



Field Hours Experiences Handbook College of Education Qatar University

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Introduction

The College of Education is keen on providing educational excellence that prepares student-teachers in all its programs and majors for their future teaching roles as well as helps them be a great contribution to the development of their society both locally and globally. To ensure that, the teacher preparation program courses focus on providing advanced theoretical and field hours experiences to develop the students' capabilities, emotional wellbeing, knowledge and skills within practical situations as far as possible.

This handbook gives a general overview of the nature of the field hours experiences included in the specialized courses offered by the College of Education that are required to be fulfilled either in public school classrooms or inside lecture halls at the university. The handbook also includes the objectives, mechanisms and tools required for the field hours experiences based on the requirements of each course.

Objectives

- Explain the nature of the field hours experiences required for each course and their implementation mechanisms and tools.
- Help student teachers acquire the knowledge, skills and attitudes necessary for each field hours experience.
- Clarify the guidelines that should be followed during the implementation of the field experiences in each course.
- Limit all the problems and obstacles that could arise while the student-teachers are undertaking their field experiences tasks.

Key Terminology

This handbook clarifies the essential information and guidelines, which include the following terms:

- **Field hours experiences:** a number of field hours assignments that should be performed either inside the university lecture halls or in public school classrooms across the State of Qatar. These public school experiences are arranged through officially organized short visits and under direct supervision from the college's administration, and that is before joining the field experience course.

- **Student teacher:** a male or female student of the College of Education.
- **Mentor:** a teacher chosen by an agreement between the College of Education and the chosen schools whose job is to assist the student teacher in completing his/her assignments and to occasionally evaluate the student's work.
- **University supervisor:** the faculty member responsible for supervising, assisting and evaluating the student teacher.
- **Field Training Unit:** a unit that is part of the College of Education at Qatar University specialized in following the student teachers' affairs throughout their field hours and field experiences with the Ministry of Education and Higher Education and relevant authorities.

Field Hours Experiences Assignments at the College of Education Courses by Program

The courses of the College include a variety of field experiences that student teachers must go through, according to the program and the course, and the field hours required to be implemented during these courses.

First: Practical Experiences in Primary Education Program Courses:

Course	Course Name	Assignment	Field Hours
<i>Education Core courses, taken by all candidates</i>			12
EDUC 312	Curriculum and Assessment	Observation related to instruction and assessment (at schools)	6
EDUC 316	Classroom Management	Observation/Data Collection Assessment. (at schools)	6
<i>Concentration specific – Early Childhood concentration</i>			24
EDEC 413	integrated Math & science for young Children	Small group work & action research(at schools – KGs) / Fall (kindergarten)	16
EDEC 453	Teaching Arabic Language to Young Children	Micro-teach(at schools) / spring (primary schools)	8
EDEC 456	ESL and Young Children	Micro-teach (at university) / Fall	0
<i>Concentration specific – Math Science concentration</i>			24
EDPR 450	Teaching Primary Level Science	Micro-teach (at schools) / spring	8
EDPR 451	Teaching Primary Level Mathematics	Micro-teach (at university/ Fall)	0

EDPR 452	Methods in Inquiry and Research	Small group & action research (at schools/ spring)	16
<i>Concentration specific – English concentration</i>			24
EDPR 453	Teaching Primary Level English (ESL I)	Small group & action research (at schools) / Fall	16
EDPR 454	Teaching Primary Level English (ESL II)	Micro-teach (at schools)/ Spring	8
EDPR 455	Teaching Primary Level Reading	Micro-teach (at university) / spring	0
<i>Concentration specific – Arabic Studies concentration</i>			24
EDPR 446	Teaching Primary Level Arabic	Small group work & action research (at schools) / Fall	16
EDPR 447	Teaching Primary Level Islamic Studies	Micro-teach (at university) / Fall	0
EDPR 448	Teaching Primary Level Social Studies	Micro-teach (at schools) / spring	8
Total number of field hours= (12 Core + 24 concentration specific)			36

Second: Field Hours Experiences in Secondary Education Program Courses:

Course	Name of Course	Activity	Field Hours
Candidates will complete all of the following (Core)/ spring			20
EDUC 312	Curriculum and Assessment (Observation)	Objectives: Lesson Structures (at schools)	6
EDUC 316	Classroom Management (Observation)	Observation: Classroom Management (at schools)	6
EDSE 331	Reading and Writing across the Curriculum	Small group work (at schools)	8
Candidates will complete 1 of the following: (Method I)			0
EDSE 340	Methods I: Instructional Strategies for Arabic Language	Micro-teach (at university) / spring	0
EDSE 341	Methods I: Instructional Strategies for English Language	Micro-teach (at university) / spring	0
EDSE 343	Methods I: Instructional Strategies for Social Studies	Micro-teach (at university) / spring	0
EDSE 347	Methods I: Instructional Strategies for Biology	Micro-teach (at university) / spring	0
EDSE 346	Methods I: Instructional Strategies for Chemistry	Micro-teach (at university) / spring	0
EDSE 345	Methods I: Instructional Strategies for Physics	Micro-teach (at university) / spring	0
EDSE 344	Methods I: Instructional Strategies for Mathematics	Micro-teach (at university) / spring	0
EDSE 342	Methods I: Instructional Strategies for Islamic Studies	Micro-teach (at university) / spring	0
Candidates will complete 1 of the following (Methods II)			16
EDSE 460	Methods II: Inquiry and ICT for Arabic Language	Micro-teach & action research (at schools/ Fall)	16

EDSE 461	Methods II: Inquiry and ICT for English Language	Micro-teach & action research at schools/ Fall)	16
EDSE 463	Methods II: Inquiry and ICT for Social Studies	Micro-teach & action research at schools/ Fall)	16
EDSE 467	Methods II: Inquiry and ICT for Biology	Micro-teach & action research at schools/ Fall)	16
EDSE 466	Methods II: Inquiry and ICT for Chemistry	Micro-teach & action research at schools/ Fall)	16
EDSE 465	Methods II: Inquiry and ICT for Physics	Micro-teach & action research at schools/ Fall)	16
EDSE 464	Methods II: Inquiry and ICT for Mathematics	Micro-teach & action research at schools/ Fall)	16
EDSE 462	Methods II: Inquiry and ICT in Islamic Studies	Micro-teach & action research at schools/ Fall)	16
Total number of field hours in program (20 core + 16 methods)			36

Third: Field Hours Experiences in Special Education Program Courses:

Course	Name of Course	Activity	Field Hours
Candidates will complete all of the following (Core) 36			
EDUC 312	Curriculum & Assessment	Observation	6
SPED 303	Behaviour Management in Special Education	Observation (Task Stream)	6
Special Education in Early Childhood Concentration			
SPED 412	Curriculum and methods in early childhood	Observation & IEP & Microteaching (Task Stream) (Spring)	12
SPED 413	Planning and programming in early childhood	Observation & Unit Plan (Task Stream) & Microteaching/ Small group (Fall)	12
Special Education in Schools concentration			36
SPED 422	Curriculum and methods in schools	Observation & IEP & Microteaching (Task Stream) (Spring)	12
SPED 423	Planning and programming in schools	Observation & Unit Plan (Task Stream) & Microteaching/ Small group (Fall)	12
Special Education in Sever and Profound Disabilities Concentration			36
SPED 433	Curriculum and methods for sever and profound disabilities	Observation & IEP & Microteaching (Task Stream) (Spring)	12
SPED 434	Planning and programming for sever and profound disabilities	Observation & Unit Plan (Task Stream) & Microteaching/ Small group (Fall)	12

Total number of field hours in each concentration in the program (36)	36
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Fourth: Field Hours Experiences in Physical Education Program Courses:

Course	Name of Course	Activity	Field Hours
EDUC 312	Curriculum \$ Assessment	Observation	6
EDPE 260	Child Physical Education curriculum and practicum	Observation (Spring)	6
EDPE 310	Teaching Physical Education in primary schools	Micro-teaching (Fall)	8
EDPE 380	Teaching Physical Education in secondary schools	Micro-teaching (Spring)	8
EDPE 410	Work-based learning	Project/ Action research (Fall)	8
Total number of field hours in program			36

Description of the Required Assignments for the Field Hours Experiences

Field Hours Experiences in the College of Education courses are generally divided into the following:

- Observation assignments
- Small group work assignments
- Micro-teach assignments

The following sections contain details of each assignment and explain the responsibilities of the mentor, student teacher and university supervisor.

First: **Observation Assignments:**

1- **Assignment Description:**

The student teacher, during school and class field visits, should write reports and fill out specific forms about her/his observation of one or more elements of the educational process, such as the teaching process and strategy, classroom management or classroom interaction and assessment mechanisms, etc.

2- **The Responsibilities of the Supervisor, the Mentor, the Student Teacher and the Field Training Unit:**

- **Field Training Unit's Responsibilities:**

- ✓ Writes and Officially announces a list of the schools accredited by the Ministry of Education and Higher Education in Qatar and maintains an open channel of communication with each school.
- ✓ Informs student teachers, university supervisors and mentors of the assignment implementation mechanisms, which are as follows:
 - Dividing groups by the allotted number of students allowed to visit, so that there are (8) students every school day for five days a week over a three-week period.
 - The college sends each school a list of the names of the students doing classroom visits on the five days (within the specified dates) throughout the three-week period.
 - Every student should abide by the list and attend the school to which he/she is assigned. Students should never go to a school they were not assigned to or go after the end of the specified period.
 - Only two to three students should do a classroom observation in a single class for any of the majors.
 - Assign a supervisor at the school to guide the student during visits.
 - The student teacher should do the classroom visit in the time available to him/her in his/her university class schedule during school hours.
 - The school provides the student teacher with proof of completing the assignment and attending a minimum of two classes at the school.
- ✓ Oversees the implementation mechanism and provides the necessary assistance for students during school visits when noting any obstacles.
- ✓ Communicates with the university supervisor and the mentor when necessary.

- **The University Supervisor's Responsibilities:**

- ✓ Informs the student-teachers officially of the dates approved by the College of Education and the assignment implementation mechanism through the course page on blackboard.

- ✓ Oversees the registration process of the student teachers in the schools accredited by the College of Education.
- ✓ Clarifies the mechanisms of the observation assignment and explains its objectives as well as what aspects to focus on in the field.
- ✓ Examines different forms, provides field hours examples of the assignment, and informs the students of the most common mistakes.
- ✓ Explains the tools/materials to be used.
- ✓ Evaluates the performance of the student teacher after completing the assignment.
- **The Mentor's Responsibilities:**
 - ✓ To receive the student teacher and be informed of the assignment, its implementation mechanisms and tools.
 - ✓ Arranges the required classes for observation in accordance with requirements of the College of Education and the Field Training Unit.
 - ✓ Oversees the student teacher's attendance and performance and provide assistance when necessary.
- **The Student Teacher's Responsibilities:**

The student must follow the instructions provided by the university supervisor and the Field Training Unit, as follows:

 - a. **Classroom Management Observation**

Aspects to focus on during observation: what is the general atmosphere of the classroom? What is the nature of the social/personal interactions between individuals and the frequency of this interaction?

- General Classroom Environment
 - How does the classroom environment look like? Does it encourage interaction and learning or is it lacking the motivational tools for learning?
 - How is the students' work displayed in the classroom?
 - How are the school subjects materials displayed in the classroom? (For example, does the material reflect the Arabic Language subject in the classroom?)

- What type of classroom interactions take place inside the class? How frequently do they take place? How can these interactions be improved and developed to be more effective in supporting students' learning and teaching?
- Teacher –student's interaction: how much time did the teacher spend explaining the lesson? Does his/her explanation include questions or is it just a presentation of information?
- Student –teacher's interaction: how many opportunities did the students have to ask questions? Do all students participate in answering the questions asked by the teacher? Are their answers correct?
- Student–student interaction: what opportunities do the students have to work cooperatively or to communicate with each other on the topic of cooperation? How many opportunities are they?

b. Educational Strategies Observation

Student teachers should focus on the teaching strategies used in the lesson plan and structure and how the students participate in the lesson.

- **Lesson Structure:**

- Does the lesson plan include a various methods to engage the student in the effective learning?
- Does the teacher follow the lesson plan?
- Does the lesson contain certain strategies to accommodate the students' different needs and take into account the individual differences between students?

-**Student Participation:**

- How do students actively participate in the lesson?
- How do the students work together?
- How varied and frequent are the teacher's questions?

c. Assessment Practices Observation

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

- Examples of the uses of the formative assessment:

- To gauge and identify the level of the student's understanding and adjust the instructions to meet the student's needs accordingly.
- Teacher's self-assessment when presenting a lesson- did he/she present the information in a way the student could comprehend and follow?

-Examples of the formative assessment types:

- Open-ended questions.
- Visual organizers.
- Worksheets or activities.
- Exit slips/tickets.
- Other methods....

– Examples of the uses of the summative assessment:

- Students' grades.
- Students' motivation.
- School reports.
- Other methods....

3. **Tools used in the assignment: there are many tools applied/used in the observation assignment in schools.** The tool choice depends on the observation objective, the observation elements and the tools implemented in each specialized course. Card forms can be used to document and organize the classroom observation according to the nature of the assignment and course, as illustrated/attached in appendices No.1, 2, 3, 4.

❖ Observation Assignment in the SPED 303 Course (Special Education Program, Students Only)

- **Assignment Description:**

The Behavioural Management in Special Education course SPED 3030 is considered one of the most important courses in preparing special education teachers for their roles. Even though abnormal behaviour is prevalent in the classroom and school environment among students in general, it is even a bigger issue

among students with special needs. Abnormal behaviour represents a huge challenge for special education teachers because disability is closely linked to the emergence of non-adjustment behaviour, which calls for organized scientific observations and descriptions of those behaviours. These observations lead to a greater understanding of each student's strengths and weaknesses. They can subsequently assist in preparing appropriate behavioural modification programs and modifying the classroom environment in a way that helps improve student behaviour and facilitates learning.

Before the student teacher of the Special Education Program joins the field training, she must study the theoretical basis that will help her carry out her assignment as well as possible when going out on the field. The student teacher should study normal and abnormal behaviour criteria, basic research methodology, and behavioural assessment tools. She should also focus on the different types of the observation tool especially direct observation, and how to collect both quantitative and qualitative data of student behaviour and record this data in behavioural assessment forms.

There are dozens of examples of observing abnormal behaviour in the classroom environment, such as observing and measuring verbal and physical abuse and bullying among school students, nail biting or lying. There are also problems arising from disabilities, such as the repetitive and stereotyped behaviours of children with autism spectrum disorder (ASD), Impulsivity problems for children with attention-deficit hyperactivity disorder (ADHD), Non-adjustable physical behaviours of visually impaired people and other behaviours that represent a threat to the classroom environment and the inclusion environment in independent schools.

- **Assignment Objective**

Training the student teacher on the skills of organized scientific observation and employing them in monitoring behaviour and distinguishing between normal and abnormal behaviour in the field of special education.

- **The Roles of the Supervisor, Mentor, Student-teacher and the Field Training Unit:**

- **The University Supervisor's Responsibilities (SPED 303 Course Instructor):**

- ✓ Educates the student teacher in the theoretical aspects that will help her carry out the assignment. She shall be trained especially on how to recognize and distinguish between

normal and abnormal behaviour and making her aware of the ethical aspects when observing and measuring behaviour ... etc.

- ✓ Trains the student teacher to document the behaviour in a specific form that includes the primary data, the timetable of the behaviour and the baseline of the behaviour . In addition, trains the student teacher how to write a description of the situation in a narrative way, and to focus on monitoring the important behaviours.
- ✓ Conducts workshops during lectures at the university on describing student behaviour according to the repetitive behaviour criteria, the duration of the behaviour , the topography of the behaviour , the severity of the behaviour and the latency of the behaviour .
- ✓ Informs the student teacher officially of the dates approved by the College of Education, and the mechanism for implementing the assignment through the course page on Blackboard.
- ✓ Oversees the student teacher's registration in the schools accredited by the College of Education.
- ✓ Evaluates the performance of the student teacher after completing the assignment.

■ **The Mentor's Responsibilities (Teacher, Learning Support Coordinator or Counselor):**

- ✓ Receives the student teacher and gets to know the assignment and its implementation mechanisms and tools.
- ✓ Coordinates to provide the required classes for observation in accordance with the requirements of the College of Education and the Field Training Unit.
- ✓ Oversees the student teacher's attendance and performance and provides assistance when necessary.

■ **The Student Teacher's Responsibilities:**

- ✓ Monitors one of the classroom behaviours using one or all of the following means: - (The method of direct observation, listening, asking questions, documenting and analyzing the words and actions of students during their interaction with their surroundings and other people.

- ✓ Fills data into forms prepared for that purpose, in which quantitative and qualitative data are integrated, and can reflect his/her view of the nature of the behavioural problem.
- ✓ Benefits from the teacher experiences, the learning support coordinator, or the school counselor, and from the previous forms.

■ **Field Training Unit's Responsibilities:**

- ✓ Writes and officially announces a list of the schools accredited by the Ministry of Education and Higher Education in Qatar and maintains an open channel of communication with each school.
- ✓ **Informs student teachers, university supervisors and mentors of the assignment implementation mechanisms, which are as follows:**
 - ✓
 - Dividing groups by the allotted number of students allowed to visit, so that there are (8) student teachers on each school day for five days a week over a three-week period.
 - The college sends each school a list of the names of the student teachers doing classroom visits on the five days (within the specified dates) throughout the three-week period.
 - Every student should abide by the list and attend the school to which he/she is assigned. Students should never go to a school they were not assigned to or go after the end of the specified period.
 - Only two to three students should do a classroom observation in a single class for any of the majors.
 - Assign a supervisor at the school to guide the student during visits.
 - The student teacher should do the classroom visit in the time available to him/her in his/her university class schedule during school hours.
 - The school provides the student teacher with proof of completing the assignment and attending a minimum of two classes at the school.
- ✓ Oversees the previous implementation mechanism and provides the necessary assistance for students during school visits when observing any obstacles

- ✓ Communicates with the university supervisor and the mentor when necessary.

- **Important Guidelines to achieve greater success in the behavioural Observation Assignment**

In order to make the best possible use of the field hours experiences to implement the behavioural observation assignment, the following points should be taken into account:

- The behavioural observation method is affected by a number of variables. Behaviour may change, swing and be affected by a number of influences.
- Direct observation requires a great deal of time and ability to distinguish temporary from permanent behaviours and actions.
- Ethical and professional precautions should be adhered to when dealing with students, and help should be sought out from the learning support teacher and counselor at every step of the assignment implementation.
- While gathering and interpreting information, you should not let your identity/ego and your beliefs cloud your judgment of the behaviour .
- The objectives of the study should not be explained to those being observed.
- Once data is collected over several observations, you will need to analyze the information you have.
- It may be helpful to graph the information or write a brief narrative.
- Different colors can be used for lines in the graph or additions to the graph once you have multiple notes over time.
- This provides a visual summary of your progress as well as a quick comparison of several snapshots/instances.
- Your data can serve as a basis for your hypothesis about the function of behaviour , as a baseline for developing a student's current level of performance in the Individual Education Plan (IEP) or as a measure of progress in evaluating intervention plans and IEP progress. The data can also serve as

advanced information for better understanding in any special education program course (SPED 4801/482/483), or as reference for writing an assessment report at the end of the field training.

- The process of collecting observation data and writing the report is only half the work, so you need to analyze and use the information you have. This will train and teach you how to document the evidence that relies on data collection to support student learning in the field of special education.
- **Materials/tools Used in the Assignment:** to carry out the assignment mentioned above, special education students must use the SPED 303 course form **attached in Appendix No. (5) of this handbook.**
- **Assessment:** The assignment for students of the special education program is evaluated according to the rubric **attached in Appendix No. (6) of this handbook.**

❖ Observation Assignment in the Child Physical Education Curriculum and Practicum Course EDPE 260

In the Child Physical Education Curriculum and Practicum course (EDPE 260), all male and female students will be required to make a field visit to a public school that includes classrooms from kindergarten to the fifth grade. The general objective of the visit is to see the child physical education curriculum and the mechanism of its application and implementation in the school. These visits will take place according to a schedule set by the college administration. In order to achieve the objectives of the field visit, the student is required to perform the following tasks:

1. Becoming acquainted with the school administration / the number of male / female students / the administrative and organizational structure of the school / the mentor teacher.
2. Examining the physical education curriculum followed in the school for the grades from kindergarten to the fifth grade. Knowing the number of classes allocated for teaching physical education and the content of the curriculum and its distribution among the grades from kindergarten to the fifth grade.
3. Viewing examples of lesson plans from the physical education teacher in the school and learning about the components of the lesson plan and its various elements.

4. Attending a number of physical education classes for the grades from kindergarten to fifth grade with the mentor teacher. Watching and writing some notes about the lesson in terms of its progress and the most important things that you like about the lesson as well as the negative aspects, in addition to the most important learning strategies and assessment methods used by the teacher during the lesson.
5. Conducting an interview with the mentor teacher that revolves around the physical education curriculum for the classroom he/she teaches (from kindergarten to fifth grade only). He/she can be asked to answer the following questions:
 - What do you think of the physical education objectives set for the classes you teach (kindergarten to fifth grade)?
 - What is the possibility of achieving the set objectives? What difficulties do you face in achieving these objectives?
 - How appropriate is the content of the child physical education curriculum for the grades you teach? Is it suitable for the age group in question? How suitable is it for the Qatari environment?etc
 - What do you think of the teaching methods used for teaching at this level/stage? What are these methods? Could you give examples of them? What are the most suitable teaching methods that you recommend?
 - What do you think of the assessment methods used to evaluate children's learning of physical education? (Give examples).
 - How accessible are the facilities, tools/materials and equipment that are necessary to achieve the content of the curriculum?

❖ Writing the Final Report for the Field Visit:

After completing the field visit, each student will write a report on the visit that includes the following elements:

- **General description:** The student describes the school he/she visited in terms of the number of teachers and students, the organizational and administrative structure in the school, the status of

physical education and the facilities available in the school, the number of physical education teachers and the number of classes they teach.

- **Classroom observation:** The student describes the lessons he/she observed in terms of their content, implementation steps, the most important learning strategies and assessment methods used by the teacher, the most important positive and negative aspects of the lesson, and suggestions for their improvement.
- **Interview with the teacher:** The student describes the procedures for the interview he/she conducted with the physical education teacher and gives a summary of the teacher's answers to the questions he/she asked, which must focus on the four elements of the curriculum: curriculum objectives - curriculum content - activities –assessment.
- ❖ **Assessment of the Observation Assignment for Physical Education Students:** This task is evaluated using the **assessment rubric (Appendix 9)**.

Second: Small Group Work Assignments:

1- Assignment Description:

- The assignment of small groups working in the classroom requires that the management and implementation of the educational activity be planned. The activity should be related to one of the objectives of a lesson in one of the curricula of the Ministry of Education and Higher Education in Qatar.
- **(For special education students only)** The assignment of working in small groups requires the implementation of individual sessions with students who receive special education services, whether inside the classroom or in the special education room. The management and implementation of the educational activity should be planned; so that it is linked to one of the objectives of the student's individual plan.

2- The Responsibilities of the Supervisor, the Mentor, the Student-Teacher and the Field Training Unit:

● Field Training Unit's Responsibilities:

- ✓ Writes and officially announces a list of the schools accredited by the Ministry of Education and Higher Education in Qatar and maintains an open channel of communication with each school.

- ✓ Informs student teachers, university supervisors and mentors of the assignment implementation mechanisms.
- ✓ Oversees the previous implementation mechanism and provides the necessary assistance for students during school visits when observing any obstacles.
- ✓ Communicates with the university supervisor and the mentor when necessary.
- **The University Supervisor's Responsibilities:**
 - ✓ Oversees the registration process of the student teachers in the schools.
 - ✓ Clarifies the observation assignment and explains its objectives as well as what aspects to focus on.
 - ✓ Examines/analyzes different forms, provides field hours examples of the assignment, and informs the students of the most common mistakes.
 - ✓ Explains the tool/materials to be used in the assignment.
 - ✓ Evaluates the performance of the student teacher after completing the assignment and officially announces his/her grades.
- **The Mentor's Responsibilities:**
 - ✓ Prepares and sets up the lesson.
 - ✓ Provides the student with a copy of the lesson plan.
 - ✓ Determines the behavioural objective the student will work on in the lesson.
 - ✓ On the first day, the mentor permits the student teacher to observe his/her performance in two classes.
 - ✓ On the second day, the mentor allows the student teacher to assist him/her in some tasks, such as directing a small group of students in the class and preparing learning activities and instructional aids, which are carried out based on a prior agreement between the two during the student teacher's visit to the school on the first day. The class teacher, coordinator, or university supervisor supervises the student teacher while performing this assignment, evaluates him/her according to the assessment rubric of the assignment and hands over the grade to the college's field training unit.

- **The Student Teacher's Responsibilities:**

- ✓ Visits the school on two different days.
- ✓ Attends two of the mentor's classes at the school.
- ✓ Reads the content of the lesson.
- ✓ Prepares an activity related to the specified objective, which the students are expected to achieve, taking into account that the activity is effective, enjoyable and positive.
- ✓ Prepares instructional materials and worksheets for the activity.
- ✓ Explains the rules and guidelines for cooperation to the students in the class.
- ✓ Determines expected cooperative behaviour patterns.
- ✓ Observes his peers/colleagues while carrying out their assignments and applying the peer observation form to them.
- ✓ Writes a reflection on the assignment after its completion.

3- Materials/tools used in the Assignment:

- In addition to the lesson plan template and the activities worksheets, a peer observation form can be used during the implementation of the small groups (**see Appendix No. 3**).
- **(For the Special Education Program Students Only)**: they must use a peer observation form during the implementation of the small groups (**see Appendix No. 8**) in addition to the lesson plan template and the activities worksheets.

4- Assessment:

- The class teacher, coordinator, or university supervisor evaluates the performance of the student teacher in the assignment in two components of the assessment rubric specific for the assignment of working with small groups, which are group management and diversity of instructional methods. Whereas the course instructor evaluates the student teacher in the other components of the assessment rubric. (**see Appendix No. 7**)
- **(For special education students only)**: The special education teacher or university supervisor evaluates the performance of the student teacher using the assessment rubric in **Appendix No. 10**.

Third: Micro-teaching Assignment:

1- Micro-teaching Assignment Description:

The micro-teaching assignment requires the submission of a lesson plan for one of the lessons in one of the current specialization curricula for a specific educational stage/level that is associated with the Ministry of Education and Higher Education in Qatar. The student teacher is obligated to develop a minimum of a 30-minute long lesson plan and to formulate it in the official form approved by the College of Education (see Appendix No. 14). The lesson plan prepared by the student should reflect his knowledge of various teaching strategies, classroom interaction strategies, learning activities designing and implementation standards, and all the materials and tools necessary for the lesson activities. The student must implement the lesson plan, either in the school or in the university lecture hall, according to the course and the rules set by the College of Education.

After the student teacher presents his/her lesson, the presentation is evaluated and discussed by the course instructor and peers. When completing the mini-teaching assignment, each student will write a reflection journal on the lesson.

2- The Responsibilities of the Supervisor, the Mentor, the Student Teacher and the Field Training Unit:

• Field Training Unit's Responsibilities:

- ✓ Writes and officially announces a list of the schools accredited by the Ministry of Education and Higher Education in Qatar and maintains an open channel of communication with each school.
- ✓ Informs student teachers, university supervisors and mentors of the assignment implementation mechanisms.
- ✓ Oversees the implementation mechanism and provides the necessary assistance for students during school visits when observing any obstacles.
- ✓ Communicates with the university supervisor and the mentor when necessary.

• The University Supervisor's Responsibilities:

- ✓ Oversees the registration process of the student teachers in the schools.
- ✓ Clarifies the observation assignment and explain its objectives as well as what aspects to focus on.

- ✓ Provides examples and forms.
- ✓ Explains the tool/materials to be used in the assignment.
- ✓ Evaluates the performance of the student teacher after completing the assignment.
- **The Mentor's Responsibilities:**
 - ✓ Prepares and sets up the lesson.
 - ✓ Provides the student with a copy of the lesson plan.
 - ✓ Determines the behavioural objective and the portion of the lesson the student will teach in class.
 - ✓ Permits the student teacher on the first day of the visit to observe his/her performance in two classes.
 - ✓ Permits the student teacher on the second day of the visit to teach a micro-lesson whose content had been approved by the mentor in the first visit. The mentor also gives the student teacher feedback on his/her performance and evaluates him/her on the two components specified in the form assigned to him/her, as shown in the assignment assessment rubric.
- **The Student Teacher's Responsibilities:**
 - ✓ The student teacher visits the school on two different days.
 - ✓ Performs the classroom observation during the mentor's class and comes to an agreement on the lesson and its content.
 - ✓ Adheres to the guidelines of the field training unit.
 - ✓ Prepares an integrated plan that includes the following elements, according to the College of Education form:
 - a. **General Information of the Plan:** It includes information about the unit title, lesson, class, date, etc. This information should be written in the spaces designated for each.
 - b. **Qatari Curriculum Standard:** write the standard for the lesson and its outcomes as well as the letter and number allocated to the standard.
 - c. **Teaching Objectives (measurable):** describe what the students should be able to understand and do after completing the lesson.

- d. **Instructional Materials:** describe the amount of the different materials needed for the activity. Do not forget to use multimedia when needed.
- e. **Resources:** attach the names of books, texts, websites or other sources of information that were used in developing the lesson plan.
- f. **Teaching Procedures:**
- **Activating Prior Knowledge / Focus:** this includes methods and activities to enhance students' prior knowledge, attract their interest, and motivate them to learn, which is done through either asking questions or giving a presentation. Be creative but make sure that what you present is related to the general objective of the lesson. After the **focus** activity, define the lesson objective for the students.
 - **Teacher's Strategies:** describe the instructional strategies used and demonstrate how the activity is implemented. Use collaborative learning and **inquiry-based learning** methods when possible. In addition, integrate the content and teaching technology into activities as much as possible.
 - **Student Activities:** In **face-to-face** learning situations, students may be taught by using **models** or by giving examples and be given activities to carry out individually afterwards. If students perform explorative or investigative activities first, it may allow them to interpret the outcomes and **follow-up on questions**. Afterwards, you can clarify the important points related to a specific content information or the expected outcomes from the students' experiments and questions.
- g. **Modifications/Differentiation:** suggest what you can do to differentiate or modify a lesson for students with diverse needs. What would you do for students who are having difficulty understanding the concepts or skills taught in the lesson or those who need additional support?
- h. **Lesson Extension:** here, you suggest ways to expand or extend the activity for the students. List what the students can do to apply the concepts and skills learned to new situations. Students who have completed their work and are ready to move on to something different can perform these activities. The students here apply what they learned in the lesson in a new context but do not learn any new information.

- i. **Lesson Closure:** to conclude the lesson, repeat the lesson objective again. If you wish, ask the students to summarize the activities or to answer questions to make sure they understand the basic concepts covered in the activity.
- j. **Assessment:** Explain how you plan to evaluate the students and list any materials/tools needed. Include in your evaluation the assessment rubric or the evaluation checklists where appropriate and ensure that the assessment is aligned with the objective.
- k. **Reflection Takes Place After Teaching the Lesson:** it is done using the following questions:
 - 1. What went right in the lesson? Why do you think so?
 - 2. What can be done to improve the lesson next time?
 - 3. How did you evaluate students' learning?

3- Micro-teaching Assessment:

- a) **Assessment by the University Supervisor:** the university supervisor observes the student's performance during the implementation of the lesson, whether in the classroom or in the lecture hall. He/she then evaluates all elements of the lesson plan through the assessment rubric for the micro-teaching assignment that is approved by the College of Education (**Appendix No. 11**) or through the assessment rubric for special education students (**Appendix No. 15**).
- b) **Assessment by the Subject Coordinator in the School/Class Teacher:** this is done when the course instructor is unable to be at the school classroom to evaluate the student himself. In this case, the student's performance is evaluated based on two standards/criteria only, as shown in the assessment rubric form (**Appendix No. 12**), which is then officially approved by the seal of the school administration and later delivered to the administration of the College of Education. After that, the course instructor completes the evaluation of the rest of the components of the lesson plan form submitted by each student separately (**Appendix No. 13**).

Individual Education Plan (IEP) Assignment Description (For Special Education Students Only)

1- IEP Assignment Description:

The individual educational plan assignment requires the preparation of an integrated educational plan that includes a written description of the educational and support services that meet the needs of

each student with special educational needs. Using the lesson plan form in Appendix No. (14) and the assessment rubric in Appendix No. (15) of this manual, the plan is prepared based on the diagnostic and examination results and adheres to the following responsibilities:

2- The Responsibilities of the Supervisor, the Mentor, the Student Teacher and the Field Training Unit:

● Field Training Unit's Responsibilities:

- ✓ Writes and officially announces a list of the schools accredited by the Ministry of Education and Higher Education in Qatar and maintains an open channel of communication with each school.
- ✓ Informs student teachers, university supervisors and mentors of the assignment implementation mechanisms.
- ✓ Oversees the previous implementation mechanism and provides the necessary assistance for students during school visits when observing any obstacles.
- ✓ Communicates with the university supervisor and the mentor when necessary.

● The University Supervisor's Responsibilities:

- ✓ Oversees the registration process of the student teachers in the schools.
- ✓ Clarifies the observation assignment and explain its objectives as well as what aspects to focus on.
- ✓ Provides examples and forms.
- ✓ Explains the tool/materials to be used in the assignment.
- ✓ Evaluates the performance of the student teacher after completing the assignment.

● The Mentor's Responsibilities:

- ✓ Prepares and sets up the lesson.
- ✓ Provides the student with a copy of the lesson plan.
- ✓ Determines the behavioural objective and the portion of the lesson the student will teach in class.
- ✓ Permits the student teacher on the first day of the visit to observe his/her performance in two classes.

- ✓ Permits the student teacher on the second day of the visit to teach a micro-lesson whose content had been approved by the mentor in the first visit. The mentor also gives the student-teacher feedback on his/her performance and evaluates him/her on the two components specified in the form assigned to him/her, as shown in the assignment assessment rubric.
- **The Student Teacher's Responsibilities:**
 - ✓ The student-teacher visits the school on two different days.
 - ✓ Performs the classroom observation during the mentor's class and comes to an agreement on the lesson and its content.
 - ✓ Adheres to the guidelines of the field training unit.
 - ✓ Prepares an integrated plan that includes the following elements, according to the College of Education form:
 - I. **General information of the plan:** It includes information about the unit title, lesson, class, date, etc. This information should be written in the spaces designated for each.
 - m. **Qatari Curriculum Standard:** write the standard for the lesson and its outcomes as well as the letter and number allocated to the standard.
 - n. **Teaching Objectives (measurable):** describe what the students should be able to understand and do after completing the lesson.
 - o. **Instructional Materials:** describe the amount of the different materials needed for the activity. Do not forget to use multimedia when needed.
 - p. **Resources:** attach the names of books, texts, websites or other sources of information that were used in developing the lesson plan.
 - q. **Teaching Methods:**
 - **Activating Prior Knowledge / Focus:** it includes methods and activities to activate students' prior knowledge, attract their interest, and motivate them to learn, which is done through either asking questions or giving a presentation. Be creative but make sure that what you present is related to the general objective of the lesson. After the **focus** activity, define the lesson objective for the students.

- **Teacher’s Strategies:** describe the instructional strategies used and demonstrate how the activity is implemented. Use collaborative learning and **inquiry-based learning** methods when possible. In addition, integrate the content and teaching technology into activities as much as possible.
 - **Student Activities:** In **face-to-face** learning situations, students may be taught by using **models**, or by giving examples and be given activities to carry out individually afterwards. If students perform explorative or investigative activities first, it may allow them to interpret the outcomes and **follow-up on questions**. Afterwards, you can clarify the important points related to a specific content information or the expected outcomes from the students' experiments and questions.
 - r. **Modifications/Differentiation:** suggest what you can do to differentiate or modify a lesson for students with diverse needs. What would you do for students who are having difficulty understanding the concepts or skills taught in the lesson or those who need additional support?
 - s. **Lesson Extension:** here, you suggest ways to expand or extend the activity for the students. List what the students can do to apply the concepts and skills learned to new situations. Students who have completed their work and are ready to move on to something different can perform these activities. The students here apply what they learned in the lesson in a new context but do not learn any new information.
 - t. **Lesson Closure:** to conclude the lesson, repeat the lesson objective again. If you wish, ask the students to summarize the activities or to answer questions to make sure they understand the basic concepts covered in the activity.
 - u. **Assessment:** Explain how you plan to evaluate the students and list any tools needed. Include in your evaluation the assessment rubric or the evaluation checklists where appropriate and ensure that the assessment is aligned with the objective.
 - v. **Reflection Takes Place After Teaching the Lesson:** it is done using the following questions:
 4. What went right in the lesson? Why do you think so?
 5. What can be done to improve the lesson next time?
 6. How did you evaluate students’ learning?
- 4- **Micro-teaching Assessment:**

- 1- **Assessment by the University Supervisor:** The university supervisor observes the student's performance during the implementation of the lesson, whether in the classroom or in the lecture hall. He/she then evaluates all elements of the individual educational plan for the lesson through the individual education plan assessment rubric (**Appendix No. 13**) and the micro-teaching assessment rubric (**Appendix No. 15**).
- 2- **Assessment by the Subject Coordinator in the School/Class Teacher:** this is done when the course instructor is unable to be at the schools classroom to assess the student himself. In this case, the student's performance is evaluated in two **criteria** only, as shown in the assessment rubric form (**Appendix No. 12**), which is then officially approved with the seal of the school administration and later delivered to the administration of the College of Education. After that, the course instructor completes the evaluation of the rest of the components of the lesson plan form submitted by each student separately (**Appendix No. 13**).

General Guidelines for the Field Hours Experiences:

1 – Guidelines for the Student Teacher:

- ✓ Abide by the time schedule, which is specified and announced by the field training unit in the College of Education, to register your name in the specified schools.
- ✓ Register in only one school and commit to carrying out the field hours assignments in that school only.
- ✓ Be punctual and visit the school on the specified date to perform the assignments.
- ✓ Adhere to modest formal wear and speak properly.
- ✓ Adhere to school instructions and regulations and fully cooperate with the school administration and teachers in maintaining the school system.
- ✓ Invest time in the school to carry out the assignments and ensure that time is not wasted.
- ✓ Avoid any problems and disagreements with the students, the administration, or the mentors.

- ✓ Ensure meeting with the mentor to review the field hours assignments and follow his/her directives on the field hours experience assignments implementation.
- ✓ Present a positive image of the college and the university by adhering to the ethics of the teaching profession.
- ✓ Adhere to the objectives of the visit and carry out the required assignments only.
- ✓ Commit to using the materials/tools approved by the College of Education that are attached to this handbook when carrying out the field hours assignments.
- ✓ Be a good role model for the school students.
- ✓ Do not inquire about the assessment results of the field hours experience assignment and do not volunteer to receive any results from the school on behalf of the course instructor or college administration.

2– Guidelines for the Mentor:

- ✓ Meet the student teacher and introduce him/her to the school and its facilities, which he/she may need according to the assignments given to him.
- ✓ Accompany the student teacher, attend classes with him/her and evaluate him/her according to the materials/tools approved by the College of Education and attached with the official letters.
- ✓ Ensure the implementation of all the assignments given to the student teacher and help him/her overcome any obstacles that may face him/her.
- ✓ Interact with the student teacher in accordance with the morals and ethics of the profession and treat him/her as an assistant teacher in the present and a colleague in the future.
- ✓ Teach the student teacher the skills of managing and directing the classroom while teaching.
- ✓ Provide the student teacher with feedback on his/her teaching performance and classroom plans; discuss his/her performance and his/her strengths and weaknesses and give suggestions on how to overcome those weaknesses in the future.

3– Guidelines for the University Supervisor:

- ✓ Coordinate with the field training unit in the college and arrange the timing of the implementation of field hours assignments for students.

- ✓ Inform student teachers of the official timings announced by the College of Education to carry out the field hours assignments.
- ✓ Oversee the registration of student teachers' information in the field training unit in the College of Education to be distributed to the schools.
- ✓ Supervise the student teachers during the field hours experiences visits.
- ✓ Adequately explain the duties and assignments required of the student teachers during the field visits.
- ✓ Evaluate the student teachers during field training.
- ✓ Alert student teachers of the need to fully adhere to instructions and perform the assignments proficiently.
- ✓ Inform student teachers of the results of their assessments in the field hours assignments officially through Blackboard.

Appendices

Appendix No. 1 Classroom Observation Form for the Curriculum and Assessment Course

Student Name: ----- Date: -----

Grade: ----- Topic: -----

The First Theme - Curriculum and Teaching:

1. Were there objectives for the lesson prepared?

If the answer is (yes), give two examples.

2. Which of the following teaching practices was used in the lesson? (Mark your answer by putting a tick (✓) in front of each strategy that was used.

- | | | |
|--|---|--|
| <input type="checkbox"/> Individual work | <input type="checkbox"/> Using pictures | <input type="checkbox"/> Using technology by the teacher |
| <input type="checkbox"/> Pair work | <input type="checkbox"/> Oral reading | <input type="checkbox"/> Using technology by students |
| <input type="checkbox"/> Small groups | <input type="checkbox"/> Silent reading | <input type="checkbox"/> Modeling |
| <input type="checkbox"/> Group teaching | <input type="checkbox"/> Reading in pairs | <input type="checkbox"/> Practical exercises |

- Have you noticed other practices? Mention them.

The Second Theme - Assessment:

3. Which of the following assessment types was used in the lesson, put a tick (✓) in front of the type used.

- Essay questions
- Questions for the whole class
- Questions for Individual Students
- Homework
- Using Checklists

4. Were other assessment types used? mention them.

The Third Theme: Reflection on the Lesson:

5. What practices did you like in this lesson?

6. What practices did you not like in the lesson?

7. What are your suggestions to address those practices that you did not like?

Appendix No. 2 Observation Form for the Classroom Management Course EDUC 316

Student's name: Student's ID.:

Grade/Section:..... Topic of the lesson:

1. **General note for classroom management:** It includes regulating the classroom environment, organizing the classroom, the teacher's management of the classroom, clarifying the rules & regulations of classroom management, teacher's interaction with students, students' interaction with each other, the teacher's attitude when unwanted behaviour appears, or when desirable behaviour appears, distributing tasks and instructions to students, teacher's management of class time, etc. (6 marks).

Notes:

--

2. Choose one of the classroom problems related to students' behaviours and specify the problematic behaviour : (4 marks)

<ul style="list-style-type: none"> ● Problematic behaviour :
<ul style="list-style-type: none"> ● Description of the event (What did you see?) :
<ul style="list-style-type: none"> ● When did the problematic behaviour occur? <input type="checkbox"/> At the beginning of the lesson <input type="checkbox"/> During the teacher's explanation <input type="checkbox"/> During group work <input type="checkbox"/> During individual work <input type="checkbox"/> During student assessment <input type="checkbox"/> During class discussions <input type="checkbox"/> Most of the time <input type="checkbox"/> At the end of the lesson
<ul style="list-style-type: none"> ● How often did the behaviour occur in class (first and second class)? ● Write down the frequency of the problematic behaviour's occurrence during the different parts of class time.

Time	10-0 minutes	20-10 minutes	30-20 minutes	40-30 minutes	50-40 minutes
Frequency in the first class					
Time	60-50 minutes	70-60 minutes	80-70 minutes	90-80 minutes	100-90 minutes
Frequency in the second class					
<ul style="list-style-type: none"> What time in class does the problematic behaviour occur constantly? 					

3. Write your opinion about the problematic behaviour in terms of its features and causes, the teacher's attitude towards it. And give suggestions to modify the problematic behaviour while linking it to the concepts, facts and theories that you studied in the course. (6 marks).

.....

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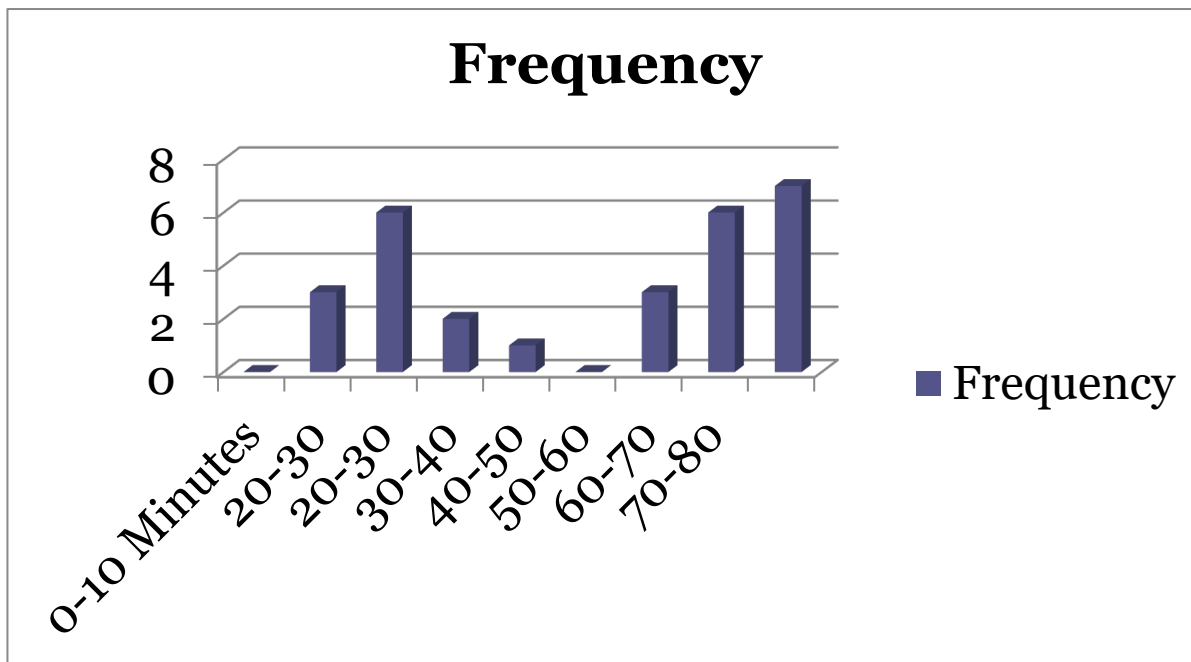
.....

.....

.....

4. Draw "a graph" showing the frequency of the problematic behaviour by the distribution of class time, and write a general conclusion you drew from the graph. (4 degrees)

The graph



Conclusion:

.....

.....

.....

.....

.....

.....

.....

Appendix (3) Peer Observation Form (for Small Group Work)

Student Name ----- Date: -----

Grade ----- Subject:-----

1- Check the box (✓) to specify whether the following practices were applied or not

Practice	Applied	Not Applied	Example (if applied)
a. Clarity of objectives, their appropriateness and alignment with the curriculum, and that they are measurable.	<input type="checkbox"/>	<input type="checkbox"/>	
b. Using a number of teaching methods that are supportive of student learning and that take into consideration higher-order thinking and small group work.	<input type="checkbox"/>	<input type="checkbox"/>	
c. Using instructional materials that encourage students' participation and are suitable for their learning level and the group activity level, in addition to being diverse, such as using pictures, graphs, figures, various readings and others.	<input type="checkbox"/>	<input type="checkbox"/>	
d. Using the learning strategies, activities and instructional materials that serve the needs of all the students including the students with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	

<p>e. The used assessment focuses on the learning objectives and is clearly related to students' learning. Assessments are fair and suitable for the learners' levels. The assessment also focuses on the subject content and cooperative learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>f. Managing the group's work and efficiently directing the group's interactions.</p>	<input type="checkbox"/>	<input type="checkbox"/>	

2- Have you noticed any other practices? Mention them.

Reflection on the Lesson:

3- What practices did you like in small group work?

4- What practices did you not like in small group work?

5- What are your suggestions for improvement?

Appendix (4) Class Observation Form for the Instructional Strategies and Methods Courses

Time	Management Strategy	Notes
Environment	General impression about the class	
	Presenting students' work	
Interactions	Teacher with Student	
	Teacher with Student	
	Student with student	

Time	Educational Strategies	Notes
Lesson Structure	Effective learning	
	Adhering to the lesson plan	
	Taking differences into consideration	
Student Participation	Student participation	
	Students cooperation	

	Open-ended Questions	
--	----------------------	--

Time	Assessment Practices	Notes			
Formative Assessment					
	The level of Students' Understanding				
	Teacher's Self-assessment				
Select the Types Used					
	Yes/ No		Yes/ No		Yes/ No
Worksheets		Visual Organizers		Open-ended Questions	
Exit Slips/Tickets		Exams		Closed-ended Questions	
Summative Assessment					

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Appendix (5) Classroom Behaviour al Observation Form for the SPED 303 Course (Special Education Program)

Determine Precisely the Behaviour to be Measured and Operationally Define it: (.....)

Student name: _____ Date: _____
 Observer's name: _____ Behaviour : _____
 Observer's session number: _____ Place: _____
 Observation start time: _____ Observation end time: _____ Total time: _____

Description of the case: (narratively, descriptively)

Negative behaviour manifestations:

Positive behaviour manifestations:

Standards for judging behaviour :

Behaviour Standards	Behaviour Description
Frequency of Behaviour Measurement	Example: the recurrence of the behaviour (absence from classes) has been observed significantly and repeatedly, which caused the student's low educational level. Here it can be measured using the frequency method and the statistical packages.
Behaviour Duration	Example: this negative behaviour has been taking place for a continuous period of time, its incidence rate is approximately equal to 70%, etc.
Behaviour Topography
Behaviour Severity
Behaviour Latency

The method of recording the observed behaviour by time duration.....

The method of recording the observed behaviour by latency duration.....

Determining Pre and Post Behaviour Events:

What happens before and after the behavior? Describe the situation exactly.

Determining the agreement ratio/proportion between observers:

Agreement ratio = smaller number / larger number × 100

An illustrative example of a model for measuring the frequency of abnormal behaviour

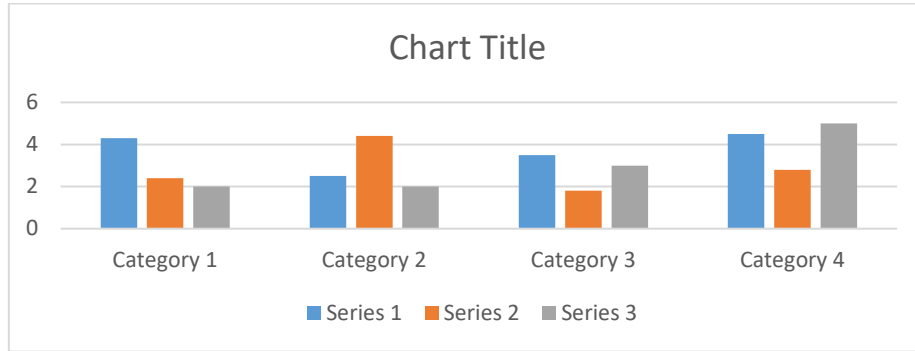
Student's name: **Ahmed** Observer's name: **Noura** Place of observation: **Classroom**

Total observation period: **30 minutes** Observed behaviour : **Verbal violence in the classroom**

Defining operationally the observed behaviour : **The student uses obscene and inappropriate words that carry violence directed at one or more students in the class while the teacher is present.**

Day	Date	Session Number	Start Time	End time	Times the Behaviour Occurs	Number of Times the Behaviour Occurs
Saturday	1/1	1	7:30 a.m.	8 a.m.	/ ///	6
Sunday	1/2	2	7:30 a.m.	8 a.m.	/// ///	8
Monday	1/3	3	7:30 a.m.	8 a.m.	/// ///	8

Graph



Commentary and Reflection on the Situation:

Appendix (6) Classroom Observation Assessment Rubric for Abnormal Behaviour for the SPED 303 Course (**Special Education Program Students Only**)

The student teacher observes, records and performs a functional behaviour al assessment of a behaviour al problem selected from the classroom environment. It must include: (1) Identifying abnormal behaviour ; (2) Collecting information and the baseline data; (3) Having observational skills to monitor and record behaviour ; (4) Completing the functional analysis. (5) Interpreting and reflecting on the behaviour .

The standard	Exceeds Standard-3	Meets Standard-2	Approaching Standard-1	Not Meeting Standard-0
Identifying the Behaviour to be Observed	Identifies and describes the behaviour to be observed and defines it operationally with great accuracy. Clearly differentiates between temporary the behaviour and abnormal behaviour to be observed.	Identifies and describes the behaviour to be observed, but is unable to define it operationally. Barely differentiates between temporary behaviour and the abnormal behaviour to be observed.	Identifies and describes the behaviour to be observed, but is unable to define it operationally. Unable to differentiate between temporary behaviour and the abnormal behaviour to be observed.	Identifies and describes the behaviour to be observed and defines it operationally. Does not differentiate between temporary behaviour and the abnormal behaviour to be observed.

<p>Collecting Information and the Baseline Data</p>	<p>Collects and records basic data and displays it properly and clearly without any noticeable errors.</p>	<p>Collects and records basic data and displays it properly with some errors.</p>	<p>Collects data with some errors, records baseline, or displays data in such a way that their meaning becomes unclear.</p>	<p>Collects basic data in an incomplete or inaccurate manner. Neglects to collect, record, or display data.</p>
<p>Having Observational Skills to Monitor and Record Behaviour</p>	<p>Conducts organized scientific observation and organizes the information obtained in a perfect manner.</p>	<p>Conducts organized scientific observation and organizes the information obtained in an average way.</p>	<p>Conducts organized scientific observation with some errors and poorly organizes the information obtained.</p>	<p>Conducts organized scientific observation in a wrong manner and incorrectly organizes the information obtained.</p>

<p>Completing the Functional Analysis</p>	<p>Identifies what precedes and succeeds the behaviour to be observed and interprets the behaviour while taking them into consideration</p>	<p>Identifies what precedes and succeeds the behaviour to be observed and interprets the behaviour while taking them into consideration in an average way.</p>	<p>Identifies what precedes and succeeds the behaviour but sometimes makes mistakes. Interprets the behaviour while taking them into consideration with some errors.</p>	<p>Incorrectly identifies what precedes and succeeds the behaviour to be observed and interprets the behaviour incorrectly.</p>
<p>Reflection</p>	<p>Expresses his view of behaviour and its future in a profound way.</p>	<p>Expresses his view of behaviour and its future in an average way.</p>	<p>Expresses his view of the observed behaviour and its future in an unclear way.</p>	<p>Expresses his view of the observed behaviour and its future incorrectly.</p>

Appendix (7) Small Group Activity Assessment Rubric

	1	2	3	4
Variety & Differentiation of Instruction	Strategies, activities, and materials are clearly inappropriate for students with exceptionalities.	Some of the strategies, activities or materials used are inappropriate for students with exceptionalities.	Strategies, activities and materials used meet the needs of most students, including those with exceptionalities.	Strategies, activities and materials used meet the needs of all students, including those with exceptionalities.
Group Management	Does not monitor the group or correct ineffective group interaction	Rarely monitors the group or corrects ineffective group interaction.	Occasionally monitors the group and corrects ineffective group interaction.	Routinely monitors the group and actively directs effective group interaction.

Individual accountability: Ensuring that students understand that they are individually accountable for completing the assignments and activities and using appropriate strategies to hold each student accountable for learning the materials. This can be done by assigning a specific role to each individual in the group.

Small group work reflection

1. What worked well in the small group activity?
2. What did not work well and why?
3. What are the strengths and weaknesses of the strategies used?

4. What changes can you add to make the activity more effective

5. What did you learn from this activity?

Appendix (8) Peer Observation Form for Small Group Work (Special Education Students Only)

The name of the student-teacher: ----- Date: -----

Grade: ----- Subject: -----

- 1- Tick (✓) to determine whether the following practices have been **applied or not** , with an example if the practice is applied:

The practice	Applied	Not applied	Example (if applied)
A- Having clear objectives that are aligned with and appropriate for the objectives set out in the individual educational plan.	<input type="checkbox"/>	<input type="checkbox"/>	
B- Using several teaching methods that are supportive of students learning and that taking into consideration the abilities of students receiving special education services.	<input type="checkbox"/>	<input type="checkbox"/>	
C- Using educational materials that encourage students ' participation and are suitable for their learning level and the group activity level, in addition to being diverse, such as using pictures, graphs, figures, various readings and others.	<input type="checkbox"/>	<input type="checkbox"/>	
D- Using learning strategies, activities and instructional materials that serve the needs of all students including students who receive special education services.	<input type="checkbox"/>	<input type="checkbox"/>	
E- The assessment used is focused on the learning objectives specified in the individual education plan. It is clearly related to	<input type="checkbox"/>	<input type="checkbox"/>	

student learning, and assessments are Assessments are fair and suitable for the learners' levels			
F- Managing the group's work and efficiently directing the group's interactions..	<input type="checkbox"/>	<input type="checkbox"/>	

2- Have you noticed any other practices? Mention them.

Lesson Reflection:

3- What practices did you like in small group work?

4- What practices did you dislike in small group work?

5- What are your suggestions for improvement?

Appendix (9) Assessment Standards for the Final Report of the Field Visit for the Child Physical Education Curriculum and Practicum Course EDPE

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Report items	1 Weak	2 Good	3 Outstanding	Total mark
General Description	A general description that does not include basic information about the school, the number of teachers and students, and the status of physical education.	A general description that includes some basic information about the school.	An accurate description of the basic information about the school in terms of its administrative and organizational structure - the number of students - the number of teachers - the number of sports teachers - the school's physical education curricula - the available sports tools and equipment.	
Class Observation	The student describes the lesson he observed without arranging and organizing the ideas and steps of the lesson.	The student describes the lesson he observed and the steps of the lesson, but without details.	A comprehensive and accurate description of the steps of the lesson, the most important learning strategies used, the sports activities, the most important positives and negatives in the lesson, and the proposed solutions for its development.	

Interview with the teacher	Not adhering to the main interview themes and giving brief information about the teacher's answers.	Answers about some interview topics only and neglecting some topics	Complete inclusiveness of all the interview themes that have been identified and adequate information on each of the four elements of the curriculum (objectives - content - activities - assessment).	
Total				

Appendix (10) Small Group Activities Assessment Rubric (Special Education Program Students Only)

	1	2	3	4
Variety & Differentiation of Instruction	One teaching strategy, activity or subject was used that did not meet the learning needs of the students. The instructional strategies, activities and instructional materials used are completely inappropriate for students receiving special education services.	Some of the learning strategies, activities, and instructional materials used are not appropriate for students receiving special education services.	The learning strategies, activities and instructional materials used meet the needs of most students including students receiving special education services.	The learning strategies, activities and instructional materials used meet the needs of all students, including students receiving special education services.
Group Management	Does not monitor the group behavior and does not correct bad interactions.	Rarely directs or monitors group behavior or corrects bad interactions.	Occasionally manages group work and corrects ineffective group interactions.	Manages group work on a regular basis and directs the group's interactions effectively.

Individual accountability: Ensuring that students understand that they are individually accountable for completing the assignment/ activity and using appropriate strategies to hold each student accountable for learning the materials. This can be done by assigning a specific role to each individual in the group.

Small group work reflection

1. What worked well in the small-group activity?

2. What did not work well and why?
3. What are the strengths and weaknesses of the strategies used?
4. What changes can you add to make the activity more effective?
5. What did you learn from this activity?

Appendix (11) Micro-teaching Task Assessment Rubric (for the University Supervisor)

Standard/level	Exceeding expectations	Satisfactory	Needs improvement	Unacceptable
Lesson plan	All elements of the lesson plan is well-written (see the sample), complete and appropriate; all elements achieve the objectives of the lesson.	Most elements of the lesson plan are complete, appropriate and support the objectives of the lesson.	Many elements of the lesson plan have been left out or are not appropriate.	Most of the elements of the lesson plan have been left out or are not appropriate
Teaching Methods	It includes the best practices that are multiple, diverse, support student participation, and are appropriate for the content and grade level. The entire content is important, correct, and is presented in a logical way.	It includes many practices that are appropriate to the content and grade level, has some variety and supports student participation to some extent. All content is important, correct, and presented in a logical manner.	The strategies used are not appropriate to the content or grade level, there is no diversity, and they do not support student participation, but most of the content is correct; And there are no major errors	One strategy was used. It does not represent appropriate practices for the content or grade level, and there are serious errors in the content.
Content	All information is correct and represents the key concepts and / or	All information associated with the content is correct, and one or	There are some errors in the content, but they are not serious. The	There are serious errors in the accuracy of the content, or the

	skills associated with that content. The main ideas were emphasized in the content. The content has been presented in a logical and appropriate manner in its sequence for learners' comprehension and development. All examples / activities are suitable for both content and learners.	more key concepts related to the content have been fulfilled. The content is suitable for the level of the learners. The sequence of content does not affect students' comprehension, the examples / activities used do not lead to the formation of misconceptions.	content may be below or above the learners developmental level. Sequencing may negatively affect learning. One or more examples and/or activities may lead to misconceptions.	content presented is not appropriate for the developmental level of the learners, or the sequence of the content negatively affects the comprehension of the learners
Integration	There is a natural integration between the content components, which integrate teaching appropriately and effectively to enrich the teaching process.	There is integration between the components of the content, but the level of interdependence between them is not natural. Integration positively affects the teaching process.	There were attempts to integrate the components of the content, but this integration has a slight impact on the quality of teaching.	There is no attempt to integrate the components of the content, or attempts to make an integration that contributes to effective teaching.

Presentation	It includes most of the following: clear instructions, proper pace, voice, eye contact, engagement, positive interactions, and a high level of questions.	It includes many of the following: clear instructions, appropriate pace, voice, eye contact, engagement, positive interactions, and a high level of questioning.	Instructions are unclear or inadequate pace, voice, or eye contact is inappropriate, and there is no high level of questions. Most of the interactions are positive.	Slow pace, low voice, or inappropriate eye contact. Interaction with students is negative, instructions are not clear, and there is no high level of questions.
Organization	All time requirements are met; all educational elements are ready, properly sequenced and appropriately organized.	All time requirements are met; most of the educational elements are ready, properly sequenced and organized appropriately, and there are no serious obstacles.	There are some minor errors in the time requirements. Some elements are disorganized, but the presentation can be followed.	The time requirements are inappropriate, or the presentation is not organized in such a way that it can be followed.
Technology integration	The technology was used in such a way to achieve the objectives of the lesson and was also supported by both the teacher and the student.	Technology that is consistent with the objectives of the lesson was used by the teacher and the student.	Some of the technology used was consistent with the objectives and some was not.	The technology was not used in the lesson either by the teacher or by the student.

<p>Assessment</p>	<p>The assessment was appropriately managed so that it clearly focuses on learning objectives, provides useful data, and is clearly related to student learning. The assessment is fair (suitable for learners and content), and it clearly leads to a meaningful data analysis method.</p>	<p>The assessment was properly managed and includes useful data related to most of the objectives. The assessment is fair (suitable for learners and content), and data analysis can be completed.</p>	<p>The assessment was managed in an appropriate manner, but the data was not clearly relate to the learning objectives, or it may be difficult to complete the data analysis process</p>	<p>The assessment is either missing, does not provide meaningful data, or the assessment is unfair (not appropriate for the content or the learners).</p>
<p>Reflection (Reflection Journal)</p>	<p>The reflection is thoughtful, informative, realistic, showing the strengths and weaknesses in all parts of the lesson including planning, teaching, assessment. The results of the assessment are clearly understood and can be discussed and studied. Suggestions for improvement have been made, which are clearly based on the features</p>	<p>Realistic indicators of the strengths and weaknesses have been identified in planning, teaching, and evaluation, and evaluation results are part of the reflection process. Appropriate suggestions for improvement including evaluation results were presented.</p>	<p>Strengths or weaknesses are noted, but several key areas are left out. The results of the assessment were referred to, but they were not carefully studied, and some suggestions for improvement were made.</p>	<p>The reflection process is unrealistic, few strengths or weaknesses are indicated in the activity, and there is no reference to assessment-related data.</p>

	and information of the reflection journal			
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Appendix No. 12 Micro-teaching Assessment Form for the Mentor (abbreviated)

:The name

Student's ID:

Group number:

Course instructor:

Standard/level	Exceeding expectations	Satisfactory	Needs improvement	Unacceptable	Mark
Presentation	It includes most of the following: clear instructions, proper pace, voice, eye contact, engagement, positive interactions, a high level of questions and variety.	It includes many of the following: clear instructions, appropriate pace, voice, eye contact, engagement, positive interactions, and a high level of questions.	Instructions are unclear or inadequate, pace, voice, or eye contact is inappropriate, and there is no high level of questions. Most of the interactions are positive.	Slow pace, low voice, or inappropriate eye contact. Interaction with students is negative, instructions are not clear, and there is no high level of questions.	
Organization	All time requirements are met; all educational elements are ready, sequenced and appropriately organized .	all time requirements are met; Most of the learning elements are ready, properly sequenced and organized, and there are no major obstacles	There are some minor errors in the time requirements, Some of the elements are disorganized, but the presentation can be followed.	The time requirements are not appropriate, or the presentation is not organized in a way that makes it easy to follow.	
Total					8 Marks



Assessment Justifications:

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Observer's signature:

Signature of the coordinator / academic deputy:

Appendix (13) Assessment Rubric for the Individual Education Plan (Special Education Students Only)

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
Basic Information	Sent or incorrect	A designation is provided for student name, birth date, date of IEP, and type of IEP. Majority of the information is incorrect.	A designation is provided for student name, birth date, district, building site, date of IEP, and type of IEP. Majority of the information is correct.	A designation is provided for student name, birth date, date of IEP, and type of IEP. All of the information is correct.	
Present Level of Educational Performance	Little to no information is provided about the present level of educational performance, or the information provided is clearly not accurate.	Objective statements about educational, behavioural and social strengths and needs are listed but are not consistently appropriate or do not directly link to the evaluation data. Existing standardized and informal evaluation data are inconsistently included with results showing effects of children disability on educational performance. The impact of the disability on the involvement/progress in general curriculum.	Objective statements about educational, behavioural and social strengths and needs are listed and directly relate to evaluation data, but are not consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of children disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided	Objective statements about educational, behavioural and social strengths and needs are listed and directly relate to evaluation results, and are consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of children disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided.	
<p>Standards</p> <p>International- Qatar National Professional Standards for Teachers (2016)</p> <p>Standard: 1. Planning for student progress and achievement</p> <p>Indicator: 1.3 Caters for different groups of students (including gifted and talented and ASEN students).</p> <p>Indicator: 1.4 Uses student data to plan for student progression</p> <p>International- Qatar University Diversity Standards (2015)</p>					

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
	<p>Standard: (2) Identify instructional needs for a diverse student population, respecting the needs of all students.</p> <p>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</p> <p>Domain: ASSESSMENT</p> <p>Standard 4: Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>				
Long Term Goals	<p>Little or no information is provided for long term goals, or the information provided is clearly not appropriate.</p>	<p>Annual goals are selected and may or may not be based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs. Goals are not written in measurable terms and/or do not show direction for growth.</p>	<p>Annual goals are selected and based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs. Goals are written in measurable terms and show direction for growth. (minimum of 2)</p>	<p>Annual goals are selected and prioritized based on present level of performance data. Goals are written in measurable terms and show direction for growth.</p>	
	<p>Standards</p> <p>International - Qatar University Initial Program Dispositions (2015)</p> <p>Standard: 8. Readily engages with new opportunities and tasks.</p> <p>International- Qatar National Professional Standards for Teachers (2016)</p> <p>Standard: 4. Assessing students' learning and uses assessment data to improve achievement</p> <p>Indicator: 4.1 Prepares and documents all types of assessment.</p> <p>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</p> <p>PLO:</p> <p>PLO 8: Lead positive change in education.</p> <p>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</p> <p>Domain: DEVELOPMENT, LEARNING AND MOTIVATION</p> <p>Standard 1: Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>				
Short Term Objectives/ Benchmark	<p>Little or no information is provided for short term goals, or the information provided is</p>	<p>Majority of short term objectives/ benchmark (linked to annual goals) are not written in measurable terms (objectives contain 4 parts each: who will do</p>	<p>Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what</p>	<p>Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what</p>	

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
	clearly not appropriate.	what, under what conditions, and to what degree. Benchmarks may or may not be age-appropriate and correlate with past IEP benchmarks.	degree. Benchmarks written are age-appropriate and correlate with past IEP benchmarks.	conditions, and to what degree.	
	<p>Standards</p> <p>International - Qatar University Initial Program Dispositions (2015) Standard: 5. Problem Solving: Recognizes the importance of and uses a systematic approach to problem solving and decision-making.</p> <p>International- Qatar National Professional Standards for Teachers (2016) Standard: 2. Engaging students and developing them as learners Indicator: 2.2 Uses a variety of activities and supporting learning resources. Indicator: 2.3 Provides learning experiences matched to students' curricular learning experiences</p> <p>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences.</p> <p>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.2: Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>				

Appendix (14) Micro-teaching Plan Form Approved by the College of Education

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

Learning Resources (Used in planning)	Qatar Curriculum Standards
Student Text Book	
Workbook/ Activity Book	
Supportive learning resources	
Terminologies and Basic Concepts	Instructional Materials (Used in teaching & learning)

Teaching and Learning activities	
Time	Activating Prior Knowledge/Focus/Motivation

Basic Activities				
Time	Assessment for Learning (formative assessment)	Student Activities	Teacher's Strategies and Methods (Instructional Strategies)	Objective(s)
				Closure
				Homework
				Summative Assessment
Value Education & Family Literacy Objectives (affective domain, if available)		Inclusive facilities for students with special needs (additional support/ if available)	Enrichment Activities/ Lesson Extension	Differentiation/Modifications Individual differences

Teacher Self-reflection			
Professional Standards for Teachers			
<ol style="list-style-type: none"> 1. Planning for the development of student performance and achievement. 2. Involving students in the learning process and developing them as learners. 3. Providing a safe, supportive and challenging learning environment. 4. Evaluating student learning and using assessment data to improve performance. 5. Demonstrating high-quality professional practices and participating in continuous professional development. 6. Maintaining an active partnership with parents and the community. 			

Appendix (15) Micro-teaching Task Assessment Rubric (for Special Education Students Only)

Standard/level	Exceeding expectations	Satisfactory	Needs improvement	Unacceptable
Lesson plan	All elements of the lesson plan are well written (see the sample), complete and suitable for all students, including students with special needs; all elements achieve the objectives of the lesson.	Most of the elements of the lesson plan have been achieved and most of them are suitable for all students, including students with special needs and support the objectives of the lesson.	Many elements of the lesson plan are omitted or not appropriate.	Most of the elements of the lesson plan have been left out or not appropriate.
Teaching Methods	It includes multiple and diverse best practices that support the participation of all students, including students with special needs, and appropriate to the content and grade level. The entire content is important, correct, and presented in a logical way.	It includes many practices appropriate to the content and grade level. Practices are diverse and support the participation of all students, including students with special need. The entire content is important, correct, and has been presented in a logical manner.	The strategies used are not appropriate for the content or grade level. Strategies are not diverse and do not support the participation of all students, including students with special needs. However, most of the content is correct; And there are no major errors	One strategy was used, which was not appropriate for the content or grade level. There are serious errors in the content.
Content	All information is correct and represents the key concepts and /or skills associated with that content. The main ideas are emphasized in the content. The content has been presented in a logical and appropriate sequence to accommodate learners including students with special needs, and at an	All information associated with the content is correct, and one or more key concepts associated with the content have been fulfilled. The content is suitable for the level of learners. The sequence of content does not affect students'	There are some errors in the content, but they are not serious. The content may be below or above the learners' developmental level. Sequencing may negatively affect learning. One or more examples and/or	There are serious errors in the accuracy of the content, the content presented is not suitable for the developmental level of the learners, or the sequence of the content negatively affects the comprehension of the learners.

	appropriate developmental level. All examples / activities are suitable for both content and learners.	comprehension, including students with special needs. The examples/activities used do not lead to the formation of misconceptions.	activities may lead to misconceptions.	
Integration	There is a natural interconnection between the content components, which integrates teaching appropriately and effectively to enrich the teaching process for all students, including students with special needs.	There is integration between content components, but the level of interconnection between them is not natural. Integration positively affects the teaching process for all students, including students with special needs.	There are attempts to integrate content components, but this integration has a slight impact on the quality of teaching for all students, including students with special needs.	There is no attempt to integrate the components of the content, or attempts to make an integration that contributes to effective teaching.
Presentation	It includes most of the following: clear instructions, appropriate pace, voice, eye contact, participation, positive interactions, and a high level of questions suitable for all students, including students with special needs.	It includes many of the following: clear instructions, appropriate pace, voice, eye contact, participation, positive interactions, and a high level of questioning that is suitable for all students, including students with special needs.	Instructions are unclear or inadequate, Pace, voice, or eye contact is not appropriate. There is no high level of questioning. Most of the interactions are positive.	Slow pace, low voice, or inappropriate eye contact. Interaction with students is negative, instructions are not clear, and there is not a high level of questions
Organization	Fulfilling all the timerequirements; all educational elements are ready, sequenced and appropriately organized.	All time requirements are met; most of the educational elements are ready, sequenced and organized appropriately,	Some minor errors in time requirements, some elements are disorganized, but the	The time requirements are inappropriate, or the presentation is not organized in such a way that it can be followed.

		and there are no serious obstacles.	presentation can be followed.	
Technology integration	The technology was used to achieve the lesson objectives and was also enhanced by both the teacher and the student to suit all students, including students with special needs.	Both teacher and students use technology that is consistent with the objectives of the lesson and appropriate for all students, including students with special needs.	Some of the technology was used was consistent with the objectives of the lesson and some were not.	Technology was not used in the lesson either by the teacher or by the student.
Assessment	The assessment has been managed appropriately so that it clearly focuses on the learning objectives, provides useful data, and is clearly related to the learning of all students, including students with special needs. The assessment is fair (suitable for learners and content), and clearly leads to a meaningful data analysis method.	The assessment is properly managed and includes useful data related to most of the objectives. The assessment is fair (suitable for learners and content) and suitable for all students, including students with special needs. The data analysis process can be completed.	The assessment was managed in an appropriate manner, but the data was not clearly related to the learning objectives, or it may be difficult to complete the data analysis process.	The assessment is either missing, does not provide meaningful data, or unfair (not appropriate for the content or the learners).
Reflection (Reflection Journal)	Reflection is thoughtful, informative, realistic and shows the strengths and weaknesses in all parts of the lesson including planning, teaching and assessment. The results of the assessment are clearly understood and can be discussed and studied. Suggestions for improvement are made and are clearly based on the	Identifies realistic indicators of the strengths and weaknesses in planning, teaching and evaluation. Assessment results are part of the reflection process. Appropriate suggestions for improvement including evaluation results were presented.	Either Strengths or weaknesses are identified. Several key areas are left out. The results of the assessment are referred to but are not carefully studied, and some suggestions are made.	The reflection process is unrealistic, few of the activity strengths or weaknesses are indicated and there is no reference to assessment-related data.

	features and information of the reflection journal.			
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Appendix (16) Acknowledgment Letter for Field Hours Experience Implementation from the School

College of Education

Department of Educational Sciences

﴿To Whom It May Concern﴾

Peace, mercy and blessings of Allah be upon you

We would like to inform you that the student.....

whose ID No:..... has attended observation for two classes of the subjects:

..... at the school..... Dated.....

1. Full lesson in the subject..... Name of the teacher.....

Signature.....

2. Full lesson in the subject..... Name of the teacher.....

Signature.....

For your kind notice

Signature: School administration

Date