughtful consideration of the lesson in terms of student learning, identifying strengths and areas for improvement in lesson design, lesson

Standards	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
		does not reflect on student learning. الطلاب .		delivery, and student engagement and achievement.

Class Visit Form: Specialization in Physical Education

First: Basic Information

School		Today / date	
Subject		Class/grade	
Topic		Mentor	
Teacher		Type of visit	partial <input type="checkbox"/> complete <input type="checkbox"/>

Second : Performance Assessment Fields

the field	Performance Standards	Manuals are complete and	Most manuals are	Some manuals are	No manuals or	It is not measured	Recommendations (they Include tips for increasing the impact of practices on student learning)
		1	,75	,50	,25	0	
planning	The lesson plan is available; its items are complete, suitable and announced.						
	Learning objectives are suitable, accurate, measurable and well-written.						

	The main lesson activities are clear, gradual, and linked to objectives.							
Implementation of the lesson	Learning objectives are presented and discussed.							
	Introductory activities are enabled appropriately.							
	The lesson content is clear and the presentation is organized and coherent.							
	Teaching methods and strategies are diverse and student-centered.							
	The main and supporting learning resources are used clearly and properly.							
	Teaching aids and technology are used appropriately .							
	The class questions are well-formulated, gradual and thought- , provoking							
	The learning material content (knowledge) is accurate and appropriate.							
	Key competencies are embedded in the cognitive context of the lesson							
	Core values are included in the cognitive context of the lesson							
	Integration between the themes of the material/subject and with other subjects is done appropriately							
	Individual differences among students are taken into account.							

	The lesson is concluded appropriately.								
the field	Performance Standards	Manuals are complete and effective	Most manuals are	Some manuals are	No manuals or	It is not measured	Recommendations		
Evaluation/Assessment	Assessment methods (prior, formative, summative) are appropriate and varied .								
	Feedback is varied and continuous.								
	Students' work is carefully monitored and corrected.								
Classroom management and learning environment	The classroom environment is positive, safe and supportive of learning.								
	Learning activities and class participation are managed in an organized manner.								
	Classroom management and conduct rules are in place .								
	The optimal investment of class time.								
Total									
General comments and recommendations									

Teacher signature		Mentor's signature	
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– Standards for evaluating classroom observation: (Specialization: Physical Education)

Field	Performance Standards	Indicators
planning	<p>The lesson plan is available and its items are completed, appropriate and announced</p>	<ul style="list-style-type: none"> - Available with the teacher in the classroom. - Consistent with the semester plan . - Written in proper language and characterized by accuracy and clarity - The introduction is available and related to the topic and objectives of the lesson. - Determining the mechanism of employing the key and supportive learning resource and teaching aids - teaching methods and strategies are varied - Determining integration with other materials clearly and appropriately - Value education and family culture are linked to the objectives and topic of the lesson. - Closing/concluding the lesson is appropriate to the topic and objectives - Selecting appropriate and varied assessment methods - Sharing the plan on the subject website and post it on the class website in case the school uses lesson planner . - Uploading the plan to the content depository and sharing the educational resources on the classroom website if the school relied on the content depository.
	<p>Learning objectives are appropriate, well-formulated, and measurable</p>	<ul style="list-style-type: none"> - Derived from the standards correctly - It is relevant to the topic of the lesson, including the knowledge and skills it includes.

		<ul style="list-style-type: none"> - .It was drafted in a clear and procedural manner - Considering diversity between cognitive and skill levels . - It can be achieved -; its achievement can be measured at the time of the class.
	The main lesson activities are clear, gradual, and linked to objectives.	<ul style="list-style-type: none"> - Activities are relevant to the objectives of the lesson and can help achieve them. - Taking into account the gradual and sequential process in achieving the objectives of the lesson. - The main activities clarify the roles of both the teacher and the student. - The main activities promote key competencies and values within the cognitive context. - Clearly taking into account individual differences among students - Time distribution is specific and appropriate for the activities . - Clarifying the mechanism of employing technology tools in the role of the teacher or the learner, if any.

Field	Performance Standards	Indicators
Lesson implementation	Learning objectives are presented and discussed.	<ul style="list-style-type: none"> - The teacher reviews the lesson’s planned objectives at the beginning in a clear and appropriate manner. - Verifying the clarity of the lesson objectives to the students .
	Introductory activities are activated appropriately.	<ul style="list-style-type: none"> - Carried out in an attractive and interesting way . - Introducing and relating to the main activities.

		<ul style="list-style-type: none"> - Implemented within the specified time. - It relates to students' life experiences and past experiences.
	<ul style="list-style-type: none"> - The content of the lesson is clear and the presentation is organized and coherent. 	<ul style="list-style-type: none"> - The content of the lesson is presented in a clear manner - The content is presented in a gradual and organized way, with sufficient examples - The steps of implementing the lesson are interrelated and relevant to the objectives . - Related to environment and life experiences .
	Teaching methods and strategies are diverse and student-centered.	<ul style="list-style-type: none"> - Commitment to applying teaching strategies that suit the objectives of the lesson and take into account the learners. - Implementing the strategy properly according to the lesson plan ., - The implemented strategies are diverse and challenging; they enable students to demonstrate their ability to learn and achieve .
	The main and supporting learning resources are employed in a clear and correct manner.	<ul style="list-style-type: none"> - Employing the main learning resource in a clear and correct .manner - Employing paper support sources that enrich the lesson and help achieve its objectives. - -Posting electronic support learning resources for the subject - Ensuring thatstudents use learning resources during the lesson - Optimal use of various learning resources to consider individual differences among students.
	Teaching aids and technology are appropriately employed.	<ul style="list-style-type: none"> - Using various effective teaching aids - Employing technology to serve the educational situation and goals. - Organizing the -board display

		<ul style="list-style-type: none"> - -Activating the interactive board or interactive projector to serve the educational situation.
	<p>The class questions are well-formulated, progressive, and thought-provoking</p>	<ul style="list-style-type: none"> - Clear and well-written. - Diverse and gradual - Attracting students' interest and motivating them to participate and ask questions. - promoting dialogue and discussion between the student and teacher and among all students. - stimulating thinking and challenge among student ,
	<p>The syllabus content is accurate and appropriate.</p>	<ul style="list-style-type: none"> - The -syllabus content is compatible with the source of learning, and is linked to the objectives of the lesson. - The -syllabus content presented is correct and sound and is free from knowledge-wise and linguistic errors . - Clarity of the syllabus content and the appropriateness of its terminology for the school stage . - The enriching learning material is based on reliable references .
	<p>Key competencies are embedded in the cognitive context of the lesson</p>	<p>Teachers provide activities within the context of the lesson that include the following:</p> <ul style="list-style-type: none"> - Students were able to suggest alternatives and produce ideas in innovative ways. - Students develop their language skills and employ them in expressing opinions and ideas. - Students develop their numerical skills and employ them in a variety of situations. - Students were able to communicate (listening, speaking and writing) they could use these language skills in various purposes .

		<ul style="list-style-type: none"> - Collaborative work, self-respect, and acceptance of positive change - Interest in investigation and the use of technology in the preparation and sharing of research. - Identifying problems and cooperating with others in proposing - solutions
	<p>Core values are included in the cognitive context of the lesson</p>	<p>Teachers provide activities within the context of the lesson that include the following:</p> <ul style="list-style-type: none"> - Students' pride in Arabic language, Qatari history and traditions. - Students respect others and value themselves. - Students' confidence in their ability to learn and to make an effort to do so. - Students' commitment to their rights and duties. - Develop students' healthy lifestyles.
	<p>Integration between the themes of the learning material (subject) and other materials (subjects) is done appropriately.</p>	<ul style="list-style-type: none"> - Linking subject themes with its skills effectively. - Employing integration with other subjects to achieve students' cognitive growth.
	<p>Individual differences among students are taken into account.</p>	<ul style="list-style-type: none"> - Distributing students in an appropriate manner according to their levels and the activity carried out. - Providing activities and training that take into account individual differences - - Providing activities and learning styles that consider learning moded (audio, visual, kinesthetic,...) - The class teacher follows up on the materials provided by the support teacher to students.

		<ul style="list-style-type: none"> - Providing the necessary facilities and arrangements for students' support - Employing technology in a manner that takes into account individual differences and students' support .
	The lesson is ended/concluded appropriately.	<ul style="list-style-type: none"> - Concluding the lesson is appropriate and comprehensive , - Concluding reflects the achievement of the lesson's objectives. - The biggest role in closing is for students - Concluding the lesson at the specified time .

Field	Performance Standards	Indicators
Calendar	Evaluation/assessment methods(prior, mid, and summative/final) are appropriate and varied.	<p>The evaluation is comprehensive, it included the objectives planned to be achieved.</p> <ul style="list-style-type: none"> - Diversification of evsluation methods, taking into account individual differences among students. - Diversifying the use of evaluation tools to suit the educational situation (teacher's observation - self-assessment – cognitive and oral tests - oral questions - electronic application - electronic discussion ...) - The evaluation process continues before, during and after the lesson (pre-mid-final). - Diversity in patterns/modes and levels of questions included in the assessments and electronic worksheets.

	Feedback is varied and .continuous	<ul style="list-style-type: none"> - Diversifying feedback methods to suit learners)immediate/delayed verbal/written -...) - Comprehensiveness and continuity of feedback, so that it includes all stages of the lesson and all learners of different educational, cognitive, age levels. - Evaluating and discussing students' answers (correct and false) , and linking their answers to their previous knowledge . - Encouraging students to submit logical explanations, supporting their answers and statements by texts , examples, or data. - Stimulating students to evaluate their own responses/feedback.
	Students' works are followed up and corrected accurately, both on paper and electronically (LMS).	<ul style="list-style-type: none"> - Providing the necessary instructions for students to complete written work accurately and clearly, and ensure their understanding. - Regular follow-up and evaluation of students' work, whether paper or electronicLMS. - Accuracy in correcting written work and directing appropriate feedback - Announcing paper or electronic assignments and tests to students and parents periodically.

field	Performance Standards	Indicators
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Classroom management and learning environment	<p>The classroom environment is positive, safe and supportive of learning.</p>	<ul style="list-style-type: none"> - Readiness of the classroom, laboratory, computer labs, and tablets for teaching and learning (cleanliness - arrangement - ventilation – lighting...) - Instructing students to observe the rules of security and safety in the classroom, laboratory and computer labs. - The way students sit in the class is organized and facilitates communication and learning inside the classroom. - Students' works are displayed and updated in class and on the learning management system (LMS) - Building positive and constructive relationships based on trust and mutual respect between students and teachers, - positive and constructive relationships based on mutual respect and Building cooperation among students - Motivating students to participate in learning activities effectively.
	<p>Learning activities and class participation are managed in an organized manner.</p>	<ul style="list-style-type: none"> - Organizing students' participation and class discussion - Giving clear and specific instructions before the start of the activity and during its implementation. - Following up on students' response to directives and their implementation - The movement of the teacher among the students during the implementation of the activities contributes to following up the students and providing them with appropriate support.
	<p>Classroom management and behavior management rules are in place.</p>	<ul style="list-style-type: none"> - Classroom rules are firm and clear, and students are aware of the consequences of the procedures in case of violation - Using a variety of educational means and methods to promote positive .behaviors - Using a variety of educational means and methods to correct undesirable .behaviors
	<p>The optimal investment of class time.</p>	<ul style="list-style-type: none"> - Taking into account the sufficient time allotted for all stages of the lesson (warming up/introduction, – presentation - conclusion) - Using various means to ensure adherence to the specified time for ,activities (such as timers, countdowns...

- **Note: The classroom observation form is based on the form approved by the Ministry of Education and Higher Education for evaluating Physical Education teachers .**

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 that.
2. Mention a positive event or a situation that you did not expect to happen during the first half of teaching students. Explain that.
3. List two areas that you want to improve during the second half of teaching students.

a. First:

b. Second:

4. Mention one way/method that you would like the mentor to help you with , a method that he did not help you with previously, and you want him (the teacher) to continue helping you with, explain:

5. Mention one method that you would like the supervisor to help you with , a method that he did not help you with previously, and you want him (the spervisor) to continue helping you with, explain:

b. For the Final/Summative Assessment:

1. What was the biggest challenge you faced while teaching your students? Explain that.
2. In your opinion, what was the most successful aspect of teaching? Explain:
3. How has the field training experience changed your own attitudes and skills in the following areas?

a. Learning support for all students

b. Teaching

c. Research

d. Leadership

Evaluation/Assessment of the Field Training Performance – Physical Education

Trainee's Name

Student's registration number

Evaluator:

- Self-assessment
- Mentor
- College supervisor

Evaluator' Name

Note: Please note that the successful completion of the field training requires that the trainee achieve a grade of (acceptable or more) in at least 7 out of 8 of the College Learning Outcomes. If the student achieves a lower level than that in the midterm evaluation, there must be a remedial plan that has been drafted and implemented, please attach this plan to the form.

Instructions

Please mark the number that matches your observations for each statement, then calculate the evaluation

points together to obtain the full mark/grade. There is a conversion method of grades into percentage form (%).

Unacceptable = 1 Needs improvement = 2 Acceptable = 3 Targeted = 4 NA not applicable =

First: Field of Teaching: Planning the teaching and Syllabus (subject content)

		N.A	1	2	3	4
1.	He plans to improve student performance and achievement					
2.	Formulates valid learning objectives that reflect the curriculum					
3.	Selects a set of learning resources that support the achievement of the curriculum objectives					
4.	Uses student data to plan for improving their performance					
5.	Chooses flexible and innovative educational strategies and activities					
6.	Plans learning experiences that demonstrate familiarity with the concepts, strategies, and skills related to the practice of physical and sports activities, and are consistent with the framework and curricular standards of the State of Qatar.					
7.	Plans for sequential learning that effectively engages students with concepts, strategies, and skills associated with physical and athletic activities; To facilitate the process of empowering the student with the competencies related to Physical Education subject through the main themes: moving with perfection, adopting healthy and safe patterns, and building character.					
8.	Plans sequential learning situations, involving learners in investigating knowledge, concepts, strategies, and skills related to physical and sports activities, positive participation in their practice, and developing their level of understanding in order to support the process of empowering students with the competencies of Physical Education subject through the main axes: moving with perfection, adopting healthy and safe lifestyles, and building character.					

9.	,Sequential learning situations are planned and this requires learners to show innovative and diverse forms of practicing physical and sports activities that reflect the learners' acquisition of Physical Education competencies through the main themes: moving with perfection, adopting healthy and safe patterns, and building character.					
10.	Plans sequential learning situations that use technology to promote the development and acquisition of general and specific competencies.					

Unacceptable = 1 Needs improvement = 2 Acceptable = 3 Targeted = 4 NA not applicable =

Second: Teaching and Learners Development

		N.A	1	2	3	4
1.	He provides support to different groups of students (including gifted and talented students.					
2.	Engages students in active learning which includes opportunities for challenge.					
3.	Uses a variety of supporting activities and learning resources.					
4.	Provides learning experiences that align with students' curricular learning experiences					
5.	Develops students' reading, writing and arithmetic skills using physical activities					
6.	Develops students as independent learners					
7.	Develops students' higher order thinking skills					
8.	Facilitate collaborative and interdisciplinary learning environments.					
9.	Involves students in the use of concepts, strategies, and skills associated with Physical Education , & physical activities, and sports.					
10.	Involves students in a variety of forms to practice various physical activities and sports (football, basketball, athletics etc ,,)					
11.	Involves students in conducting investigations in Physical Education.					
12.	Defines gym routines and high standards of behavior to support learning.					
13.	Encourages students to take initiative and responsibility for their own behavior and learning.					
14.	Students are encouraged to respect themselves and others.					

15.	Uses knowledge of concepts, strategies, and skills associated with physical activities, sports, and learning requirements to enable pedagogical competencies; to plan and implement appropriate teaching methods that guarantee fair educational opportunities in Physical Education .					
16.	Designs and implements educational experiences that involve learners in practicing physical and sports activities and hel them acquire various general and specific competencies in Physical Education which are in alignment with the Qatari national curricula standards.					
17.	He applies / uses the most important theories and concepts related to the subject he teaches.					
18.	Takes into account individual differences to promote successful learning experiences for all students.					
19.	Uses the latest learning resources in effective ways to improve the educational process.					

Unacceptable = 1 Needs improvement = 2 Acceptable = 3 Targeted = 4 NA not applicable =

Third: Evaluation/Assessment

		N.A	1	2	3	4
1.	Prepares and documents all types of evaluation.					
2.	Corrects Students' work is regularly.					
3.	Analyzes and uses assessment data to support learning.					
4.	Provides constructive feedback to students about their work and assessments.					
5.	Shares information about students with colleagues to support student learning.					
6.	Designs and implements a set of authentic (real) assessments that measure the extent to which students acquire knowledge, concepts, strategies, and skills related to physical activity and sports activities, and the degree of learners' development and mastery of each of the Physical Education subject's competencies through the subject themes: moving perfectly, adopting healthy and safe patterns, and building character, which shall be in line with all assessments adopted by the Qatar National Curriculum Standards.					
7.	Uses theories and research to apply a variety of educational practices and real assessments that are characterized by specialized knowledge, and provide students with general and specific competencies in Physical Education.					
8.	Uses evaluation data to guide decisions in the educational process and he reflects on students' learning outcomes related to knowledge, concepts, strategies and specialized skills, and students' achievement of general and specific competencies in Physical Education .					

9.	Employs self-assessment practices that support individual learning outcomes related to acquiring knowledge, concepts, strategies, and specialized skills, and empowers students with general and specific competencies in Physical Education .					
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Unacceptable = 1 Needs improvement = 2 Acceptable = 3 Targeted = 4 NA not applicable =

Fourth: Professional Development						
		N.A	1	2	3	4
1.	Reflects on professional practices to improve his performance					
2.	Works on self-development professionally and participates in professional learning networks					
3.	Familiar with the developments of the subject matter and educational principles					
4.	Demonstrates professional practices that reflect the impact of professional development on his performance					
5.	Carries out required duties and responsibilities					
6.	Adheres to the laws and policies of the Ministry of Education and Higher Education					
7.	Uses reflective practices for academic and professional self-development					
8.	Demonstrates commitment to professional ethics and maintains confidentiality and integrity					
9.	Takes the initiative to participate in new opportunities and tasks for the purpose of professional development.					
10.	Appreciates cooperation with others during work in pursuit of common goals					

Unacceptable = 1 Needs improvement = 2 Acceptable = 3 Targeted = 4 NA not applicable =

Fifth: E ffective P artnership with P arents and the Community

		N.A	1	2	3	4
1.	Communicates effectively with parents to improve student learning and performance,					
2.	Uses local partnerships to support student learning and performance,					
3.	Prepares students to become both local and global citizens,					

Unacceptable = 1 Needs improvement = 2 Acceptable = 3 Targeted = 4 NA not applicable =

Sixth: Professional Conducts

		N.A	1	2	3	4
1.	Arrives on time,					
2.	Stays until the end of the school day					
3.	Notifies mentor and supervisor when absent,					
4.	Makes up the days of absence,					
5.	Wears ,appropriate sports clothing					
6.	Show readiness,					
7.	Shows positive behaviour,					
8.	Accepts responsibilities willingly,					
9.	Completes tasks as directed,					
10.	Asks for advice and/or feedback					
11.	Accepts feedback constructively					
12.	Shows respect to the mentor, students, parents and others , ,					
13.	Takes charge of routine tasks without repeating requests,					
14.	Completes routine papers on time,					

Unacceptable = 1 Needs improvement = 2 Acceptable = 3 Targeted = 4 NA not applicable =

Seventh: Research and Leadership

		N.A	1	2	3	4
1.	Initiates positive change in education					
2.	Maintains high standards of content knowledge for all students					
3.	Realizes the importance of using challenging experiences to suit students' individual differences and their learning and developmental styles					
4.	Demonstrates the ability to adopt strategies that promote critical thinking, creativity, and problem-solving					
5.	Shows a desire to adopt the most appropriate learning resources, including technological ones					
6.	Appreciates the idea that safe learning environments stimulate active learning					
7.	Demonstrates the ability to use multiple assessment methods to support students' learning and to build on their results in future teaching					
8.	Demonstrates ability to plan lessons that enable students to achieve high learning goals					
9.	Shows the ability to solve problems and make appropriate decisions					
10.	Reaches data-driven decisions by systematically examining a variety of factors and resources					
11.	Participates in research activities by learning from and contributing to the knowledge base in the field of education.					

Observations:

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Strengths and Areas for Improvement:

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Parent Meeting Report Form

Name of the student-teacher: _____ Date: _____

Initials of the student's name (K-12): _____ Gender: _____

Age: _____ class: _____

Note to the student-teacher: complete this form after completing the Guardian meeting.

The topic of discussion during the meeting:

Guardian's feedback: (what is the guardian'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 completed-or not-in this meeting)

Student teacher _____ Mentor _____ teacher

Communication Record with Parents

Date & Time	Parent's name/ student's name	Contact type/ Details	Notes	Signature of the Mentor

Student-teacher _____ Mentor _____

The Assessment Rubric of the Parent Meeting Conference

First: To parents: The report demonstrates what parents present about the following aspects:	Yes(1 mark)	No (0mark)	Notes
1. The student’s problem or the topic about which the meeting took place.			
2. Student’s 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 weakness of the student's performance or behaviour			
5. Clear knowledge of the student's performance and assessment, which 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 the level of student performance, the extent of his progress, and the aspects that need to be addressed, with examples.			
Third: The teacher's suggestions contained in the report			
8. Provide suggestions, activities, and tools for the family to use at home for student learning and progress			
9. Offer suggestions to help support positive classroom practices			
10. The report shows collaboration with parents in developing solutions to support student learning or improve behavior			
The total			
Final Score: The total is divided by 2 for the final score out of 5			

Guidelines for the weekly reflection journal

The reflection journal is a personal record and a place for observations, reflections, and questions. Your college supervisor should be available to comment on your observations and answer your questions. The supervisor can also help you learn how to go deeper with your teaching experience, by offering another point of view in some cases.

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

1. Personal thoughts and feelings about events and the educational environment. Examples of this:

- 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 of this:

- a. What objective do you aim to improve in your plan?
- b. What specific actions have you taken or want to take this week?
- c. Have there been 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 of this:

- 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 the behavior of your colleagues?

4. Numerous examples about confidentiality, ethics, respect for teaching as a profession. Why these qualities are necessary to reach a high level of professionalism? Examples of this:

- 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 considering it as a profession.

5. Appreciate and demonstrate the need for personal and professional growth in the acquisition of skills, understanding, and professional competence. Examples of this:

- 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?

Mid and Final Reflective Journals Rubric
(TaskStream Assignment)

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Reflectivity التأمل	Reflections do not reveal the thoughts, feelings, or insights of the candidate.	Reflections reveal some (limited) personal experiences, thoughts, feelings, or insights. التأمل يبين بعض التجارب	Reflections provide personal experiences, noting some personal thoughts, feelings, or insights.	Reflections are deeply thoughtful, providing personal thoughts, feelings, and insights.
Thoroughness الشمول	Very limited number of reflections; brief and/or incomplete.	Set of reflections provides some insight into experience, but lacks thoroughness and/or depth.	Set of reflections provides an overview of experience.	Set of reflections is substantive, thorough and provides an in-depth view of experience.
Variety التنوع	Reflections are repetitive and portray a very limited number of aspects of teaching and learning.	A limited number of aspects of teaching and learning are discussed.	Several important aspects of teaching and learning are discussed.	Narratives on a broad and range of experiences provide in-depth perspectives on numerous aspects of

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
				teaching and learning.
Professionalism المهنية	There are serious errors in professionalism.	There are some errors in professionalism in several of the reflections; none serious.	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.
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.	Overall, the reflections demonstrate candidate growth in skill, understanding, or professionalism.	The set of reflections clearly demonstrate candidate growth in skill, understanding, and professionalism.

Guidelines for the Technological Lesson Project

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:

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

Task:

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

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

- Physical Education Lesson: using programs to analyze games' strategies to develop skills concepts and strategies in sports activities.

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

b. In one of the views, integrate technology that enhances student learning and suits both the content and the level of the students.

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

- Physical Education: A student videos one of his colleagues, then he inserts the recorded video into a motion analysis software for getting observations on performance.

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 certain injuries or movement problems to use one of the programs that enhances the motor awareness of some skills in sports.

Assessment Rubrics for Learning Technology Project

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Technology in teaching	Teacher uses technology to display information.	Teacher uses technology to present information that is appropriate for students. Technology provides little or no help in support of the learning opportunity for students.	Teacher uses interactive technology or technologies to present lesson that is appropriate for students. Technology supports lesson objectives. Technology is helpful to the learning opportunity provided to students.	Teacher creatively uses diverse technologies to make learning more motivating, authentic, and effective. Technology is interactive, engaging, and clearly supports lesson objectives. Technology is essential to the learning opportunity provided to students.
Technology for learning	Students use technology for single-purpose tasks isolated	Students use technology, but for routine, low-level word processing,	Students use technology effectively in a learning	Students engage with technologies that enable them to create, investigate,

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	from lessons and objectives.	presentation, and/or spreadsheet processes and functions.	opportunity that would be difficult or impossible to do without technology.	and/or analysis information. The use of technology empowers students to be self-directed learners.
Assistive technologies	Little to no attention to the identification of or use of assistive technologies.	Identifies assistive technologies and identifies students' needs, but does not match ATs to specific needs.	Identifies appropriate assistive technologies to enhance learning of students with specific exceptionalities.	Identifies creative uses of readily available technologies to enhance the learning opportunities of students with exceptionalities, correctly matching the solution to the learning challenge and learning objective.
Creativity and Higher Level Thinking	Technology use does not encourage or allow for higher-level thinking or creativity.	Technology use allows for creativity and higher-level thinking, although in a limited way.	Technology use allows for creativity and higher-level thinking..	Technology use encourages creativity and higher-level thinking.

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Reflection	Reflection discusses student learning.	Reflection discusses student learning; may identify connections between technology and learning.	Reflection discusses students learning; identifies ways in which technology affects learning.	Reflection focuses on student learning; clearly and insightfully identifies the ways in which technology interacts, enhances, or restricts learning.

Teaching Unit Guidelines

Requirement

Objective

The purpose of this activity is to assess the student's ability to design and implement a teaching unit for the content of Physical Education or one of the classrooms in light of the curriculum plan in force in the Ministry of Education and Higher Education in Qatar. The student is required to design and implement an integrated teaching unit plan that includes at least 3-4 lessons and according to the content of the curriculum prescribed by the Ministry of Education and Higher Education in the State of Qatar. The unit must reflect the curriculum content, learning outcomes and curriculum competencies. The aim of the unit is to develop rich and specific educational experiences and situations to teach students the concepts - skills - strategies and should include extensive use of technology for learning, multiple opportunities for active participation by students, and

carefully differentiated teaching 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 subject taught.
3. The unit should take four (4) to six (6) time sets (classes) to teach.
4. Correction Standards for lesson plans and educational unit will be used to evaluate your work. Be sure to use them to get additional information on how to supplement your unit. The correct Standards can be found in the appendix.

Components required for the study unit

The unit plan includes the following components:

1- Introduction

Describe the study unit that you are designing briefly, its importance and the topics it addresses (the educational context - concepts - strategies - mathematical skills that you will design its teaching plans) and the curriculum competencies that you will develop (refer to the curriculum competencies in Qatar), the class, and the characteristics of taught students expected growth, the number of lessons (classes) it includes, and any other information relevant to the unit.

2- Learning Outcomes:

Determine the learning outcomes of the unit; it must be closely related to its content and express what students are expected to acquire by the end of their study of the unit. You should refer to the learning outcomes of physical education curricula in Qatar to choose the appropriate ones.

3- Learning Objectives

Developing a set of learning outcomes for the unit, which should reflect the expected learning outcomes for students to achieve after the end of their study of the unit. You must consider the appropriate way of drafting the learning outcomes and their diversity according to the areas of the the three objectives: cognitive, motion (motor), emotional.

4- Lesson plan:

Design at least 3-4 physical education curriculum content for the class in which you will apply the unit using the lesson plan template approved by the Ministry of Education and Higher Education. Lessons must include all the elements included in the approved lesson plan, indicating in the plan the activities that will be applied to take into account the differentiation and diversity among students, and the employment of different learning strategies - applied activities - the available tools and resources and how to use them in teaching lessons. - How to employ technology in the class).

5- Evaluation:

Describe the various forms of assessment that you will use to achieve the specific learning objectives for each lesson, and you should diversify the assessment methods, such as theoretical and practical exams, etc.)

6- Self-reflections:

After completing the planning of the teaching unit and applying it in the mini-teaching within the school, write your reflections on it, And the following reflections must include an explanation of all the elements of the plan and the teaching position, and the reflections must include the following elements:

- **Learning outcomes, objectives, and curriculum competencies:** explain why you chose these outcomes, learning objectives, and curriculum competencies for the proposed unit, and how you will achieve them, then explain how you achieved them through the implementation of the proposed unit.
- **Teaching and educational activities:** Explain why you chose the teaching and learning activities (training and sports exercises) specified in the plan,; in other words, what was the reason that prompted you to choose those activities specifically, then explain how you applied them, what difficulties you encountered while applying them, and how you overcame them.
- **Teaching and Learning Strategies:** Explain the justifications for choosing some teaching and learning strategies, and how these strategies can contribute to achieving your goals, then explain what difficulties you encountered while applying these strategies, and what solutions are proposed to avoid them in the future.
- **Class management and student interaction:** Explain how you planned to manage your class during the period of designing the unit, then explain in detail how you applied your method of managing the class and what difficulties you encountered in that and how you overcame them as well, and you should explain how the students interacted with your teaching of the unit.
- **Resources, activities and the use of technology:** explain why you chose some sources in the design of the plan and how they helped you or did not help you in implementing the unit in reality, with the need to explain how technology was employed in the design or application of the unit.
- **Diversity and differentiation among students:** Explain how you took into account, during your planning for the unit, the individual differences among students, and how you implemented what you planned in this aspect, then explain the difficulties you encountered and the proposed solutions to them.
- **Evaluation methods:** Explain how you planned during your design of the unit to assess the achievement of your goals, and what you did during the application to ensure that you achieved the objectives set for the unit, mentioning the pros and cons of what you did during the evaluation.

Standards of Correcting the Teaching Unit

- Student's Name:University No.
- Title of the teaching unit:

Unit elements	Correction Standards				Degree
	Needs to be developed	Meets expectations	Exceeds expectations	Unsatisfactory	
Introduction to the Unit	Failure to provide the basic data of the unit, such as the unit title - the academic grade - the number of lessons - the characteristics of students - number of students	Provide basic data for the unit, but some information is missing	All the basic data of the unit are clear, such as the title of the unit, the academic grade, the skills, and the characteristics of the students	Not mentioning all the basic data of the unit clearly, such as the unit title, grade, skills, student characteristics	
Learning outcomes/learning objectives	Choosing inappropriate learning outcomes for the content Formulating learning objectives that are not	Some of the learning outcomes are appropriate to the content and the formulation of some of the learning objectives has errors	Selection of accurate and appropriate learning outcomes for the unit content, and all formulations of learning objectives were done in an accurate and measurable manner.	Failure to choose accurate and appropriate learning outcomes for the unit's content, and failure to formulate learning objectives in an accurate and measurable manner	

	measurable and do not reflect content.				
Lesson plan	Planning less than two lessons, and there is no commitment to the Ministry's plan template, its elements are incomplete, and there is no link between its various elements	Some lessons are planned according to the approved plan template and some data is incomplete in the lesson plans	Planning two or more lessons, and the student is committed to the Ministry's plan template; completion of all its elements, and there is a clear link between its various elements	He did not commit to planning two lessons or less , and the student did not adhere to the Ministry's plan template and the completion of all its elements, and there is no clear link between its various elements	
Teaching and learning activities / differentiation	The teaching and learning activities used are not consistent with the unit content and do not demonstrate how students learn.	Some of the teaching and learning activities used are consistent with many of the contents of the unit, and some of them demonstrate how students learn and take into account individual differences and distinctions among students	All teaching and learning activities are fully compatible with the contents of the unit and demonstrating how students learn the content and take into account the differentiation and individual differences among students.	All teaching and learning activities are not fully compatible with the contents of the unit and do not demonstrate how students learn the content and do not take into account individual distinctions and differences among students.	
Teaching and learning strategies	The teaching and learning strategies used in the unit are not appropriate to	Employing diverse teaching and learning strategies that are appropriate	Employing teaching and learning strategies that are compatible with the content and	Not employing teaching and learning strategies that are consistent	

	the content and do not clearly demonstrate how students learn.	to the content of the course and reflect students' learning of the content	objectives and clearly reflect student learning.	with the content and objectives and clearly reflect student learning.	
Resources and tools and employing technology	Some resources and tools have been identified, and some are not suitable for developing students' needs. There is a sort of randomness in linking learning outcomes, content, and the use of tools from different sources.	Appropriate employment of many resources and tools necessary to develop students' needs, including the use of technology. There is a link between many learning outcomes and the use of resources and tools.	The use of many resources and tools, including the use of technology creatively, and a clear organization between the use of resources in order to achieve learning goals.	Not using resources and tools, including employing technology creatively.	
Student Learning Assessment	The unit does not cover the methods needed to assess student learning and does not cover all of the proposed lessons and their various objectives	The unit includes some of the methods needed to assess student learning but does not cover all of the proposed lessons and their various objectives	The unit includes all methods of evaluating students' learning for all the lessons of the proposed unit. The evaluation methods vary according to the objectives of the lessons	It does not include student learning assessment methods for all lessons.	
Self reflections	General reflection on the unit, and not describing the expected difficulties nor proposed solutions to overcome problems	Reflecting on many of the specific elements of self-reflection, along with mentioning the difficulties and suggested solutions	Considering all the specific elements, mentioning the expected difficulties encountered by the student during the application and an	Not mentioning the expected difficulties that the student encountered during the application, and not providing enough suggestions	

	and not reflecting on the main elements in the self-reflections		adequate suggestion of how to overcome the problems.	on how to overcome the problems	
General coordination of the unit	Poor formatting of the unit, such as not including images, typographical errors, incoherent and unclear formatting	Very good coordination of the final image of the unit - including illustrative images and coherent coordination between most of the components of the unit	Creativity in the general coordination of the unit and the inclusion of illustrative images and the absence of any typographical errors	Lack of the general format of the unit so that it does not include illustrations and the presence of typographical errors	

Guidelines for Assessment Practices

Requirement

Introduction

This profession requires the student to conduct pre-tests (before the start of teaching) as well as post-tests (after applying the teaching) using various evaluation methods (paper tests - physical tests - skill tests) in order to know the impact of learning on students; to achieve this goal (the impact of Learning...), the results of the pre and post tests are compared, so that the difference in the results is considered as an evidence of the impact of teaching on student learning. The results obtained from the assessment analysis are used to design lessons in the future and improve skills in using different educational strategies.

The main purpose of this task is to collect and use assessment data to adapt and modify teaching methods and improve student learning.

Adaptations

This task should be adapted to students of different grade levels, educational contexts, sports and physical skills as well as the various cognitive aspects and individual differences among students .

Description

1. Select a set of 3-5 daily lessons on the same context - concepts - skills - strategies.
2. Design tests (cognitive - skill - physical) to reflect what students should know, understand or apply at the end of this set of lessons.
3. Apply the tests before starting teaching and record their scores in a spreadsheet prepared for this purpose.
4. Record their scores for each test, as well as their total scores, (the pre-tests), when they have finished teaching the set of lessons, ask students to take the same tests, and record their new scores in the same way as in the pre-test phase.

Data Display

Use appropriate statistical methods (means - standard deviations - etc.) according to the nature of the test (cognitive - physical - skill), then present the pre and post results of the applied tests.

Analysis and Comparison

After obtaining the results of the tests, analyze them and compare between the pre and post tests, so that you can reach a scientific comparison that will benefit you in knowing the difference between the performance of students before and after teaching, and knowing the change between the results before and

after and whether the change is positive or negative. And you must determine the strengths and weaknesses of students in all applicable tests. The answer to all these points determines the effectiveness of your teaching and its impact on student learning.

Reflection

After analyzing the results of the pre and post tests, reflect on yourself so that you can answer the following two questions:

1. What did you learn about student learning by doing this activity?
2. How can you use this information to plan future lessons?

Assessment Practices Project Rubric

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Data collection	Data is collected but show no clear representation of student performance.	Data represents student performance but may not be clear.	Data validly and reliably represents student performance	Data validly and reliably are extremely helpful, representing student performance clearly and meaningfully.
Data display	Data is recorded and displayed, but analysis	Data is recorded and displayed, and	Data is appropriately and adequately	Data is recorded and displayed in

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	and interpretation are difficult or impossible.	minimally facilitates analysis or interpretations.	recorded and/or displayed to facilitate analysis and interpretation.	such a way that analysis and interpretation are clear, logical, and obvious.
Data analysis	Minimal processes are applied to the data, and analysis is disconnected from the actual data processes.	Processes are applied to the data, but they may be inconsistent and/or inconclusive.	Appropriate and accurate processes are applied to the data.	Data is thoroughly analyzed using the most appropriate means.
Data interpretation	Interpretations and/or conclusions are disjointed from the data.	Processes are applied to the data, but they may be inconsistent and/or inconclusive. Interpretations and/or conclusions are drawn from the data, but the	Interpretations and/or conclusions are logical and are appropriately supported by evidence from the data analysis.	Interpretations and conclusions clearly emerge from the data analysis and are presented in a professional, concise, and

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
		evidence supporting them is not provided.		thorough manner.
Implications for instruction	Implications are not supported by the data and are not appropriate to the students, content, or teaching/learning situation.	Implications are somewhat related to the data, but may not be clearly supported by it. Stated implications may not be appropriate to identified students, content, and teaching/learning situation.	Implications are supported by the data and are appropriate to the identified students, content, and teaching/learning situation.	Multiple implications are clearly supported by the data, and are appropriate to the identified students, content, and teaching/learning situation.

The Assessment rubric of the E-folio

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Content – Knowledge of field of study	Many errors in content knowledge in reading, writing,	Adequate evidence of content knowledge in	Sound evidence of accurate content knowledge in reading, writing, and oral	Clear and convincing evidence of accurate and thorough content knowledge in reading,

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	or oral language OR not enough evidence in the area to make a valid judgment.	reading, writing, and oral language appropriate for the elementary level; few errors, none serious.	language and in the identification of key concepts.	writing, and oral language appropriate for the level and in the identification and ordering of key concepts..
Pedagogy– Knowledge of of content- specific pedagogy	Many errors in content knowledge in science OR not enough evidence in the area to make a valid judgment.	Adequate evidence of content knowledge in science appropriate for the level; few errors, none serious.	Sound evidence of accurate content knowledge in science appropriate for the level and in the identification of key concepts.	Clear and convincing evidence of accurate and thorough content knowledge in science appropriate for the level and in the identification and ordering of key concepts.
Content – Knowledge of students	Little to no evidence that instruction is planned in accordance with current theories of man development, learning, and motivation.	Some evidence of instruction planned in accordance with current theories of man development, learning, and motivation.	Sound evidence that plans for instruction are consistent with current theories of man development, learning, and motivation.	Clear and convincing evidence that candidate understands human development, learning, and motivation and plans instruction accordingly

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Pedagogy – Instructional planning	Plans for instruction lack several key elements.	Plans for instruction include the following: Learning goals Learning activities List of teaching materials and resources Some means of assessment	Plans for instruction include several of the following: Learning goals from Curriculum Standards (and IEP, if appropriate) Learning experiences suitable to students’ developmental levels Innovative and flexible teaching and learning strategies Appropriate and varied teaching materials and resources Methods for assessment and feedback	Plans for instruction include almost all of the following elements: Learning goals from Curriculum Standards (and IEP, if appropriate) Learning experiences suitable to students’ developmental levels Innovative and flexible teaching and learning strategies Appropriate and varied teaching materials and resources Methods for assessment and feedback
Pedagogy – Educational environment	Little evidence of plans for creating or maintaining a positive educational environment	Includes the following: Philosophy of learning A plan for classroom management Opportunities for students to work collaboratively	Includes several of the following: A student-centered philosophy of learning A plan for effective classroom management Topics and issues in instruction that foster students’ critical thinking skills Opportunities for students to work collaboratively	Includes almost all of the following: A student-centered philosophy of learning A plan for effective classroom management Topics and issues in instruction that foster students’ critical thinking skills Opportunities for students to work

	Unsatisfactory	Needs Improvement	Satisfactory	Target
				collaboratively in multiple ways (e.g. pairs, groups, etc.)
Pedagogy – Behavior management	Little evidence of a behavior management plan, or behavior management plan is not consistent with theories of child/human development	Provides a behavior management plan that rewards positive behavior	Provides a behavior management plan that is consistent with theories of child/human development and that rewards positive behaviors	Provides a clearly articulated behavior management plan that is clearly based on an understanding of child/human development and that rewards positive behaviors
Pedagogy – Assessment	Few means of assessment are demonstrated or assessment results are not used to adjust teaching and learning	Demonstrates the following: Formative and summative assessments Multiple means of assessment Modification of curriculum or instruction based on assessments SCIENCE ONLY: Shows awareness of the importance of addressing naive	Demonstrates several of the following: Appropriate formative and summative assessments Multiple means of assessment, Analysis of assessment Modification of curriculum and instruction based on assessment analysis SCIENCE ONLY: Must provide at least one example of a lesson OR assessment that	Demonstrates most of the following: Frequent, appropriate formative and summative assessments Multiple means of assessment, including standard, alternative, and performance-based assessment Substantive, thoughtful analysis of assessment Modification of curriculum and instruction based on assessment analysis

	Unsatisfactory	Needs Improvement	Satisfactory	Target
		concepts/preconceptions.	confronts and addresses naive concepts /preconceptions.	SCIENCE ONLY: Must include at least one example of a lesson that confronts and addresses naive concepts/preconceptions.
Technology – Personal and professional use	Shows lack of basic competency in the use of technology .	Demonstrates basic competency in using: Email communication Word processing .	Demonstrates basic competency in using several of the following: Email communication Word processing Spreadsheets Internet search Library e-references accesses and manages information on student learning using ICT resources .	Demonstrates proficiency in using standard technology tools, including most of the following: Email communication Word processing Spreadsheets Internet search Library e-references accesses and manages information on student learning using ICT resources
Technology – Instructional use of field-specific technologies	Little to no evidence of the use of technology to achieve learning objectives	Demonstrates: Incorporation of educational e-resources in instruction Use of multi-media to support learning objectives	Demonstrates several of the following: Locating and evaluating exemplary educational e-resources Selecting and using multi-media to support learning objectives Planning instruction that	Demonstrates most of the following: Locating and evaluating exemplary educational e-resources Selecting and using multi-media to support learning objectives

	Unsatisfactory	Needs Improvement	Satisfactory	Target
			includes student use of technology to achieve learning objectives Developing technology-based resources for instructional use (ex: webquests)	Planning instruction that includes student use of technology to achieve learning objectives Developing technology-based resources for instructional use (ex: webquests)
Diversity – Differentiation	Little to no evidence that instruction is differentiated or that respect for a diverse student population is supported	Includes modifications for students with special needs in some instructional plans.	Demonstrates most of the following: Instructional plans include accommodations or modifications for students with special needs Classroom policies support respect for all students, including those with diverse needs and backgrounds	Demonstrates most of the following: Instructional plans include appropriate accommodations and modifications for students with special needs Classroom policies require students to interact respectfully with others, including those with diverse needs and backgrounds Some materials provide helpful, appropriate information about community services to support students with

	Unsatisfactory	Needs Improvement	Satisfactory	Target
				personal and/or academic issues
Problem-solving	Little or no evidence for personal use of problem-solving or opportunities for students to use critical thinking to solve problems	Demonstrates more than one opportunity for students to use critical thinking to solve problems	Demonstrates some of the following: Selects strategies and resources that facilitate the development of students' critical thinking and independent problem solving skills Selects topics and issues that require critical thinking Personal use of critical thinking to solve problems in education	Demonstrates most of the following: Selects strategies and resources that facilitate the development of students' critical thinking and independent problem solving skills Selects topics and issues that require critical thinking Personal use of critical thinking to solve problems in education
Scholarly Inquiry – Uses research	Little or no evidence for the use of scholarly inquiry in teaching and learning	Shows ability to read and understand academic research	Demonstrates at least two of the following: (1) Locates appropriate and useful academic information related to the field, (2) Uses research from professional organizations related to the field. (3) Evaluates academic research, using appropriate standards	Demonstrates at least three of the following: (1) Locates appropriate and useful academic information related to the field, (2) Uses research from professional organizations related to the field. (3) Evaluates academic research, using

	Unsatisfactory	Needs Improvement	Satisfactory	Target
			(4) Applies information from research to improve teaching and learning	appropriate standards (4) Applies information from research to improve teaching and learning
Scholarly Inquiry – Engages in research	Little to no evidence of personal research in education	Designs research on a problem in education	Designs quality research on a problem in education that is (or can be) applied for positive change	Designs and conducts high quality research on a problem in education that is (or can be) applied for positive change
Ethical Values	Several instances in which opportunities to apply ethical values were ignored or better choices could have been made in several of the following areas: relationships with students relationships with other stakeholders school policies	A few omissions or mistakes in the application of ethical values in all of the following: relationships with students, including those with special needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders	Overall, sound choices in the application of ethical values in the following areas: relationships with students, including those with special needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related to intellectual property	Clear commitment to ethical values in the following areas: relationships with students, including those with special needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related to intellectual property

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	intellectual property	activities related to school policies activities related to intellectual property	(unauthorized usage and/or plagiarism)	(unauthorized usage and/or plagiarism) Shows, through narrative, active investigation of ethical issues and deliberate choices.
Initiative – communication	Fostering collaboration through communication with peers, parents or students was not addressed in any meaningful way.	Gives one example of communication that fostered collaboration with peers, parents or students. Gives one example of communicating their subject-specific thinking coherently and clearly to peers, faculty, and others.	Gives more than one example of communication that fostered collaboration with peers, parents and students. Gives more than one example of communicating their subject-specific thinking coherently and clearly to peers, faculty, and others.	Gives several examples of extensive and meaningful communication that fostered collaboration with peers, parents and students. Gives several examples of communicating their subject-specific thinking coherently and clearly to peers, faculty, and others.
Participation in professional activities	Demonstrates little to no effort to participate in	Participates in at least one professional activity somewhat	Participate in more than one professional activity clearly to the field of teaching; may be	Takes initiative to activity participate in more than one professional activity

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	professional activities.	related to the field of teaching.	suggested or encouraged by mentors or faculty.	clearly related to the field of teaching.

Action Research in Physical Education

General Description

This task requires that each student-teacher prepares and applies an action research that deals with an educational issue related to the teaching of physical education and any of the different sports fields and finds solutions to this issue. He can make use of specific research tools such as surveys, interviews, observation, tests and training programs. The research includes the following components: title of the research/project; summary of the idea of the research / project; introduction to the research / project, and its objectives; theoretical framework of the project / research; methods and procedures; data analysis; discussion and conclusions; Conclusion and recommendations; and finally a list of the references documented according to the American Psychological Association system (APA) – Presentation Syle - the general form of the research / project.

Student's Name:.....Specialization :.....

Semester

Project's Title:.....

The educational stage on which the projec is applied:.....

Standards	Unsatisfactory	Needs to be developed	Satisfactory	Target	Average
Project/research title	The title of the project is not clear and does not specify the variables or objectives of the study accurately.	The title contains some variables of the study and some of its objectives are clear	The title is fairly clear and the variables or objectives of the study are defined.	The title meets the conditions of action research and explains the variables and objectives very clearly.	
Summary of the research / project's idea	The idea of the project is unclear and incomplete, and not innovative, it does not achieve the required elements of creativity.	The idea of the project is good, but it needs more clarification to achieve the required elements of creativity.	The idea of the project is clear and complete to a large extent, and it is acceptable and some elements of creativity such as fluency and novelty are achieved.	The idea of the project is clear and complete, and it is a new innovative idea that achieves fluency, originality and novelty.	
Theoretical Framework	The theoretical framework is very weak and does not reflect the idea and objectives of the project, and the	It is good and reflects the idea and objectives of the project to a large extent, and the literature and references used	It is generally complete and clearly reflects the idea and objectives of the project, and the references	It is complete and remarkable; it gives a clear, comprehensive and amazing picture of the project idea and its objectives. The references used are	

	references used are old and not diverse.	are few compared to the theoretical framework used.	used are recent and varied.	new and clearly achieve the element of diversity.	
Method and Procedures	The method and procedures are not specified for the project and it contains many errors and lacks basic components, or the specific method is not suitable for the nature of the project idea, and the implementation procedures are not clear and lack many tools and scientific remedies.	The method and procedures are clear in some aspects and have minor errors that need modifications to suit the idea of the project, and the implementation procedures are very clear, and the statistical treatments used need to be better linked with the research objectives.	The method and procedures are defined in a clear and complete manner, and there may be minor errors that do not affect the research. The implementation procedures are clear and complete in terms of scientific/statistical tools and treatments, and they are used appropriately to greatly serve the research objectives.	The method and procedures are specified in a clear, remarkable, and complete manner, and there are no errors. The specific method is suitable for the nature of the project idea and is distinguished in terms of type and quality. The implementation procedures are clear and complete in terms of scientific/statistical tools and treatments, and they are used appropriately to serve the research objectives in an exceptional way. The project plan contains	

				various and alternative solutions.	
Data analysis/project outputs	statistical methods used in analyzing the data/project outputs (quantitative or qualitative) are poor and contain many scientific errors or not clear and not appropriate to the quality of the research conducted.	The statistical methods used in analyzing the data are clear and compatible with some of the research questions or hypotheses.	Statistical methods used in analyzing the data / project outputs (quantitative or qualitative) are significantly good and contribute to answering the research questions hypotheses, but / they contain minor errors that do not affect the results. In general, the analysis is clear and appropriate to	Statistical methods used in analyzing the data / project outputs (quantitative or qualitative) are diverse and presented in an extraordinary way and contribute directly and clearly to answering the research questions/hypotheses and do not contain any scientific errors. In general, the analysis is clear and greatly	

			the quality of the research conducted.	appropriate to the quality of the research conducted.	
Discussion and conclusions	<p>The discussions are very poor and superficial, they have nothing to do with the objectives and results of the analysis, and the conclusions are also poor or have errors or illogical; and there is no correlation between the results of the research and the theoretical framework, or they are presented in an insufficient way and have a lot of deficiencies and are not integrated with the objectives and questions/hypotheses of the research.</p>	<p>The discussions are clear, but not in-depth; and the theoretical framework and literature review have not been linked in detail.</p>	<p>The discussions are good and related to the objectives and results of the analysis. The conclusions are appropriate and support the research results. The discussions and conclusions show a correlation between the research results and the theoretical framework, and they are presented adequately with minor deficiencies that do not affect the conclusions and research results. In general, the discussions and conclusions are</p>	<p>The discussions are extraordinary and directly related to the objectives and results of the analysis. The discussions and conclusions show a distinctly interdependent relationship between the research results and the theoretical framework, they are presented in an adequate and distinct manner without any errors or shortcomings. In general, the discussions and conclusions are integrated with the objectives and questions/hypotheses</p>	

			integrated with the objectives and questions and research hypothesis very much.	of the research creatively.	
Conclusion and recommendations	The conclusion is written improperly and its content does not summarize the main results of the research, and the research does not contain any recommendations or proposals related to the idea of the research project, or it is very poor and has nothing to do with the topic of the current research; or there are no conclusion and recommendations in the research at all.	The conclusion and recommendations are well written, but do not include comprehensive recommendations for all research objectives	The conclusion is written in a proper and complete manner, and its content summarizes the most important results of the research, and it is written in simple language that reflects the personality of the candidate. The conclusion contains good recommendations and suggestions related to the current research topic.	The conclusion is written in a proper and complete way, and its content is extraordinary, summarizing the most important results of the research. It is also written in an extraordinary language that reflects the personality of the candidate and achieves creativity. The conclusion contains wonderful recommendations and proposals directly related to the subject of the research and presents practical proposals for	

				upcoming research in the same idea of the current research project.	
References and documentation	The student does not use any documentation system in the references or in the body of the text, and there are many errors in the method of documentation in general, or most of the references in the text are not in the list of references or vice versa; or there is no respect for intellectual property rights in the documentation process in the research in general.	The student uses a system to document the references well, but sometimes he did not comply correctly in writing some references, whether in the body of the research or in the list of references.	The student uses a specific system for documentation in the references or in the body of the text, and there are minor or spelling errors in the documentation method that do not affect much on the documentation process, and there is a large agreement between the references in the text and the list of references. There is sufficient evidence of consideration of intellectual property rights in the documentation	The student uses a specific system of documentation in the references or in the body of the text, and the documentation errors are very few and have no effect on the research at all. Most of the references in the text are present and are completely identical, and there is complete harmony between the references in the text and the final documentation of the references. The candidate distinguishes between direct and indirect citations in the body of the research and	

			process in most of the research partst.	takes into account intellectual property rights in all parts of the research.	
The stylistic presentation and the personality of the candidate	There is no clear style, and the ideas presented do not reflect the personality of the student in the project. All ideas and the way they are formulated do not reflect the candidate's personality. The method in general depends on direct quoting/citations from others in all parts of the research.	A good style in presenting the ideas, but it does not reflect the personality of the student in the research.	The submitted text reflects a clear style of presentation; and all ideas presented reflect the personality of the student. The written style also reflects the originality and personality of the student. The text does not contain any contradictions. It rather shows unity in the written style and clearly reflects the personality and subjectivity of the candidate. There	The submitted text perfectly reflects the candidate's style and personality. Also, all the ideas presented and the way and style of the presentation strongly reflect the originality, style, and personality of the student. The presentation is very clear and reflects the unity and harmony in the ideas presented in this research, and the language of writing reflects the candidate's personality and personality in a	

			are simple parts in which citing others is made. It does not affect the personality and style of the .candidate.	distinguished and complete manner in all parts of the research.	
The general form of the research/project	The general form of the research is incomplete, there is no logical arrangement, and all the ideas put forward and the written paragraphs are not organized and do not reflect the quality in producing the scientific material. There is also no general structure that reflects the organization and arrangement in this .research	The general form of the research is good and complete in some of the elements, ideas and written paragraphs are organized to a large extent / and reflect the quality in producing the research to a large extent.	The general form of the research is somewhat complete, and there is a reasonable logical arrangement, and most of the ideas presented and the required elements are organized and complete, and reflect the quality in producing the scientific material in a reasonable way. There is a somewhat understandable general structure that reflects the	The general form of the research is complete with distinction and there is a logical arrangement that reflects the deep understanding in organizing and arranging the scientific material required in procedural research. The ideas put forward and the required elements are organized and complete and reflect the quality and creativity in producing the scientific material in a distinct way.	

			organization and arrangement in this research	There is an understandable and clear general structure that reflects the candidate's ability to organize and arrange this research in a clear and creative way	
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University Supervisor Assessment Form

To be completed electronically

Major of the student-teacher: _____ Date _____ :

Name of Supervisor _____ :

Grade: (3)= excellent (2) = satisfactory (1)= unsatisfactory

___ The visits were useful and on time.

___ The remarks were purposeful and acceptable.

___ Help and support were constantly provided.

___ 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 of my daily preparation supported my professional development.

___ The feedback of my daily teaching supported my professional development.

___ Professional behavior has always been exemplary.

Comments:

Return the form to:

Field Supervisor (Senior) for educational training
College of Education
Qatar University

Mentor Assessment Form

To be completed electronically

Major of the student-teacher: _____ Date _____ :

Name of Mentor _____ :

Grade: (3)= excellent (2) = satisfactory (1)= unsatisfactory

____ The visits were useful and on time.

____ The remarks were purposeful and acceptable.

____ Help and support were constantly provided.

____ The meetings were constructive and in-depth.

____ The feedback in the reflection journal was helpful.

____ Knowledge of teaching methods and style is constantly visible.

____ The feedback of my daily preparation supported my professional development.

____ The feedback of my daily teaching supported my professional development.

____ Professional behavior has always been exemplary.

Would you recommend to task this mentor with more student -teachers?

Yes _____

No _____

Comments:

Return the form to:

Field Supervisor (Senior) for educational training
College of Education
Qatar University

Remedial Intervention Form

This form is used only if the student-teacher does not demonstrate a satisfactory level of knowledge, skills and teaching judgments.

Name of the student-teacher _____ Date _____ the school

_____ grade/level / content _____ mentor

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).

Appointment for Reassessment _____

I have read and obtained a copy of this document

Signature of the student-teacher _____ Date: _____

Signature of the supervisor _____ Date: _____

Signature of the mentor _____ Date _____

Task Values and Grading System

Each task during your field training has a value in the general average of the course, and the final score is calculated and introduced to you by the college supervisor.

Task	Percentage(%)	Maximum Marks
Parent meeting report	2%	5
Portfolio file and weekly journals	2%	6
Midterm and final journal report	5%	20
Teaching Unit	10%	36
Mid-term assessment of performance in field training (CEES)	15%	متوسط من (4)
Final assessment of performance in field training (CEES) *	25%	متوسط من (4)
Class Observation (Mid-Final)	24%	23
Technological lesson (technology for learning project)	3%	20
Assessment practices	3%	24
Action Research	9%	40
Seminar	2%	5

*Note: you must meet these requirements and obtain an average success (intermediate) level or higher in order to achieve a pass mark in the field training, which is C.

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

Grading system at Qatar University
A = 90 - 100
B+ = 85 – 89.99
B = 80 – 84.99
C+ = 75 – 79.99

C = 70–74.99
D+ = 65 - 69.99
D = 60 - 64.99

Acknowledgment of adherence to the Handbook

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 Manual. I understand that I have an obligation to notify the college supervisor of any changes in personal information such as name, phone number or address. I also accept the responsibility to contact the college supervisor or program coordinator if I have any questions or concerns or need further clarification.

Name of the student-teacher _____ :

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