Field Training Handbook

Special Education Program

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

College of Education

Qatar University

Contents:

General introduction to field training:

The college of education at Qatar University is keen to provide high-quality education that qualifies students and teachers to play their role in the rising of the local and global community. There is no doubt that the field training course is one of the most important courses, which is considered a golden opportunity to apply what the student-teacher learned and acquired of knowledge, skills and trends during his studies at the college in a practical way to prepare for his journey as a teacher.

This handbook provides an overview of the field training course at the college of education, Qatar University, where the field training course provides opportunities to apply and reflect on the knowledge gained to develop and refine knowledge, skills and trends in the classroom environment due to the increasing interest in training-based education and gaining field training experience.

In all practical educational experiences provided by the college of education, the student-teacher is enrolled in local schools, educational institutions or relevant bodies under the direct supervision of the mentor. The student-teacher must complete various activities through experiences that require reflection, deep thinking and application of the set of skills and knowledge that have been learned.

The following table shows the tasks of the field training course based on the learning outcomes of the college of education within the conceptual framework, and its achievement of the National Professional Standards for teachers, especially since the student-teacher graduates and holds a first-level teacher license.

For more information about the teacher license policy please see the following link:
http://www.edu.gov.qa/Ar/Documents/SEC2222016.pdf

National professional standards for teachers:
1. Plan for the development of students ' performance and achievement.
2. Engage students in the learning process and develop them as learners.
3. Provide a safe, supportive and challenging learning environment.
4. Assess students ' learning and use assessment data to improve their achievement
5. Demonstrate high-quality professional practices and participate in continuous professional development.
6. Maintain an active partnership with parents and the community.

The rubric of the tasks of the course according to the learning outcomes of the College of Education:

Learning Outcomes for the College of Education	National Professional S tandards for Teachers	Assessment (tasks/student work)
Teaching Content: Application of the basic theories in the field of specialization	5 4 2 1	- The educational unit - The CEESs midterm and final assessment - Action research - Parent meeting report - The intervention plan includes (individual educational plan and behavior modification plan).
Pedagogy: Planning toensure effective teaching and learning to maximize student learning	6 5 4 3 2 1	- Adaptation of the educational unit - Evaluation project - The intervention planincluding individualeducational plan and behavior modification plan) midterm and final evaluations CEESs
Technology: Using modern technology and integrating it in effective ways	6 5 4 3 2 1	- The CEESs midterm and final assessment - Technology lesson
Diversity: Promoting successful learning experiences for all students by taking into account individual differences	6 5 4 3 2 1	- The educational unit - The CEESs midterm and final assessment
Research Solving problems: Reaching informed decisions based on collecting and analyzing data through an in-depth and sequential study of various factors.	6 5 4 3 2 1	- The educational unit - The CEESs midterm and final assessment - Intervention plan, including (individual educational plan and behavior modification plan).
Scientific inquiry: Active participation in research through learning and contribution to the structure of knowledge in education	6 5 4 3 2 1	- of the educational unit Adaptation - The CEESs midterm and final assessment - Thinkingjournal - Parent meeting report

		• E.folio • <mark>Intervention plan, including (individual educational plan and behavior (modification plan</mark>
Leadership **Moral values:** Apply professional values in all educational situations	6 5 4 3 2 1	• The CEESs midterm and final assessment Parent meeting report • Relflection journal • <mark>Intervention plan, including (individual educational plan and behavior modification plan</mark>)
Initiative: Leading constructive change in education	**6 5 4 3 2 1**	• Parent meeting report • The CEESs midterm and final assessment • <mark>**Intervention plan (including (individual educational plan and behavior modification plan).**</mark>

Key Terms:

The handbook shows the basic information and guidelines for the student-teacher so as to plan and successfully implement the field practical experience. It is important to read this handbook at the beginning and during the field training, as the college of education aims and expects the student-teacher to become a professional educator to facilitate the education process for their students in the future.

You will find the following terms in the handbook and below is an explanation of them:

- **Student Teacher/Candidate:** a student in the college of education enrolled in the field training course.

- **Mentor:** the teacher who is selected under an agreement between the college of education and the selected schools and whose task is to guide and assist the student-teacher during the field training period.

- **College/University Supervisor:** a faculty member who is selected to supervise the student-teacher, help him and assess his performance.

- **National Professional Standards for Teachers:** it is a standard - sentence, which is referred to in judging quality in light of the description contained in this sentence of the expected skills, knowledge, tasks, attitudes, values, trends, or ability to solve problems and make decisions, which are necessary for the work of teachers and school leaders through their professional path in schools.

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

Course Task Rubric

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

Lesson plans	Lesson plans must be written and prepared by the student - teacher for each lesson — partially or completely-that the student-teacher will teach.
Weekly reflection journals	Write a journal for each week of the field training. See the guidelines provided in the appendix.
Class notes	Follow the guidelines for class notes. See the guidelines provided and the forms in the appendix.
Parent meeting report	Arrange a meeting with the parents of one of the students and fill out the form in the appendix.
Analyzing assessmnent	Complete the assessment/ test analysis requirement as described in the appendix.
Technology lesson	Plan and teach one lesson so that the students ' use of technology is central (the student must use technology to learn the concept or skill to complete the lesson).
Modification of an educational unit	Modification of an educational unit from the subjects of the curriculum. See the guidelines provided in the appendix.
Journals of midterm and final reflection	Two reflection journals showing the progress of the student - teacher in the field training should be submitted-one for the mid-assessment (fifth week) and the other for the final assessment (tenth week). Both journals are filed the week before the trilateral meeting. See the instructions in the appendix.
Midterm and final assessments (electronic)	In the middle and at the end of the period of field training and student teaching tasks, assessments should be completed using the form CEES. The student teacher, the mentor, and the university supervisor will discuss the progress of the student teacher. See the instructions and forms in the appendix **(includes teaching, scientific research, leadership).**
E-folio	A file is created electronically on the Taskstream website and includes evidence of the achievements of the student teacher and his reflections on them, whether from what he achieved in the field training course or previous courses.
Portfolio	A file containing copies of all the daily and weekly tasks performed by the student - teacher during the field training course, which must be updated on a daily basis and saved on a (USB), delivered at the end of the training period.
Assessment of the mentor and the university supervisor	The student-teacher evaluates the university supervisor and the mentor. See the forms in the appendix. This item is completed at the end of the semester and will be treated confidentially and without mentioning any names.
Intervention plan	The intervention plan includes academic and behavioral aspects, so the student designs and applies an individual educational plan and a behavior modification plan after choosing a case at the school / institution in coordination with the university supervisor and the mentor,

	with follow-up with the supervisor and the mentor since the second week, and follow-up during the student's work at school in integration classes, kindergarten classes, or at the special education center.

The reflection journal must be delivered weekly through the Blackboard to the university supervisor or sent by email to the assigned supervisor. **Note that all the above tasks must be received at the end of the training, with the need to provide a file of teaching plans and feedback forms of the university supervisor and the mentor. All information should be up-to-date and available to the supervisor when he comes to any visit of the student-teacher at the school.**

Field training course requirements

The student-teacher should be aware that field training is a compulsory university course in which success **requires obtaining a grade of at least C. As such, there are tasks to be completed**. The following descriptions will help to achieve the requirements of field training and also help to produce distinctive works that can be included in the E-folio and the task file.

a. **E-folio:** creating an E.folio on TaskStream is a mandatory requirement for all programs at the college of education. This will document the student-teacher professional experiences gained through teaching methods courses and field experiences, and will demonstrate his competence in the chosen teaching profession. The student teacher E-file will be assessed at the end of the training.

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

1. **General information-**includes items such as blank forms, information about the student-teacher and his class dates.

2. **Notes/ observations-**the student-teacher collects copies of all forms of notes during the field training period. Instructions and forms are attached in the appendix.

3. **Lesson plans,** the student-teacher must use the sample lesson plan in the handbook appendix for each lesson he studies and for all lessons related to the tasks of the unit plan. He should also make sure that the mentor's signature is taken for any lesson plan before adding it to the paper file. The lesson plans in this part are arranged in order from the latest to the oldest. Each plan must include deep thinking (reflection), which can be written on the back of the sample lesson plan or on a separate journal after teaching the lesson.

4. **Mentor/supervisor assessment and feedback –** it is the responsibility of the student-teacher to urge the mentor to assess him and give written feedback whenever possible (at least once a week). The mentor can use the forms (class performance note and CEESs) attached to the

appendix of the handbook. The student-teacher saves copies of the assessments in his paper file, but the originals will be kept by the mentor and the university supervisor. More formal assessments using the field experience assessment form (CEES) will be conducted in the middle and at the end of the field training electronically.

5. **Reflection journals-** the student-teacher writes down his notes and reflections in the weekly reflection journals. The journal should be accessible to the university supervisor to comment on the remarks of the student-teacher and answer his questions.

6. **Course tasks-** the student- teacher attaches all documents for all field training tasks, which must be fulfilled accurately and approved by the university supervisor.

c. **Reflection journals (What and when) -**

Studies prove the importance of deep thinking and reflection in the development of the practices of educators in general, especially teachers. Hence, the tasks and responsibilities of field training require several types of deep thinking and reflection

1. After teaching the lesson, the student-teacher reflects on his practice with the following questions:

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

    b. What can you do to improve the lesson next time?

    c. How did you evaluate students ' learning?

2. Weekly reflection journals-the student-teacher writes down the points of view and explanations related to the field training events. See the rubric of reflection journals in the appendix.

3. Mid-term and final reflection journals, before the mentor and the university supervisor's mid-term and final evaluations of the student's performance, the student-teacher must complete the self-assessment before meeting with them. See the forms in the appendix.

d. **Parent's meeting report:** in consultation with the mentor, the student-teacher makes an appointment and holds at least one meeting with the parent, which is documented in the parent meeting Report Form in the appendix.

The student-teacher also communicates with several parents and keeps a record of the contacts of all parents so that it includes the phone calls made (even the calls you tried to make, informal conversations in the school hall, meetings, home visits, draft notes). The handbook appendix includes a communication log.

c. Modification of the teaching unit:

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1. Modificating a teaching unit, it consists of all lesson plans and supporting materials, the aim of the teaching unit is to develop rich and specific learning experiences and attitudes to teach students the target concept. It should include the employment of technology for learning, multiple opportunities for effective participation by students, differentiated/ differential teaching and assessment to enable different learners to achieve success.

2. Details:

- The teaching unit consists of a set of sequential lessons within the concept. The sequence should be logical and appropriate to the concept.

- The teaching unit should include five lessons. It should also include a review lesson after the end of the first four lessons, so that this lesson includes the previous four lessons; it focuses on the different skills taught in the first four lessons.

- The teaching unit should reflect the prescribed curriculum and the topic presented. It should include the following:
  - Introduction
  - Standards
  - Objectives
  - How to deliver these lessons (strategies, teaching aids, modern technologies)
  - Five modified lessons
  - Assessment

Note that the five lessons should vary depending on the branches of the material

It is important to take into account the diversity of objectives: cognitive, affective and skill objectives. The objectives must also be related to the standards that have been developed, and the age stage for which the teaching unit has been prepared must be taken into account, both mentally and intellectually.

As for the five lessons, they should not be from the textbook of the state of Qatar; they should be completely outside the book, and have nothing to do with the topics in the book.

As for the delivery of these lessons to the learners, it should include the teaching strategies that will be used to communicate information and experiences to the learners. It is very important that teaching strategies and teaching methods are diverse in the presentation of linguistic information.

This is in addition to the employment of teaching aids, modern technologies, and their diversity in the teaching process.

The calendar should also be diversified: between the initial, constructive and final calendar.
The questions should vary between the two types of essay questions: (brief and lengthy) and substantive questions.
There is a need to document the texts that have been quoted from their original sources, so that these texts are original and not artificial; they were composed for the purpose of preparing the teaching unit.

e. Field training seminar: see the details in the course expectations section.

f. The intervention plan, it includes (individual educational plan and behavior modification plan):

The intervention plan includes academic and behavioral aspects, so the student designs and applies an individual educational plan and a behavior modification plan after choosing a case at the school / institution in coordination with the university supervisor and the mentor, with follow-up with the supervisor and the mentor since the second week, and follow-up during the student's work at school in integration classes, kindergarten classes or at the special education center.

Responsibilities and tasks of the student-teacher:

After the student-teacher joins the course, the schools are determined in joint cooperation between the college of education and the Ministry, taking into account that the student-teacher has no right to communicate with a school or institution without the knowledge or consent of the college of education due to the need to sign an agreement with the school and clarify roles and responsibilities.

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

Duration of field training

The field training course at the college of education lasts a full semester and includes:

- An introductory meeting (two hours), so that all mentors, university supervisors and student-teachers meet.

- 18 hours of seminars at the beginning of the semester before the start of the course tasks at the school or facility. These introductory seminars aim to prepare the student-teacher for the teaching experience and provide him with the necessary forms and information for field training.

- The period of training for teaching in schools is at least 300 hours, which often ends in 10 weeks. With the possibility of extending the period in compensation for absence or leave- permission.

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

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

Details of the responsibilities and roles of the student-teacher per week

The following sections explain the tasks of the field training course and activities where responsibilities are graded starting from classroom observation and partial teaching to full teaching responsibility. Then the participation of the student-teacher within the classroom decreases from total teaching to partial until the mentor returns and becomes the head teacher.

First week: observation, general assistance, participation in planning and teaching

The student-teacher will spend the first week observing the classroom environment, classroom management methods, teaching strategies, and assessment practices. The student-teacher is advised to watch classes of different teachers in addition to the mentor. (Observation forms within the appendices).

During this period, you should start writing self-reflections (reflection journals) for the student-teacher in order to ask questions to the mentor about the observations and conclusions after each class observation in order to reach the ultimate objective of improving students ' understanding. These journals should focus on how to manage the classroom and use educational strategies and assessment practices to improve the quality of student learning and develop the abilities of the student-teacher.

Among the main tasks performed by the student- teacher is:

a. Assistance: these tasks support the role of the mentor and help in identifying the observation of students ' progress and enable him to get to know the students.

- Being sure of students' attendance.

- Distribution of papers or materials during educational activities.

- Assistance in correcting students ' assignments

- Monitoring the work of students in their groups and providing individual support.

- Helping students with their late work or lessons.

b. Co- planning: The field training period is considered a golden period for the student-teacher to learn how planning is done at school. Curriculum standards and unified forms are used in all schools by the Ministry. However, each school has its own specifics in the mechanisms of preparation and distribution of tasks. The student-teacher helps the mentor and colleagues in lesson planning and be a positive initiator, as these are considered leadership qualities and professional commitment.

c. Co-teaching: During the first week, it is preferable not to do the total teaching directly. However, doing the introduction of the lesson, the end or some short activities in the class, are good ways to start getting to know the students and using the knowledge and skills of the student-teacher. Co-teaching allows to gain some experience with the support of the mentor. They also allow you to develop a professional relationship and cooperation between the mentor and the student-teacher.

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

The expectations for the second week includes the continuation of observations-this week's observations will be focused on assessment practices, both formative and final, and monitor both class management and educational strategies in the lesson.

The most important tasks are summarized as follows:

a. Observation: the observation in the second week focuses on all teaching tasks, including teaching strategies, classroom management and assessment. You will find the observation forms in the appendices.

b. Assistance: continue what was indicated in the tasks of the first week with effort and more interaction with the student individually in addition to teamwork.

c. Co-planning: continuation of joint planning, with the addition of a part of the planning of some short activities at the beginning or end of the class. The student-teacher discusses his plan and idea with the mentor and then teaches the students.

d. Co-teaching: continue to participate in teaching while taking on a larger role than just working with one group of students, adding a part by repeating the same activity, or teaching the activity to another class if possible. The mentor will determine the suitability of some tasks for you, knowing that he may hesitate to add tasks or offer challenges early, so the student-teacher must be an enthusiastic initiator ready without affecting the tasks of the mentor and his responsibilities towards the class and the school.

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

The activities during the third and fourth Weeks tend towards more autonomy with the students, but under the close supervision of the mentor. In the fourth week, the student-teacher will take on more responsibilities in

preparation to start teaching in the fifth week.

a. Observation: observations in the third week combine classroom management strategies with teaching strategies, and assessment practices in the same lesson. You will find the forms in the appendices.

b. Assistance: in the third week, the tasks from the first and second weeks are continued and more interaction with students individually as well as teamwork is added. By the end of the fourth week, the student-teacher should start teaching fully-all lessons, various classes and/ or multiple subjects.

c. Co-planning and Independent Planning: continue to participate in planning, independent planning of the main activity of different subjects or classes, taking into account the policies of the school and the tasks of the mentor. The student-teacher should be ready in the fifth week to carry out the full teaching load.

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

- Dividing the class into two groups so that both the student-teacher and the mentor teaches a group.

- Dividing the instructional time-so that the student-teacher or the mentor introduces the lesson and demonstrates the skills, while the other person performs the practices and the assessment part of the lesson.

- One person presents the lesson content while the other supervises the collaborative work groups.

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

Fifth – nineth weeks: full responsibility for teaching:

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

Tenth week: reducing responsibilities:

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

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

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Schedule detailing the responsibilities and roles of the student teacher per week

The week	Suggested tasks
Two weeks before joining school	- Course Seminar - Introductory meeting
Week 1	- Observing different lessons and criticizing them - Assisting the teacher during teaching -(individual teaching or partial teaching) - Joint planning (teamwork, if available) with the mentor - Reflective journal
Week 2	- Joint planning with the mentor (team work) - Partial teaching - Full teaching - Observing different lessons and criticizing them - Reflective journal
Week 3	- Joint planning with the teacher (team work) - Partial teaching - Full teaching - Class observation - Reflective journal
Week 4	- Joint planning with the teacher (team work) - Partial teaching - Complete individual planning of lessons and their implementation - Class observation - Reflective journal
Week 5-9	- Teaching full load with individual planning - Reflective journal - Course tasks
Week 10	- Assist the teacher in teaching (individual or small groups) - Complete planning and implementation of two lessons. - Class observation - Reflective journal
Eleventh week	- Make up for absences and hand over all tasks

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

School schedule: -

During this 10-week period, the student teacher field training begins from the time teachers are required to arrive at school until they leave at the end of the school day- from Sunday to Thursday.

It is not allowed to leave the school during the school day or to make any other arrangements without prior approval from the university supervisor and the field training unit. In the event of illness or otherwise in forced absence, the student-teacher is responsible for informing the mentor, the university supervisor, and the field training unit as soon as possible. Accordingly, contact details must be arranged with the mentor, the university supervisor, and the field training unit, such as e-mail, phone, or SMS, at the beginning of the course.

Field Training Seminar: -

A weekly seminar is scheduled for the student-teacher to meet as a group with the university supervisor. It includes topics explaining how to access resources, and to deal with unexpected situations that arise during the field training period and procedures required by Qatar University as part of the graduation requirements.

Attending seminars: -

The university believes that attending seminars is an individual responsibility for the student-teacher, and is expected to:

- Attend weekly seminars, which are scheduled by the university supervisor
- Attend and leave at the specified times
- Complete all tasks as required of him
- 2 – 3 optional meetings will be held to finalize the requirements for the E-folio, working papers and forms after completing the field training.

  The university rules on absenteeism are followed, if absence from the seminar is necessary, the student-teacher should communicate with the university supervisor about the situation (in this regard). See the attached pledge.

  Failure to comply with this pledge means meeting with the student-teacher to find out the reasons for this and/or canceling his field training.

Responsibilities of the student teacher

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

Commitment:

- Make field training a top priority in the classroom.
- Come to school on time and stay until the end of the school day.

Organization:

- Hand over the weekly teaching schedule to the university supervisor, provided that he is informed of any changes that may occur on this schedule (appendix).
- Inform the school, the mentor and the university supervisor as soon as possible if absence due to illness is necessary.

Preparation:

- Provide the mentor with copies of your written lesson plans two days in advance of the scheduled teaching time.
- Prepare all teaching materials and teaching techniques in advance to avoid wasting time or student misbehaviour
- Read various sources of educational materials that go beyond the book material in order to enrich the lesson.
- Plan for the most effective ways to implement separation and lesson transition procedures between you and the mentor teacher
- Give teaching style flexibility, by planning for interruptions or time constraints.

Teaching:

- Know and understand the main principles and concepts of the educational material to ensure higher levels of teaching efficiency.
- Sequentially arrange educational events to enhance student understanding.
- Monitor the behavior and learning patterns of students coming from multiple cultures to create a classroom atmosphere that promotes cross-cultural understanding.
- Introduce diverse teaching methods to provide individualized learning styles and to better develop research and problem-solving skills.
- Be competent to create and use educational materials and technologies that are in line with the level of development of students.
- Provide directions in a clear and consistent manner.
- Develop critical thinking through the use of high-level questions.
- Choose various assessment tools and teach students to use self-assessment.
- Provide lesson activities that require collaboration and teamwork.
- Encourage creativity by accepting students ' ideas to enrich the classroom experience.

Relations with students

- Create and maintain a positive learning environment by showing respect to each and all student.

- Develop a specific class management plan with the mentor that complements the existing plan and your strengths as a new teacher. Stay firm but friendly in your relationships with each student.
- Realize students ' social and emotional needs.
- Be a listener and respectful to others.

Scientific research

- Be aware of opportunities to participate in discussions with other teachers about the teaching profession.
- Be aware of current research in the field of education that interests you.
- Be aware of opportunities that increase the student's education outside the classroom and that extend to the local community.
- Constantly try to add new research-based teaching methods to include in the collection of educational works.
- Be aware of developments in formative and final assessment methods and their effective applications in the classroom.
- Use resources and be aware of the reference people available at the school where you are assigned such as IT expert, librarian, nurse, school doctor, art and music teacher ...etc.

Leadership:

- Wear appropriate professional clothing.
- Welcome constructive proposals and include and integrate them in the subsequent planning and education stages.
- Be discreet for any confidential information.
- Learn about Qatari school institutions and programs by attending school and / or parent meetings when required.
- Attend all field training seminars.
- Collaborate with faculty members or student-teacher in the building where you are located and exchange with them educational ideas, teaching materials and technology.
- Establish professional relationships by interacting with school staff, administrators, faculty, support team, students and parents.
- Be aware of school policies and procedures.
- Be immersed in educational experiences that allow a smooth transition from the role of a student to the role of a class teacher.

Responsibilities of the mentor

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

Commitment

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

Mentoring

- Commit to attending Qatar University field training orientation sessions with the student teacher
- Instruct the student-teacher about:
  - The students
  - School schedule and daily schedule
  - Building facilities and resources
  - Employees, administrators, teachers and worker
  - School policy and procedures.
  - The nature of the local community.
  - Professional opportunities.

Preparation

- Prepare the class to receive the student-teacher as a professional colleague.
- Prepare a place for the student-teacher to work, a desk, chair, shelves and curriculum guides
- Discuss tasking the new student- teacher with the university supervisor and be sure to raise any concerns.

Teaching

- Provide preparatory steps for teaching by preparing appropriate planning and teaching as well as explaining and clarifying the purpose of multiple educational strategies.
- Show the methods and resources available to prepare daily lesson plans that are sequential and combinable with the content.
- Review how to use curriculum guides, teacher guides and other sources for your class/ subject level.
- Explain the philosophy of classroom management, the specific techniques you are using, and how management is when you and the student-teacher are in the classroom together.
- Choose a specific time to plan together on a daily/weekly basis.
- Explain ways to keep records of attendance, delays, grades, behavior, and others required by the school.
- Explain emergency, security and safety procedures such as fire alarm bell, patient and brawls.
- Guide the student-teacher towards effectiveness by:
- Monitoring the effective use of time.
- Requesting to write study plans two days before the training date.
- Creating a climate that encourages questioning and self-reflection.

- Praising and encouragement.
- Maintaining open lines of interaction and communication.
- Discussing the problems openly, each problem separately.
- Sharing professional experiences and educational materials.
- Taking advantage of the trainee's special interests, talents and abilities in order to enrich the educational curriculum.
- Encouraging the use of alternative educational and administrative techniques.
- Directing acceptance of multiple school assignments and tasks that represent the teacher's workload.

- Allow the trainee to take full responsibility for teaching and administration within the classroom for at least five weeks during the semester.

- At some point during the time when the student-teacher is with you, give some specific instructions on how to arrange class preparation from the beginning of the year.

Scientific research:

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

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

Leadership

- Accept each trainee as an individual and stay away from comparing him/her with the previous student-teacher.

- Allow the trainee to go out to attend all the required seminars that are part of his/her field experience.

- Leave the student-teacher alone in the classroom so that he feels independent and has the opportunity to learn from his mistakes. Make sure that this happens gradually and explain where you are in case of any emergency.

- Introduce the student-teacher to magazines, sources and professional organizations.

- Involve the student-teacher in the meetings of the school board, the curriculum, parents ' meetings, and parent/teacher meetings whenever possible.

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

Commitment:

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

Mentoring and organizing:

- Introduce the student-teacher to their preferred method of communication
- Visit the school to meet the mentor and administrators
- Contact the student- teacher if you cannot make an appointment
- Organize a complete student-teacher portfolio of work, including the Course Experience Evaluation Survey CEES
- At the end of the field training semester, hand over the coordinator of the field training unit all documents and forms

Preparation:

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

Teaching:

- Participate in the student-teacher orientation at the beginning of the semester, where these directions emphasize the responsibilities (academic, moral, ethical, and legal) and the information necessary for a smooth transition from a university student to a successful teacher.
- Participate in guiding the mentors to provide information related to the program, the required responsibilities and effective communication with the student-teacher and the university supervisor.

- Share information with the student-teacher about professional development opportunities in the local community.

Scientific research:
- Monitor, evaluate and assess the student-teacher on a regular basis in terms of teaching, planning, management and professionalism.
- Guide the student-teacher development in terms of reflection and self-assessment.
- Evaluate the student-teacher study plans and provide your written feedback.
- Accurately document any violations of school policy or professionalism as well as any unsatisfactory progress in classroom instruction and management.
- Plan to intervene if there are problematic aspects that need special attention. A copy of any plans resulting from the intervention must be submitted to the diploma program coordinator after all parties have signed the plan.
- Participate in the triple assessment session (for at least 20 minutes) with the student-teacher and the mentor in the assessment of the middle and end of the field training.
- Complete mid-and final assessments with the mentor for each student-teacher and write recommendations and / or summaries.
- Review the entire E-folio.

Leadership:
- Continue professional development by reading professional journals and attending conferences.
- Be an assistant to the new field training supervisor if requested.
- Communicate regularly with the program coordinator on areas of interest or make proposals for program-specific changes.
- Be the link between the student-teacher and the college of education at Qatar University (this includes communication with the school administrators, mentors, the student-teacher and the field training coordinator).
- Help put the student-teacher in the schedule of the next semester by making suggestions or recommendations.

- Complete Letters of recommendation for student-teachers who apply for preliminary applications for teaching positions.

Appendices

Appendix (1)

Circular on the regularity of attending the field training course for special education students during the semester ----------

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

Therefore, we inform you of the following:

- The duration of the field training starts from - - - - - and ends at ----------

- Absence from field training is allowed only with an acceptable excuse and for a period of 3 days only. They must be compensated after the end of field training (in the eleventh week).

- In case of exceeding the absence for more than 3 days, the student is failed for absence.

- In case of emergency medical cases that require medical quarentine, the absentee student with medical reports certified by Hamad Medical Corporation is allowed to be absent for 7 days from the field training. They must be compensated after the end of field training (in the eleventh week).

- Permission hours and delays must also be compensated if the time exceeds two hours during the ten-week period (the full training period). And that's also in the eleventh week.
- In case you are absent 25% of the number of hours of the seminar, half of the grade will be counted for you, and absence more than that will be counted as zero grade.

We hope everyone adheres to the above rules

Field training unit

Student Name: ----------------------   Registration number: ----------------   signature------------------

Daily appointment form

Week …………………………

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

Name of the student-teacher_____

Mentor_____

School name_____

Class_____ Subject_____

Arrival at school _____ departure time_____

The time	Sunday	Monday	Tuesday	Wednesday	Thursday

Guidelines and forms for student-teacher observation of other teachers

(To be used when observing other classes)

Task 1: observation of the classroom management

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

a. General classroom environment

- What does the classroom environment look like – Is it encouraging for interaction and learning or is it unfriendly?

- How students ' works are presented in the classroom?

- How are the works of educational materials displayed in the classroom? (For example, do the works reflect the Arabic language material in the classroom?)

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

- Interaction of teachers with students: how much time does the teacher speak during the lesson? Does the talk contain questions or is it just a presentation of information?

- Interaction of students with teachers: how many opportunities have students had to ask questions to the teacher, or do students give only simple answers to the questions?

- Student-student interaction: what opportunities do students have to work collaboratively or to talk to each other on the topic of cooperation, and how many are there?

c. **Application**: choose at least one of the classroom management methods that you will apply, and report on the progress made during the seminar.

The time	Management strategy	Notes
The environment		
	General impression about the class	
	Display of student work	
Interactions		

	The teacher with the student	
	The student with the teacher	
	Student with student	

Task 2: Observation of instructional strategies.

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

a. Lesson structure

- Does the lesson plan include a variety of ways to engage students in effective learning?

- Does the teacher adhere to the lesson plan?

- Does the lesson include specific strategies to meet the diverse needs of students and take into account individual differences?

b. Student participation

- How do students participate effectively in the lesson?

- How do students work together?

- How often does the teacher ask open - ended questions?

c. **Application**: choose at least one educational strategy that you will apply, and report on the progress made during the seminar.

The time	Educational strategies	Notes
Lesson structure		
	Effective learning	
	Stick to the lesson plan	
	Consider the differences	
Student participation		
	Student participation	
	Student cooperation	
	The questions are open-ended	

Task 3: Observation of assessment practices.

Both the formative (structural) and the final assessment of the third task should be taken into account and applied.

a. Examples of using formative assessment

- To determine the level of understanding of the student, and then modify the instructions to meet the needs of the student.
- Self-assessment of the teacher when presenting the lesson - do I present the information in a form that students can understand and follow?

b. Examples of types of formative assessment

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

c. Examples of using the final assessment

- Student marks
- Student motivation
- School reports

The time	Assessment practices	Notes
Formative assessment		
	Students' understanding	
	Teacher self-assessment	

Select the types used					
	Yes/ No		Yes/ No		Yes/ No
working papers		visual organizers		The questions are open-ended	
exit cards		the exams		Questions have limited answers	
Final assessment					

خطة تحضير درس يومي للعام الأكاديمي ....
Daily Lesson Plan for the Academic Year …………….

		اسم الطالب **Student Name**	نموذج خطة الدّرس اليومي	**School name** **School Name**
اليوم / التاريخ **Day/ date**	اليوم	اليوم / التاريخ **Day/ date**	اليوم	**Article/Unit** **Subject/Unit**
		عنوان الدرس **Lesson Title**		**Assistant teacher** **MentorTeacher**

مصادر التعلم **Resources** (Used in planning)		معايير المناهج التعليمية **Qatar Standards**
اكتب أرقام الصفحات **Write pages numbers**	كتاب الطالب **Student Text Book**	اكتب رقم ونص المعيار Write out the Qatar Standard and provide number and letter where appropriate.
اكتب أرقام الصفحات **Write pages numbers**	كراسة التمارين/ الأنشطة **Workbook/ Activity Book**	
اذكرعناوين الكتب المســـتخدمة، أو اية مصادر اخرى تم استخدامها لبناء الدرس **Write other supportive books or resources used within the lesson**	مصادر التعلم المساندة **Supportive learning resources**	

الوسائل التعليمية **Materials** (Used in teaching & learning)	المصطلحات والمفاهيم الرئيسة **Terminologies and Basic Concepts**
حدد الأدوات التعليمية والتكنولوجية اللازمة للنشاط. Identify the quantity of various materials needed for the activity. Do not forget multimedia equipment when needed.	حدد المصطلحات والمفاهيم الرئيسة في الدرس Identify terminologies and basic concepts in the lesson

أنشطة التعليم والتعلم **Teaching and Learning activities**	
الزمن **Time**	التهيئة **Activating Prior Knowledge/Focus/Motivation**
	ضمن الدرس بعض الأمور التي تحفز المعرفة السابقة للطالب، حاول اجتذابهم وتحفيزهم للتعلم، قد يكون هذا في شكل سؤال أو عرض مبسط لشيء، ولكن تأكد أن هذا العمل يرتبط بهدف الدرس. اقتراح : بعد النشاط الأولي قم بذكر هدف الدرس للطلاب. Include something to activate students' prior knowledge and capture students' interest and motivate them for learning. This may be in the form of a question or a demonstration. Be creative, but make sure it connects to the overall lesson objective. Suggestion: **After** the focus activity, state the lesson's objective to students

الأنشطة الرئيسة **Basic activities**				
الزمن **Time**	التقويم من أجل التعلم التقويم البنائي **Student Activities**	أنشطة الطالب التعليمية **Student Activities**	طرق وأساليب تدريس المعلم (الاستراتيجيات التعليمية) **Teacher Strategies**	أهداف التعلم **Objective(s)**

	Assessment for Learning (formative assessment			
	اشرح كيف ستتم عملية تقويم الطلاب، وتقديم جميع المواد اللازمة له. وتقديم سلم التقدير او اية قوائم مستخدمة. Explain how you plan to assess students, and include any materials that are needed. Include the scoring rubric you would use for evaluation purposes or observational checklists when appropriate. (Be sure to match objectives to assessments.)	في حالات التعليم المباشر يمكن توجيه الطلاب من خلال نماذج أو أمثلة، ثم ممارسة النشاط بشكل مستقل، وإذا كان الطلاب يستكشفون يعرض النشاط أولا، ومن ثم تسمح للطلاب بشرح النتائج، واتباعها بالأسئلة، وتوضيح بعض النقاط الضرورية المتعلقة بالمحتوى، أو تقديم حلول استنادا إلى خبرات الطلاب والأسئلة. In direct instruction situations, students may be guided through models or examples, then provided independent practice. If students are exploring and investigating an activity first, you may allow students to explain results, follow with questions, and then make points necessary relating to particular content information or expected solutions based on student experiences and questions.	بين كيفية القيام بالنشاط من خلال وصف الاستراتيجيات التعليمية المستخدمة، مع مراعاة التنوع في طرق التدريس، مثل التعلم التعاوني، الاستقصاء، والتعلم بالاكتشاف، ..... وودمج المحتوى والتكنولوجيا في التعليم إلى أقصى حد ممكن. Describe instructional strategies to be used. Indicate how the activity should be done. Keep in mind to use cooperative learning, methods of inquiry, or investigation when possible and to integrate content areas and technology in instruction as much as possible in activities.	اذكر هنا ما تتوقع من الطلاب معرفته وتطبيقه بعد الانتهاء من الدرس State what you expect students to know and be able to do **after** completing the lesson.

حاول انهاء الدرس، قم بذكر الأهداف مرة أخرى، ومن الممكن تلخيص الأفكار الرئيسية المقدمة أو الطلب من الطلاب الإجابة عن بعض الأسئلة للتحقق من مدى فهم الطلاب للمفاهيم الأساسية التي قدمت في الدرس. Bring the lesson to a close. Restate the instructional objective. You may want to summarize activities or ask students to respond to questions to check for student understanding of the basic concepts addressed by the activity.		**الغلق** **Closure**
حدد الواجبات والتكليفات التي سيقوم الطلبة بتنفيذها في المنزل وحدد المصدر المستخدم، .... أو أية إرشادات مهمة لتنفيذ الواجب **Identify the homework assigned to students to be conducted at home, its resources, or any important guidelines to complete the homework.**		**الواجب** **Homework**
كتقويم ختامي لكافة أهداف التدريس التي تم التخطيط لها، واذكر أيَّة مواد لازمة لذلك، وَضَمِّن تقييمك معيارَ التَّقييم المستخدم اشرح كيف تخطط لتقييم الطلبة أو قوائم الرصد أو غيرها .....عندما يكون ذلك مناسباً وتأكَّد من مطابقة الأهداف لعمليات التقييم(Rubric)لأغراض التقييم)		**التقويم الختامي** **Summative assessment**

التربية القيمية والثقافة الأسرية (الأهداف الوجدانية إن وجدت) **Value Education & Family Literacy** **Objectives (affective domain, if available)**	تسهيلات الدمج (الدعم الإضافي) إن وجد **Inclusive facilities for students with special needs (additional support/ if available)**	الأنشطة الإثرائية/ تمديد الدرس **Enrichment Activities/** **Lesson Extension**	التمايز / التعديلات / الفروق الفردية **Differentiation/Modifications** **Individual differences**

وضح الأهداف التي ستسعى لتحقيقها في المجال الوجداني (مثل بناء اتجاهات إيجابية نحو .....، أو تنمية قيم ...... Identify the objective(s) you will address in the affective domain such as building positive attitudes towards ….. , developing values …..	في حال وجود طلبة من ذوي الاحتياجات الخاصة/ وضح التسهيلات والإجراءات المتبعة لدمج الطلبة أو أي دعم إضافي يقدم للطلبة من ذوي الاحتياجات الخاصة In case there is/are student/s with special needs, explain the facilities and procedures for the integration of those students or any additional support offered for students with special needs.	اقترح سبل لتوسيع النشاط للطلاب، اذكر ما يمكن أن يفعله الطالب لتطبيق المفاهيم والمهارات العملية التي تعلمها مع أوضاع جديدة. ويمكن استخدام هذه الأنشطة للطلاب الذين انهوا العمل وعلى استعداد للمضي قدماً. لا يتم تدريس أي معلومات جديدة هنا ـ الطلاب يقومون فقط بتطبيق ما تعلموه في الدرس ضمن سياق جديد. Suggest ways to extend the activity for students. Indicate what students could do to apply the concepts and process skills learned to new situations. This can be used as extended activities for students who complete work and are ready to move on. No new information is taught here—students are applying what they have learned in the lesson to a new context.	اقترح ما الذي ستفعله لمراعاة الفروق الفردية أو تعديل الدرس للطلاب ذوي الاحتياجات المختلفة، أو ماذا ستفعل للطلاب الذين يواجهون صعوبة في فهم المفاهيم والمهارات التي تدرس في الدرس أو بحاجة إلى دعم إضافي. Suggest what you will do to differentiate or modify the lesson for students with diverse needs. What will you do for students who are having difficulty understanding concepts or skills taught in the lesson or need additional support?
التأمل الذاتي للمعلم Teacher self-reflection			

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يتم بعد الانتهاء من تدريس الدرس التفكير في التدريس الخاص بك، قد تفكر في معالجة الأسئلة التالية:

1- ما الأمور التي سارت على ما يرام في الدرس، ولماذا تعتقد أنها سارت على ما يرام؟

2- ما يمكنك القيام به لتحسين الدرس في المرة القادمة؟

3- كيف تم تقييم تعلم الطلاب؟

After you have finished teaching the lesson, think about your teaching, you may consider addressing the following questions:

1-what were the things that went well in the lesson, and why do you think they went well?

2-What can you do to improve the lesson next time?

3-How was the students ' learning assessed?

المعايير المهنية للمعلمين Professional standards for teachers

☐1. التخطيط لتطوير أداء وتحصيل الطلبة.

☐ 2. إشراك الطلبة في عملية التعلم و تطويرهم كمتعلمين.

☐ 3. توفير بيئة تعلم آمنة وداعمة ومثيرة للتحدي.

☐ 4. تقييم تعلم الطلاب واستخدام بيانات التقييم لتحسين الأداء.

☐5.إظهار ممارسات مهنية عالية الجودة والمشاركة في التطوير المهني المستمر.

☐6.الحفاظ على الشراكة الفاعلة مع أولياء الأمور والمجتمع.

☐1. Plan for the development of students ' performance and achievement.

☐2. Engage students in the learning process and develop them as learners.

☐3. Provide a safe, supportive and challenging learning environment.

☐4. Assess students ' learning and use assessment data to improve performance.

☐5. Demonstrate high-quality professional practices and participate in continuous professional development.

☐6. Maintain an active partnership with parents and the community.

Proposed framework for adapting an educational unit

Prepared by:

Registration number:

Bachelor of Special Education / Diploma of special education program
Major/...........

Submitted to the teacher of the field training course:

Contents

T he title	Page number
Introduction	
General information about students	
Academic unit content	

classroom environment	
Study plans series	
Lesson Plan 1 with appendices	
Lesson plan 2 with appendices	
lesson plan 3 with appendices	
Lesson Plan 4 with appendices	
Lesson plan 5 with appendices	
Review lesson with appendices	
Sample summary of unit adaptation tools and strategies used in previous lesson plans	
Sources and references	

Unit Title

Introduction

The first step:

Form No. (1) General information about students			
Attributes/characteristics	Description of the characteristics and of the students	Means of collecting information	The characteristics of the students during the planning of the unit
Students' academic performance level (how much learners know the content)			
Students' social and cultural characteristics			
Students' emotional traits (their interests and preferences)			

Students' physical and health characteristics			
Learning styles			

The second step

Subject:	Unit:	Lesson Topic:
Form No.(2) **Define and describe academic content (explain it)**		
elements	**Content identification/description**	
unit topics		
concepts		
skills		
values and trends		

unit standards (set by the SEC)	
The extent to which the unit relates to the curriculum as a whole	
scope and sequence of unit topics	
Problems students are expected to encounter during the lesson	
Strategies used to overcome expected problems	

The third step

Form No.(3) Classroom environment management	
Standards	**procedures or approaches**
Creating a classroom environment characterized by closeness and respect (Explaining the strategies that will be followed to create a positive learning atmosphere and giving evidence)	
Building a culture of learning (Ideas that ensure a stimulating atmosphere for learning)	
Classroom management procedures	
Student behavior management	
Drawing a map to arrange/organize the classroom environment	

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The fourth step is a guided model of how to write a lesson plan

Guided model of how to write a lesson plan
Lesson plan

Unit address:			
Lesson duration:	**Subject:**	**Date:**	**The name:**
Number of students in class:		**Educational level:**	**Basic teacher:**

Qatar standards

Write the educational standards attached to each lesson in the curriculum and write the number and letter / letters

Objectives

Write what students are expected to learn, know and acquire after completing the lesson

Sources used in lesson planning

Include the title(s)of the book, website, or sources of information that were used to help develop the lesson plan

Materials used in teaching and learning

Determine the number of different materials needed for the activity, including the various technologies that will be used in the lesson

Induction of prior knowledge/focus/motivation

Write the method or strategy that will be used to evoke students' previous knowledge and the mechanism of attracting their interest and motivating them to learn .

This may be in the form of asking a question. You must be creative, but you must make sure that this is related to the objective of the comprehensive lesson

(suggestion: after attracting the attention and focus of the students, they are informed of the objective of the lesson)

Strategies

Write the educational strategies that will be used. You should explain how the activity should be done keeping in mind the use of collaborative learning and integrating content and learning technology aspects into the activities as much as possible

Differentiation/Modifications

Suggest what you will do to take into account individual differences among students, or to make adjustments or adaptations, whether in content, teaching aids, teaching methods, or classroom environment to suit the different needs of students with disabilities. What would you do for students who are having difficulty understanding the concepts or gaining the skills explained in the lesson or who need additional support?

Lesson extension

Work on suggesting ways to extend the activity to students. Point out what the students can do to apply the concepts and skills learned in new situations. This(lesson extension) can be used as a type of activity for students who have achieved the objectives of the lesson and have shown their willingness to move on to the next stage. In this activity, no new information is taught, but rather the students apply what they have learned in the lesson in a new context or experience.

Example: the first lesson مثال: الدرس الأول

		اسم الطالب Student Name		اسم المدرسة School Name
	المادة / الوحدة Subject/ Unit	اليوم / التاريخ Day/ date		المادة / الوحدة Subject/ Unit
		عنوان الدرس Lesson Title		المعلم المعاون Mentor

مصادر التعلم Resources (Used in planning)		معايير المناهج التعليمية Qatar Standards
	كتاب الطالب Student Text Book	
	كراسة التمارين/ الأنشطة Workbook/ Activity Book	
	مصادر التعلم المساندة	

	Supportive learning resources	

المصطلحات والمفاهيم الرئيسة **Terminologies and Basic Concepts**	الوسائل التعليمية **Materials** (Used in teaching & learning)
	1

أنشطة التعليم والتعلم **Teaching and Learning activities**	
الزمن **الزمن** **Time**	التهيئة **Activating Prior Knowledge/Focus/Motivation**
	الأنشطة الرئيسة **Basic activities**

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طرق وأساليب تدريس المعلم (الاستراتيجيات التعليمية) Teacher Strategies	طرق وأساليب تدريس المعلم (الاستراتيجيات التعليمية) Teacher Strategies	طرق وأساليب تدريس المعلم (الاستراتيجيات التعليمية) Teacher Strategies	طرق وأساليب تدريس المعلم (الاستراتيجيات التعليمية) Teacher Strategies	time Time

التربية القيمية والثقافة الأسرية الوجدانية إن وجدت) (الأهداف Value Education & Family Literacy Objectives (affective domain, if available)	تسهيلات الدمج (الدعم الإضافي) إن وجد Inclusive facilities for students with special needs (additional support/ if available)	الأنشطة الإثرائية/ تمديد الدرس Enrichment Activities/ Lesson Extension	التمايز/ التعديلات / الفروق الفردية Differentiation/Modifications Individual differences
	Important note: Here the student-teacher describes in points what are the adaptation procedures for the unit that were applied to suit the student for whom the unit will be adapted: Describes how the previous objectives were simplified and/or how teaching and assessment methods were adapted ملاحظة هامة: هنا تصف الطالبة المعلمة بنقاط ماهي إجراءات التكييف للوحدة التي تم تطبيقها لتتناسب مع الطالب الذي سيتم تكييف الوحدة له: تصف كيف تم تبسيط الأهداف السابقة و/أو كيف تم تكييف أساليب التدريس وأساليب التقييم		Important note: Here the student teacher focuses on the diversity of the entire class group, how learning styles and the differentiation between them have been taken into account ملاحظة هامة: هنا تركز الطالبة المعلمة على تنوع المجموعة الصفية كاملة كيف تم مراعاة أنماط التعلم والتمايزبينهم

التأمل الذاتي للطالب المعلم Student self-reflection
المعايير المهنية للمعلمين Professional standards for teachers

1. Planning for the development of student performance and achievement.

2. Engage students in the learning process and develop them as learners.

3. Provide a safe, supportive and challenging learning environment.

4. Assess students ' learning and use evaluation data to improve performance.

5. Demonstrate high-quality professional practices and participate in continuous professional development.

6. Maintain an active partnership with parents and the community.

1. التخطيط لتطوير أداء وتحصيل الطلبة.

2. إشراك الطلبة في عملية التعلم و تطويرهم كمتعلمين.

3. توفير بيئة تعلم آمنة وداعمة ومثيرة للتحدي.

4. تقييم تعلم الطلاب واستخدام بيانات التقييم لتحسين الأداء.

5. إظهار ممارسات مهنية عالية الجودة والمشاركة في التطوير المهني المستمر.

6. الحفاظ على الشراكة الفاعلة مع أولياء الأمور والمجتمع.

Worksheets for each lesson that directly follow the lesson plan

Model		
A summary of the unit adaptation tools and strategies used in the previous lesson plans		
Determine the qualities and characteristics of two students from the same class		
Elements	**The lowest achieving student**	
Justifications for choosing the student		
The modifications that were applied in the lesson and that are commensurate with the needs that were identified when describing the student with disabilities		
Field of modifications	**Modifications for students with disabilities**	**The reason or justification for making the modification**
Lesson objectives	Lesson1 objectives that have been adapted/modified Lesson 2 objectives that have been adapted/modified	
Lesson content	Modifications to the content of the first lesson: And so on with the rest of the lessons	
Teaching strategies	Modifications made in the strategies of each lesson	

Suggested learning activities	**Modifications that dealt with the learning activities in each lesson of the unit**	
Sources and learning technology	**Modifications that dealt with the sources and learning technologies in each lesson of the unit**	
Assessment tools	**Modifications that dealt with assessment tools in each lesson of the unit**	

Sources and references:

A documented list of sources from which the student-teacher derived his scientific material, activities, and educational and technical means, such as websites, books, booklets, magazines, journals.pamphlets, reports, and pictures of the unit ,

Appendix No. (5) Criteria for correcting the lesson plan *Lesson Plan Rubric*

ملحق رقم (5) معايير تصحيح خطة الدرس

Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Qatar Curriculum Standards معايير المناهج القطرية	QNCP standards are identified but are clearly inappropriate in number, grade and/or topic. تم التعرف علي عدد من معايير المناهج القطرية ولكنها غير مناسبة بصورة جلية في العدد ولا تتماشي مع الصف الدراسي و الموضوع	QNCS standards are identified but either are inappropriate in number or do not match the grade or topic well. تم التعرف علي عدد من معايير المناهج القطرية ولكنها اما غير تتماشى مع مناسبة في العدد او لا الصف الدراسي و الموضوع	An appropriate number of QNCS standards are identified; most match grade and topic. تم التعرف علي عدد مناسب من معايير المناهج القطرية و معظمها تتماشي بصورة واضحة مع الصف الدراسي و الموضوع	An appropriate number of QNCS standards are identified and clearly match grade and topic. تم التعرف علي عدد مناسب من معايير المناهج القطرية و هي تتماشي بصورة واضحة مع الصف الدراسي و الموضوع
Instructional Objectives أهداف التدريس	Objectives are not aligned with standards or assessments AND are not measurable. لا تتماشى الاهداف المصاغة مع المعايير أو اساليب التقييم ولا يمكن قياسه	Stated objectives are not aligned to standards and assessments OR are not measurable. لا تتماشى الاهداف المصاغة مع المعايير و اساليب التقييم أو لا يمكن قياسها	Stated objectives are aligned with standards and assessments, but all are not measurable. تتماشي الاهداف المصاغة مع المعايير و اساليب التقييم ولكنها جميعا لا يمكن قياسها	Stated objectives are aligned with standards and assessments and describe measurable goals. تتماشي الاهداف المصاغة مع المعايير واساليب التقييم و تصف اهدافا يمكن قياسها

Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Materials المواد	Materials are insufficient in number or are not be appropriate to students' level or to the topic. المواد التعليمية غير كافية من حيث العدد أغير مناسبة لمستوي الطلبة او الموضوع	Materials are insufficient in number and or contribute only slightly to the lesson. المواد التعليمية غير كافية من حيث العدد و تساهم بصورة طفيفة في او\الدرس	Materials are adequate in quality and number, appropriate to students' level and to the topic. تتميز المواد التعليمية بانها مناسبة من حيث الجودة و مناسبة لمستوي الطلبة والموضوع	Materials are high quality and clearly enhance the lesson. They are adequate in number and appropriate to students' level. تتميز المواد التعليمية بانها عالية الجودة فهي. و تدعم الدرس بصورة واضحة كافية من حيث العدد و مناسبة لمستوي الطلبة
Resources المصادر	Resource list has many important omissions and no supportive resources. يوجد بقائمة المصادر اشياء كثيرة محذوفة و لا يوجد مصادر داعمة	Most required resources are named, with only minor omissions. Supportive resources are lacking م تسمية معظم المصادر المطلوبة ،مع وجود بعض الاشياء الغير موجودة الثانوية. تنقص الخطة المصادر الداعمة	All required resources and some additional resources are identified, although the list lacks variety in type of resources identified. جميع المصادر المطلوبة و الاضافية تم التعرف عليها بالرغم من ان القائمة ينقصها التنوع في نوع المصادر	All required resources and additional supportive resources are identified; various types of resources are included (print, electronic, physical). جميع المصادر المطلوبة و الاضافية تم التعرف عليها ،و تم تضمين انواع متعددة من المصادر) مطبوعة ،الكترونية ،مادية)
Activating Prior Knowledge/ Focus/ Motivation اثارة الدافعية\تنشيط الخلفية المعرفية	Prior knowledge is not activated, or activity is not related to objectives.	Prior knowledge is somewhat activated, but the relationship to objectives is weak.	Prior knowledge is activated through a specific technique related to objectives.	Prior knowledge is activated through a specific engaging technique that is clearly related to objectives.

Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	لم يتم تنشيط المعرفة السابقة او يرتبط بالأهداف النشاط لا	تم تنشيط المعرفة السابقة الي حد ما ،و لكن العلاقة بنها و بين الاهداف ضعيفة	تم تنشيط المعرفة السابقة من خلال اجراء محدد مرتبط بالأهداف	تم تنشيط المعرفة السابقة من خلال نشاط يدمج الطلبة و مرتبط بصورة واضحة مع الاهداف
Technology التكنولوجيا	Technology use distracts from learning objectives. هناك استخدام مبدع للتكنولوجيا من جانب الطلبة و هذا الاستخدام يدعم بصورة واضحة اهداف التعلم	Use of technology to support lesson objectives by the teacher is limited; no use of technology by students. يدعم الاستخدام المناسب للتكنولوجيا من جانب المعلم او الطلبة اهداف التعلم	Appropriate use of technology by teacher or students supports learning objectives. استخدام التكنولوجيا لدعم اهداف الدرس من جانب المعلم محدود ،و لا يستخدم الطلبة التكنولوجيا	Creative use of technology by students clearly supports learning objectives. استخدام التكنولوجيا ليتماشى مع اهداف التعلم
Teacher Strategies استراتيجيات التدريس	Instructional strategy is poorly described and is not appropriate for the learning objectives. تم وصف الاستراتيجيات التدريسية بصورة ضعيفة و هي ليست مناسبة لأهداف التعلم	A single instructional strategy is described that is appropriate for learning objectives. تم وصف استراتيجيه واحدة و هي مناسبة لأهداف التعلم	More than one learning strategy is described; the set of learning strategies is appropriate for learning objectives. تم وصف اكثر من استراتيجية تدريسية ،و تتناسب مجموعة الاستراتيجيات التدريسية مع اهداف التعلم	Instructional strategies are clearly described, varied, and clearly support learning objectives. تم وصف الاستراتيجيات التدريسية بصورة واضحة, و هي متنوعة و تدعم اهداف التعلم بصورة واضحة

Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Student Activities أنشطة الطلبة	Student activities • Include a single mode of interaction (E.g., visual, auditory, or kinesthetic), • Do not encourage students to ask questions, and • Offer limited conceptual and cognitive development يستخدم مهارة واحدة فقط. - لا يشجع الطلبة على الاسئلة. - يشجع على تعليم المفاهيم بشكل محدود جدا	Student activities • Include a single mode of interaction (E.g., visual, auditory, or kinesthetic), • Minimally encourage students to ask questions of the teacher but not other students, and • Offer limited conceptual and cognitive development - يستخدم نوع واحد من المهارة (حركية أوسمعية أو بصرية). - يشجع الطلبة على طرح الاسئلة للمدرس بشكل محدود ولا يشجع على طرح الاسئلة البينية. - يشجع الوعي المفاهيمي بشكل محدود.	Student activities may • Include multiple modes of interaction (E.g., visual, auditory, or kinesthetic), • Encourage students to ask questions of the teacher but no other students, and • Enhance conceptual and cognitive development appropriate to the subject area. - ينوع في المهارات (بصرية أو سمعية أو حركية). - يشجع الطلبة على الاسئلة للمعلم ولكن ليس للطلبة. • يشجع على تطوير الوعي المفاهيمي المناسب لموضوع الدرس	Student activities • Include multiple modes of interaction (E.g., visual, auditory, or kinesthetic), • Encourage students to ask questions of the teacher and other students, and • Enhance conceptual and cognitive development appropriate to the subject area. وتشمل على: - تنوع المهارات (بصرية/سمعية/حركية) - يشجع الطلبة على طرح الاسئلة على المعلم والطلبة. • يشجع على تطوير الوعي المفاهيمي المناسب لموضوع الدرس
Modifications/ Differentiation التنوع والتمايز	A strategy to help students with a single type of need is identified, or strategies identified are not	Multiple strategies to help students with a single type of need are identified; most are appropriate	Multiple and appropriate strategies to help students with diverse needs are identified.	Multiple and appropriate strategies to help students with diverse needs are identified and explained.

Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	appropriate. يقوم بتحديد استراتيجية واحدة لنوع من الحاجات أو يقوم بتحديد استراتيجيات متنوعة ولكنها لا تستخدم.	- يقوم بتحديد استراتيجيات متعددة لتعليم الطلبة ضمن نوع واحد من الاحتياجات ومعظمها مناسبة.	- يحدد الاستراتيجيات المتنوعة لمساعدة الطلبة في التعلم بحسب احتياجاتهم المختلفة	يستخدم استراتيجيات متنوعة ومناسبة لتقديم المعلومة بحسب احتياجات الطلبة المختلفة
Lesson Extension شمولية الدرس (التوسع بالدرس)	Extension repeats but does not offer application in a new context. - يعيد تكرار ذات الموقف ولا يعطى الطلبة الفرصة لتطبيق ما تعلموه في ظروف مشابهة.	Extension includes limited opportunities for students to apply the information, concepts, or skills in a similar context. - يعطي فرصا محدودة لتطبيق ما تعلمة الطلبة في ظروف مشابهة	Extension includes opportunity for students to apply the information, concepts, or skills in a new context. - يعطي فرصة للطلاب لتطبيق ما تعلموه في مواقف مشابهه	Extension includes one or more opportunities for students to apply the information, concepts, or skills in new and authentic situations or contexts. يعطي فرصا متعددة للطلاب لتطبيق ما تعلموه في مواقف مشابهة أو ظروف حقيقية
Closure الخاتمة	Closure by teacher ends the lesson but does not summarize or clarify learning. الخاتمة فقط تنهي الدرس ولا تلخص أو توضح شيء.	Closure by teacher summarizes the lesson and clarifies points. - تختصر الخاتمة على قيام المعلم بتلخيص الدرس وتوضيح بعض النقاط.	Closure includes an opportunity for a limited number of students to summarize the lesson, respond to questions, connect to previous learning, or anticipate new learning.	Closure includes an opportunity for all students to summarize the lesson, respond to questions, connect to previous learning, or anticipate new learning. تعطي الخاتمة فرصة لكل طالب لتلخيص الدرس والاجابة عن الاسئلة

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

Criteria	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
		- يقتصر التأمل على التمعن في تصميم الدرس وطريقة التدريس محددا نقاط القوة وتلك التي تحتاج الى تطوير ولا يتعرض لمدى تعلم الطلبة.	تحتاج الى تطوير في تصميم الدرس وطريقة التدريس.	and student engagement and achievement. - يشمل التأمل على اعادة النظر بشكل واعي بمجريات الدرس ومدى فائدته في تعليم الطلبة وتحديد نقاط القوة في الدرس وطريقة التدريس ومدى تفاعل الطلبة وانجازاتهم.

Appendix No. 6 Intervention plan (includes the individual educational plan and the behavior modification plan)

IEP Rubric SPED

ملحق رقم (6)   خطة التدخل (تشمل الخطة التربوية الفردية وخطة تعديل السلوك)

Individual educational plan الخطة التربوية الفردية

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
Basic Information معلومات اساسية	Sent or incorrect المرسلة أو غير صحيحة	A designation is provided for student name, birth date, date of IEP, and type of IEP. Majority of the information is incorrect or information. يتم توفير تسمية لاسم الطالب وتاريخ الميلاد ونوع IEP وتاريخ وغالبية IEP المعلومات غير صحيحة.	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. يتم توفير تسمية لاسم الطالب وتاريخ الميلاد والمنطقة وموقع البناء وتاريخ IEP ونوع IEP المعلومات وغالبية صحيحة	A designation is provided for student name, birth date, date of IEP, and type of IEP. All of the information is correct. يتم توفير تسمية لاسم الطالب وتاريخ الميلاد ونوع IEP وتاريخ وكل المعلومات صحيحة	
Present Level of Educational Performance المستوى الحالي للأداء التعليمي	Little to no information is provided about the present level of education performance, or information provided is clearly not accurate. يتم تقديم معلومات قليلة أو معدومة حول المستوى الحالي للأداء التعليمي ، أو من الواضح أن المعلومات المقدمة غير دقيقة	Objective statements about educational, behavioral and social strengths and needs are listed but are not consistently appropriate or do not directly link to the evaluation data. Existing standardized and informal evaluation data are inconsistently included with results showing effects of children disability on educational performance. The impact of the disability on the	Objective statements about educational, behavioral and social strengths and needs are listed and directly relate to evaluation data, but are not consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of children disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided	Objective statements about educational, behavioral and social strengths and needs are listed, directly relate to evaluation results, and are consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of children disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided.	

value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
	involvement/progress in general curriculum. يتم سرد البيانات الموضوعية حول نقاط القوة والاحتياجات التعليمية والسلوكية والاجتماعية ولكنها ليست مناسبة باستمرار أو لا ترتبط مباشرة ببيانات التقييم. يتم تضمين بيانات التقييم الموحدة وغير الرسمية الموجودة بشكل غير متسق مع النتائج التي تظهر آثار إعاقة الأطفال على الأداء التعليمي. وأثر الإعاقة على المشاركة / التقدم في المناهج العامة.	يتم سرد البيانات الموضوعية حول نقاط القوة والاحتياجات التعليمية والسلوكية والاجتماعية وتتعلق مباشرة ببيانات التقييم، ولكنها ليست شاملة باستمرار. يتم تضمين بيانات التقييم الموحدة وغير الرسمية الموجودة مع النتائج التي تظهر آثار إعاقة الأطفال على الأداء التعليمي. يتم توفير تأثير الإعاقة على المشاركة / التقدم في المناهج العامة	يتم سرد البيانات الموضوعية حول نقاط القوة والاحتياجات التعليمية والسلوكية والاجتماعية، وترتبط مباشرة بنتائج التقييم وشاملة باستمرار. يتم تضمين بيانات التقييم الموحدة وغير الرسمية الموجودة مع النتائج التي تظهر آثار إعاقة الأطفال على الأداء التعليمي. و يظهر تأثير الإعاقة على المشاركة / التقدم في المناهج العامة	

Standards
International- Qatar National Professional Standards for Teachers (2016)
Standard: 1. Planning for student progress and achievement
Indicator: 1.3 Caters for different groups of students (including gifted and talented and ASEN students.
Indicator: 1.4 Uses student data to plan for student progression
International- Qatar University Diversity Standards (2015)
Standard: (2) Identify instructional needs for a diverse student population, respecting the needs of all students.

المعايير
المعايير المهنية الوطنية القطرية للمعلمين(2016)
المعيار: 1. التخطيط لتقدم الطالب وإنجازه
المؤشر: 1.3 يلبي احتياجات مجموعات مختلفة من الطلاب (بما في ذلك الطلاب الموهوبين والمتفوقين
المؤشر: 1.4 يستخدم بيانات الطالب للتخطيط لتقدم الطالب
معايير التنوع بجامعة قطر(2015)
المعيار: (2) تحديد الاحتياجات التعليمية لمجموعة متنوعة من الطلاب، واحترام احتياجات جميع الطلاب

USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation
Domain: ASSESSMENT
Standard 4: Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

الولايات المتحدة الامريكية المتحدة الأمريكية - ACEI - جمعية معايير تعليم الطفولة الدولية لبرنامج إعداد المعلمين الابتدائي
المجال: التقييم
المعيار 4: تقييم التعليم - يعرف المرشحون ، ويفهم ، ويستخدمون استراتيجيات التقييم الرسمية وغير الرسمية لتخطيط وتقييم وتعزيز التعليم الذي من شأنه أن يشجع التطور الفكري والاجتماعي والعاطفي والجسدي لكل طالب ابتدائي

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
Long Term Goals أهداف بعيدة المدى	Little or no information is provided for long term goals, or the information provided is clearly not appropriate. يتم تقديم القليل من المعلومات أو عدم تقديمها للأهداف طويلة الأجل ، أو من الواضح أن المعلومات المقدمة غير مناسبة.	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. يتم تحديد الأهداف السنوية وقد لا تستند إلى المستوى الحالي لبيانات الأداء. أولوية الأهداف تفتقر إلى التوافق مع نقاط القوة والاحتياجات للمتعلم. لا تتم كتابة الأهداف بعبارات قابلة للقياس و / أو لا تظهر اتجاهًا للنمو	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) يتم تحديد الأهداف السنوية وقائمه على المستوى الحالي لبيانات الأداء. أولوية الأهداف تفتقر إلى التوافق مع نقاط القوة والاحتياجات للمتعلم. تتم كتابة الأهداف بعبارات قابلة للقياس وإظهار اتجاه النمو. (على الأقل 2)	Annual goals are selected and prioritized based on present level of performance data. Goals are written in measurable terms and show direction for growth. يتم تحديد الأهداف السنوية وتحديد الأولويات القائمة على المستوى الحالي لبيانات الأداء. تتم كتابة الأهداف بعبارات قابلة للقياس وإظهار اتجاه النمو	

Standards
International - Qatar University Initial Program Dispositions (2015)
Standard: 8. Readily engages with new opportunities and tasks.
International- Qatar National Professional Standards for Teachers (2016)
Standard: 4. Assessing students' learning and uses assessment data to improve achievement
Indicator: 4.1 Prepares and documents all types of assessment.
International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)
PLO:
PLO 8: Lead positive change in education.
USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation
Domain: DEVELOPMENT, LEARNING AND MOTIVATION
Standard 1: Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

المعايير
الدولي - التصفيات الأولية لبرنامج جامعة قطر(2015)
المعيار: 8. يشارك بسهولة مع فرص ومهام جديدة.
المعايير المهنية الوطنية القطرية للمعلمين(2016)
المعيار: 4. تقييم تعلم الطلاب ويستخدم بيانات التقييم لتحسين التحصيل
المؤشر: 4.1 إعداد وتوثيق جميع أنواع التقييم.
معايير جامعة قطر الدولية- CEDبكالوريوس أو دبلوم في التعليم(2013)
PLO

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
	PLO 8: قيادة التغيير الإيجابي في التعليم. الولايات المتحدة الأمريكية - ACEI - جمعية معايير تعليم الطفولة الدولية لبرنامج إعداد المعلمين الابتدائي المجال: التنمية، التعلم والتحفيز المعيار 1: التنمية والتعلم والدافع - يعرف المرشحون ويفهمون ويستخدمون المفاهيم والمبادئ والنظريات والبحوث الرئيسية المتعلقة بتنمية الأطفال والمراهقين الشباب لبناء فرص التعلم التي تدعم تنمية الطلاب الفردية واكتساب المعرفة، والدافع				
Short Term Objectives/ Benchmark الأهداف قصيرة المدى / المعيار	Little or no information is provided for short term goals, or the information provided is clearly not appropriate. يتم تقديم القليل من المعلومات أو عدم تقديمها للأهداف قصيرة الأجل ، أو من الواضح أن المعلومات المقدمة غير مناسبة.	Majority of short term objectives/ benchmark (linked to annual goals) are not written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks may or may not be age-appropriate and correlate with past IEP benchmarks. غالبية الأهداف / المعايير المرجعية قصيرة الأجل (مرتبطة بالأهداف السنوية) لا تتم كتابتها بعبارات قابلة للقياس (تحتوي الأهداف على 4 أجزاء لكل منهما: من سيفعل ماذا ، وتحت أي ظروف ، وإلى أي درجة. ترتبط مع معايير IEP الماضية.	Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks written are age-appropriate and correlate with past IEP benchmarks. تتم كتابة معظم الأهداف قصيرة الأجل / بعبارات قابلة للقياس (تحتوي الأهداف على 4 أجزاء لكل منها: من سيفعل ما ، وتحت أي ظروف ، وإلى أي درجة. المقاييس المكتوبة مناسبة للعمر وتتناسب مع معايير IEP السابقة.	Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. تتم كتابة معظم الأهداف قصيرة الأجل / بعبارات قابلة للقياس (تحتوي الأهداف على 4 أجزاء لكل منها: من سيفعل ما ، وتحت أي ظروف ، وإلى أي درجة.	
	Standards **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. **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 **International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)** **PLO:** PLO 4. Foster successful learning experiences for all students by addressing individual differences. **USA- 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;				

value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level

المعايير
الدولي - التصفيات الأولية لبرنامج جامعة قطر(2015)
المعيار: 5. حل المشكلات: يدرك أهمية ويستخدم نهجًا منهجيًا لحل المشكلات واتخاذ القرارات.
المعايير المهنية الوطنية القطرية للمعلمين(2016)
المعيار: 2. إشراك الطلاب وتطويرهم كمتعلمين
المؤشر: 2.2 يستخدم مجموعة متنوعة من الأنشطة ودعم الموارد التعليمية.
المؤشر: 2.3 يوفر خبرات تعلم تتوافق مع خبرات الطلاب التعليمية
معايير جامعة قطر الدولية CED-بكالوريوس أو دبلوم في التعليم(2013)
PLO
PLO 4 -تعزيز خبرات التعلم الناجحة لجميع الطلاب من خلال معالجة الفروق الفردية.
الولايات المتحدة الأمريكية - ACEI - جمعية معايير تعليم الطفولة الدولية لبرنامج إعداد المعلمين الابتدائي
المجال: تعليمات
المعيار 3.2: التكيف مع الطلاب المتنوعين - يفهم المرشحون كيف يختلف الطلاب في تطويرهم وطرق تعلمهم، ويخلقون فرصًا تعليمية تتكيف مع الطلاب المتنوعين

Rubric for assessing the behavior modification plan

Standards	did not meet the criteria / Weak 1	did not meet the criteria / Good satisfactorily 2	Fairly standards achieved/very well 3	Excellent/ standards achieved 4	Grade
Behavioral problem summary	• The student did not mention information about the case, and used this information only theoretically, without referring to the strengths and developments that took place. • **Dimensions of the behavioral problem:** He mentioned only one dimension of the problem, in terms of repetition of the behavior, its duration, form, intensity, and latency. • He did not explain the causes of the problem and its consequences.	• The student mentioned general information about the situation and aspects of strength without referring to the aspects of development that he reached. • He mentioned some dimensions of the behavioral problem, in terms of the frequency of behavior, the duration and form of its occurrence, its severity, and the fact that it is a blog (he mentioned 2 of them). • Causes of the problem: The student explained the pre stimuli without mentioning the post stimuli, nor did he explain their effect.	• He mentioned most of the information about the situation, aspects of strength, and the development that took place. • Dimensions of the behavioral problem: **Three dimensions of the problem were mentioned,** in terms of behavior recurrence, duration of occurrence, form, intensity, and cause. • He mentioned the causes of the problem, explaining the pre-and post-triggers of behavior, and did not explain their effect.	• He mentioned all the information about the case, about the case, its strengths, and the development that took place. • **Dimensions of the behavioral problem: He mentioned all the dimensions of the problem, in terms of behavior recurrence, duration of occurrence, form, intensity, and cause (all dimensions).** • The student explained the causes of the problem, as well as mentioning the pre and post stimuli for the behavior, and their impact.	
Behavioral plan objectives Long / short term	• Long-term objectives are not linked to the outcome of the case assessment. • Short term goals are **not accurate**.	• Long-term objectives are linked to the outcome of the case assessment. • Short-term objectives are mostly unobservable and measurable.	• The long-term objectives are linked to the results of the assessment, but are not arranged in order of implementation. • Some short-term objectives are not observable and measurable.	• Long-term objectives are linked to the results of the assessment of the situation and are organized according to their priorities. • Short-term objectives are observable and measurable.	
Behavior measurement	• Methods for measuring behavior (before, during and after implementing the plan) were not specified.	• The plan identified ways to measure behavior **in general**.	• The plan identified ways to measure behavior **before and only after implementing the plan.**	• The plan identified ways to measure behavior before, during and after the implementation of the plan.	

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	• **Did not specify who conducted the measurement**	*You did not specify* who did the measurement.	•**The plan determined who performed the measurement**.	• Have identified who made the measurement.
Behavior modification method	•The plan identified the strategy used in behavior modification, but it is not appropriate to the nature of the .behavioral problem and the situation • **The plan implementation procedures (place / time / participants in the application) were not clarified.**	•The strategy has been identified in behavior modification, but it is not appropriate to the nature of the behavioral problem and the situation. •The plan specified the procedures for implementing the plan **in general, without referring to the** place, time, or participants in the application.	•The strategy used in behavior modification is appropriate to the nature of the behavioral problem and the situation. • The plan defined some procedures for implementing the plan (place / time / participants in the application).	• Identified the strategy used in behavior modification appropriate to the nature of the behavioral problem and the situation. • The plan specified the procedure for the application of the plan (Place / time / participants in the application).
Commitment to the required type and / degree of line delivery date	• Did not comply with the required type and degree of font. • He did not commit to delivering on time.	• He did not adhere to the type and degree of plan generally required in most of the plan. • Submit the plan one week after the specified time.	• Adhere to the type and degree of the required plan with an average degree • Submit the plan three days after the deadline	• Adhere to the type and degree of line required in a complete and correct manner. • He adhered to deliver exactly on time.

ملحق (7) نموذج ملاحظة الدّرس
Lesson Observation Form

Student teaching's Name (اسم الطالب المعلم)

_____

(الموضوع) Subject _____ (الصف) Grade

_____

(الوقت /التاريخ) Date/Time _____ (اسم الملاحظ) Observer's Name

_____

Observer's Role (دور الملاحظ): Mentor (معلم معاون)   College Supervisor (المشرف الجامعي
(الكلية

This observation form is to be used by the mentor for daily lessons and observations. It may also be used by the college supervisor for visits to the intern's classes. All the criteria are applicable to diploma students and to students in the Special Education program in both classroom and resource room settings.

هذا النموذج مخصص لاستخدام المعلم المعاون لملاحظة الدروس اليومية. كما يمكن استخدامه أيضا من قبل المشرف الجامعي أثناء الزيارات الصفية للمتدرب. جميع المعايير تنطبق على طلاب الدبلوم والطلاب في برنامج التربية الخاصة في كل من غرفة الصَّف وغرفة المصادر.

Please check the most appropriate box (الرجاء وضع إشارة في المكان المناسب):

Pre-observation Planning تخطيط ما قبل الملاحظة		Yes نعم		No لا	Evidence الدّليل
Lesson plans are submitted to mentor and supervisor with enough time for feedback. تم تسليم خطط الدرس للمدرس المعاون والمشرف قبل الدرس بوقت كاف لإعطاء التغذية الراجعة.					
Lesson plans address all elements of the QU LP/IEP format.					

تغطي خطة الدرس جميع العناصر المتفقة مع معايير جامعة قطر.		

	Please use the next four point scale for the indicators below:
	Mark **Constantly Obs** (Constantly Observed) if the behavior was incorporated throughout the lesson.
	ملاحظ بشكل مستمر (ملاحظ غالبا) بحيث يتم ادماج خلال الدرس
	Mark Satisfactory **Obs** (Satisfactory Observed) if you specifically saw the behavior.
	السلوك ملاحظ (ملاحظ بشكل مقبول) بحيث يمكن رؤية السلوك
	Mark **Obs with Improvement** (Observed but needs improvement) if you specifically saw the behavior.
	(السلوك ملاحظ ولكن بحاجة لتحسن) بحيث يمكن رؤية السلوك
	Mark **Not Obs** (Not Observed) if you did not see the behavior at all during the lesson.
	إذا كان السُّلوك غير ملاحظ خلال الدرس ضع إشارة عند (غير ملاحظ).

Classroom Observation الملاحظة الصفية **Preparation, Organization, and Management** التحضير، التنظيم، والإدارة الصفية	Constantly Obs ملاحظ غالبا	Satisfactory Obs **ملاحظ**	Obs with improvement ملاحظ مع تحسين	**Not Obs** غير ملاحظ	Evidence الدّليل
Beginning of the lesson بداية الدرس					
Materials are prepared and ready to use. المادة التعليمية معدّة وجاهزة للاستخدام.					
Is prepared to begin class on time. جاهز/ة لبدء الدرس في الموعد المحدد له.					
Quickly focuses students' attention on the topic. جذب انتباه الطلاب بسرعةٍ.					
States lesson objectives at the beginning of class. يحدد الأهداف في بداية الحصة					
Reviews material from previous class. يراجع ما سبق تدريسه في الدرس السابق.					
During the lesson خلال الدرس					
Encourages students to question and respond.					

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

Instruction and Strategies الخطط وطرق التدريس (الاستراتيجيات) Content المحتوى	Constantly Obs ملاحظ غالبا	Satisfactory Obs ملاحظ	Obs with improvement ملاحظ مع تحسين	Not Obs غير ملاحظ	Evidence الدّليل
Explains concepts clearly. يشرح المفاهيم بوضوح.					
Presents the same information more than once and in various modes. يقدّم نفس المعلومات أكثر من مرة وبطرق مختلفة.					
Relates information to previous knowledge. يربط المعلومات بخبرات سابقة.					
Relates information to past, present, and/or future. يربط المعلومات بالماضي والحاضر و/أو المستقبل.					
Presents information in the context of students' lives. يربط المعلومات في سياق النص بخبرات الطلاب الحياتية.					
Demonstrates relationships between different concepts. يوضح العلاقات بين المفاهيم المختلفة.					
Distinguishes between factual and nonfactual information. يميز بين المعلومات الواقعية و غير الواقعية.					
Clearly identifies opinions.					

يشرح وجهات النظر بوضوح.					
Shares up-to-date information in the subject area. يقدم وبشكل مستمر المعلومات الحديثة في موضوع الدرس.					
Strategies and Processes *الاستراتيجيات والعمليات*					
Explains difficult content in more than one way. يشرح المحتوى الصعب للطلاب بأكثر من طريقة.					
Type(s) of learning groups observed: (Mark all that apply) نوع /أنواع مجموعات التعلم الملاحظة: (ضع إشارة على كل ما ينطبق)					
Individual فردي					
Pair ثنائي					
مجموعة صغيرة Small group					
صف كامل Whole class					
Evidence of differentiation: Identify specific evidence on a separate sheet (Mark all that apply) دليل تنوع الأساليب: حدّد وقائع محدّدة على ورقةٍ منفصلةٍ (حدد كل ما ينطبق)					
Content: e.g., materials with varied readability levels, multiple ways to access ideas or information **المحتوى:** على سبيل المثال، المواد ذات مستويات القراءة المتنوعة، واستخدام طرق متنوعة لتوصيل الأفكار أو المعلومات.					

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Process: e.g., different homework, tasks in multiple formats, options about how to work (alone, in pairs, etc.) **العملية التعليمية:** على سبيل المثال، الواجبات الدراسيَّة المتنوعة والمهمات متعددة الأشكال واختيارات حولَ كيفية إتمام العمل (فردي، ثنائي، ... إلخ).					
Products: e.g., choice of multiple ways of demonstrating learning (essay, model, etc.), variety of assessment tasks **المنتجات:** على سبيل المثال، اختيار طرق متعددة لإظهار عملية التعلم (مقال، نموذج ، ... إلخ)، والتنوّع في أساليب التقييم.					
Asks questions to gain and hold students' attention. يطرح أسئلة لجذب انتباه الطلاب.					
Uses sufficient "wait-time" when asking questions of students. يعطي وقتا كافيا عند طرح الأسئلة على الطلاب.					
Encourages students to answer each other's questions. يشجِّع الطلاب على إجابة أسئلة بعضهم البعض.					
Provides frequent feedback. غالباً ما يعطي تغذية راجعة.					
Demonstrates enthusiasm for the class and the subject.					

يبدي حماساً للصف وللمادة الدراسية.					
Supports students' use of technology. يدعم استخدام الطلاب للتكنولوجيا.					
Teaches content that matches the students' developmental level. يدرّس المحتوى الذي يتلاءم مع مستوى تطور الطلاب.					
Applies teaching strategies that are appropriate to the content identified in the lesson plan. يطبق طرقا تعليمية ملائمة للمحتوى المتضمّن في خطة الدرس.					
Teaching /Learning technique(s) observed: (Mark all that apply) استراتيجيات التعليم والتعلم الملاحظة: (ضع إشارة على كل ما ينطبق)					
Lecture الإلقاء					
Group work (any size group) عمل جماعي (بغض النظر عن الحجم)					
Student presentations عروض الطلاب					
Teacher-student discussion نقاش بين الطلاب والمعلم					
Interactive lab or activity (With worksheets related to hands-on activity) مختبرٌ تفاعلي أو أنشطة (مع أوراق عمل ذات صلة بأنشطة المحسوسات)					
In-class writing (Not worksheets) الكتابة داخل الصف الدراسي (ليست أوراق عمل)					
Individual worksheets أوراق عمل منفردة					
Assessments and Evaluations القياس والتقييم					

Misunderstandings and gaps in information are diagnosed through frequent questioning. تحديد المعلومات غير المفهومة و غير الواضحة من خلال تكرار طرح الأسئلة.			
Questions are drawn from a variety of cognitive levels (Bloom's Taxonomy). الأسئلة مبنية بشكل متدرج بحيث تغطي المستويات المعرفية المختلفة بحسب تصنيف بلوم.			
Assessments (formative and summative) match standards, instruction, and lesson plan/IEP objectives. تتوافق التقييمات سواء التكوينية أو الختامية مع المعايير وطرق التدريس و خطة الدرس و الأهداف التعليمية.			
Test (if present) matches standards, instruction, and lesson plan/IEP objectives. يتطابق الاختبار (في حالة وجوده) مع المعايير، وطرق التدريس، وخطة الدرس/ وأهداف برنامج التعليم الفردي.			

Observer comments (ملاحظات الملاحظ):

Intern student teacher comments (ملاحظات الطالب المعلم):

Intern Student Teacher Signature (توقيع الطالب المعلم): _____ Date (التاريخ): _____

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

Appendix (8) general guidelines for midterm and final assessment

The name: --------------------------- The date-------------------

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

a. Mid-term assessment:

1. What was the biggest challenge you faced during the first half of teaching students? Explain that.

2. Mention a positive event or a situation that you did not expect to happen during the first half of teaching students. Explain that.

3. List two areas that you want to improve during the second half of teaching students.

First:

Second:

4. Mention one way in which you would like the mentor to help you, in which the teacher did not provide assistance in advance, or would you like the teacher to continue providing this assistance to you. Explain.

5. Mention one way in which you would like the supervisor to help you, in which the supervisor did not provide assistance in advance, or would you like the supervisor to continue to provide this assistance to you. Explain that

b. For the final assessment:

1. What was the biggest challenge you faced while teaching your students? Explain that.

2. In your opinion, what aspect of teaching the student was the most successful? Explain that.

3. How the experience of field training has changed your directions and skills in the following areas?

a. Learning support for all students

b. Teaching

c. Research

d. Leadership

ملحق (9) تقييم الأداء في التدريب الميداني - *التربية الخاصة*

To Be Completed Online

Clinical Experience Evaluation Survey (CEES)- Special Education

College of Education, Qatar University

كلية التربية، جامعة قطر

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

يتم استخدامه من قبل المشرف الجامعي والمعلم المعاون والطالب المعلم في التقييم النصفي والنهائي

Student teacher's **Name** (اسم الطالب المعلم):	**Evaluator** المُقيِّم: (circle one)
	College Supervisor (المشرف الجامعي) **Mentor** (المعلم المعاون) **Self** (تقييم ذاتي)
Mentor (المعلم المعاون):	**College Supervisor** (المشرف الجامعي):
Subject (المادة):	**Grade** (الصف):	**Date** (التاريخ):

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

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

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

Rating scale: 4= target   2=needs improvement

                3= satisfactory   1=unsatisfactory

التعليمات: يرجى وضع علامة على الرقم الذي يطابق ملاحظاتك حسب كل عبارة **مستخدماً مقياس التقدير:**

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

ثم اجمع نقاط التقييم مع بعضها للحصول على الدرجة الكلية. وتتوفر طريقة لتحويل الدرجة الخام الى نسبة مئوية.

National Professional Standards: 1-6 من المهنية المعايير

    A. LESSON PLANNING AND MATERIALS التعليمية والمواد للدرس التخطيط .أ

* 1. Innovative and flexible learning experiences are structured for individuals and group of students. (Evaluate on written lesson plan.) يصمم خبرات تعليمية مبتكرة ومرنة للأفراد ولمجموعة من الطلاب. (قَيم بناءً على خطة الدرس المكتوبة)

Response Legend:
1 = غير مقبول unsatisfactory **2 =** يحتاج إلى تحسين needs improvement **3 =** مقبول satisfactory **4 =** حقق الهدف target

	1	2	3	4	N/A
1.1 Identifies learning goals in Curriculum Standards and school-based curricula or IEP as appropriate for to students with exceptionalities يحدد الأهداف التعليمية لمعايير المنهاج والمقررات التعليمية المرتبطة بالمدرسة أو ذوبا الإعاقة ببرنامج التعليم الفردي كما يتناسب مع الطلبة					
1.2 Designs learning experiences suitable to the developmental levels of students with exceptionality. يصمم خبرات تعليمية مناسبة لمستوى تطور للطالب لذوي الإعاقة					
1.3 Plans and incorporates accommodations and modifications for student with exceptionalities. يخطط ويكيف ويعدل المادة التعليمية للطالب من ذوي مشكلات التعلم أو من ذوي الاعاقة.					
1.4 Modifies general and specialized curricula to make them accessible to individuals with exceptionalities. يكيف المنهج التعليمي ليجعله ملائماً للطالب من ذوي الإعاقة					
1.6 Uses general and specialized content knowledge for teaching across curricular content areas. يستخدم المعرفة بمحتوى المناهج العامة والمتخصصة في تدريس موضوعات المنهاج المختلفة.					
1.7 Designs lessons based on student's PLOP by monitoring, assessing. يصمم دروساً اعتماداً على تقييم مستوى أداء الطالب الحالي.					

Evidence الدليل

B. TEACHING AND CLASSROOM MANAGEMENT ب. التدريس وإدارة الفصل

* 2. Teaching strategies and resources to engage students in effective learning are used.
الاستراتيجيات التعليمية والمصادر لإشراك الطلبة في عملية التعلم الفعالة يستخدم .

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

	1	2	3	4	N/A
2.1 Uses teaching strategies appropriate for curriculum standards and for developmental level of student in general education classroom. يستخدم استراتيجيات التدريس الملائمة لمعايير المنهاج ولمستوى أداء الطالب في صفوف التربية العامة.					
2.2 Engages students by using a range of materials and resources. مستخدما مواد ومصادر تعليمية متنوعة يُشارك الطالب في الصف وفي غرفة مصادر التعلم ك الطلاب.					
2.3 Uses a variety of skills and resources to modify lessons for student with learning problems and disability. لديه المهارات الكافية لتكييف وتعليل الدروس الملائمة للطالب من ذوي مشكلات التعلم وأو الإعاقة					
2.4 Organizes individual and group learning strategies during the lesson for student with learning problems or with disability in general education classroom or in the resource-room. ينظم طرقا لتعلم الطالب من ذوي مشكلات التعلم أو من ذوي الإعاقة، فردية وجماعية أثناء الدرس، في صفوف التربية العامة وفي غرفة مصادر التعلم					
2.5 Employs print, multimedia, and electronic resources during the lesson يستخدم موادا مطبوعة ومصادر إلكترونية متنوعة في صف التربية العامة أو في غرفة مصادر التعلم					
2.6 Lesson plan states the learning objectives for the student or students that are aligned with student PLOP. تتضمن خطة الدرس أهداف ا تعلم الطالب وفقاً لمستوى الأداء الحالي وتقدمه					

Evidence الدليل

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

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

Response Legend:
1 = غير مقبول unsatisfactory **2 =** يحتاج إلى تحسين needs improvement **3 =** مقبول satisfactory **4 =** حقق الهدف target

	1	2	3	4	N/A
3.1.1 Uses strategies to enhance and develop: Language and communication يستخدم استراتيجيات لدعم وتطوير: اللغة والتواصل					
3.1.2 Uses strategies to enhance and develop: Numeracy يستخدم وتطوير: اجراء العمليات الحسابية الاساسية استراتيجيات لدعم					

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3.2.1 Applies teaching and learning strategies and assistive technologies as appropriate to support communication and language development for student with leaning problems and with disability.
يطبق استراتيجيات التعليم والتعلم والتكنولوجيا المساندة، بما يلائم الموقف التعليمي لدعم التواصل وتطور اللغة لدى الطالب من ذوي مشكلات التعلم ومن ذوي الاعاقة

3.2.2 Applies teaching and learning strategies that address skills regarding numeracy as appropriate to the PLOP of the student(s)
يطبق استراتيجيات التعليم والتعلم لتدريب الطالب على مهارات العمليات الحسابية وفقاً لمستوى numeracy الأداء الحالي للطالب

3.3.1 Engages colleagues and families in making decisions regarding goals and progress in language and communication. يتعاون مع كل من زملائه في العمل وأسر الطلبة من ذوي مشكلات التعلم وذوي الإعاقة لتحديد أهداف الخطة التربوية الفردية أو خطط تعلم الطالب. لقياس تقدم الطالب في اللغة والتواصل.

3.3.2 Engages colleagues and families in making decisions regarding goals and progress in numeracy. يتعاون مع الزملاء والأسر في اتخاذ القرارات المتعلقة بالأهداف ومستوى التقدم في اللغة والتواصل زملائه في العمل وأسر الطلبة من ذوي مشكلات التعلم أو ذوي تعلم الطالب. لقياس تقدم الطالب في الحساب أو مادة الإعاقة لتحديد أهداف الخطة التربوية الفردية أو خطط الرياضيات.

Evidence الدليل

D. LEARNING ENVIRONMENT د. بيئة التعلّم
* 4. A safe, supportive and challenging learning environment is created تصميم بيئة تعلم آمنة وداعمة تتسم بالتحديات

Response Legend:
target حقق الهدف **4 = satisfactory** مقبول **3 = needs improvement** يحتاج إلى تحسين **2 = unsatisfactory** غير مقبول **1 =**

	1	2	3	4	N/A
4.1 Creates a safe, inclusive, culturally-responsive learning environment. يصمم بيئة تعلم آمنة مبنية على ثقافة المجتمع					
4.2 Conducts open, inclusive, equitable, and ethical interactions and communication with students. يتواصل مع الطلبة في الصف أو في غرفة مصادر التعلم بعدالة ومساواة وفق أخلاقيات المهنة					
4.3 Considers language, culture, and family background in structuring the educational environment. يأخذ بالاعتبار لغة الطالب الثقافية وخلفيته العائلية أثناء تهيئته البيئة التعليمية.					
4.4 Considers development and individual differences in structuring the learning environment. يأخذ بالاعتبار تطور الطالب والفروق الفردية بينه وبين الطلبة الآخرين أثناء تنظيم البيئة (المواقف) التربوية.					
4.5 Provides reinforcement for appropriate behavior and feedback for inappropriate behavior. يعزز السلوك المناسب للطالب، ويقدم له التغذية لمرتدة المناسبة حول السلوك غير اللائق.					
4.6 Considers families, cultures, schools, and other complex human issues in managing the classroom. في إدارة الصف، يضع بالاعتبار الاختلافات الثقافية او المشكلات الأسرية، والمدرسية.					

Evidence الدليل

E. RELEVANCE AND EXTENSIONS هـ. الترابط والتوسع في الخبرات

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

Response Legend:
1 = غير مقبول unsatisfactory **2 =** يحتاج إلى تحسين needs improvement **3 =** مقبول satisfactory **4 =** حقق الهدف target

	1	2	3	4	N/A
5.1 Teaches to mastery. يدرّس بإتقان					
5.2 Connects across subject areas on topics, problems, and issues relevant to the larger community. يربط محتوى المنهاج الدراسي بموضوعات مشكلات ترتبط بالمجتمع الأكبر.					
5.3 Designs lessons that are technology-rich to expand the students' experiences. يصمم دروساً ثرية مستخدما تكنولوجياً التعليم لتوسيع خبرات الطالب					
5.4 Teaches cross-disciplinary skills such as critical thinking and problem solving. يُدرس الطلب من خلال ربط المقررات الدراسية ببعضها البعض بهدف تنمية التفكير النقدي وحل المشكلات					
5.5 Develops transition plans as appropriate for ongoing success of students. يُطور خططا انتقالية (حسب حالة الطالب) لضمان تقدم الطالب ونجاحه					

Evidence الدليل

F. INFORMATION AND COMMUNICATION TECHNOLOGY و. تكنولوجيا المعلومات و الاتصالات

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

Response Legend:
1 = غير مقبول unsatisfactory **2 =** يحتاج إلى تحسين needs improvement **3 =** مقبول satisfactory **4 =** حقق الهدف target

	1	2	3	4	N/A
6.1 Identifies students with exceptionalities learning in relation to ICT. يحدد الطالب من ذوي مشكلات التعلم أو من ذوي الإعاقة باستخدام تكنولوجيا التعليم والتكنولوجيا المساندة.					
6.2 Selects ICT-based learning strategies and resources, including assistive technologies. يستخدم استراتيجيات مختلفة ومتنوعة بما فيها تكنولوجيا التعليم والتكنولوجيا المساندة.					
6.3 Involves students in using ICT to organize and search information, including the use of assistive technologies as appropriate (PLOP). يُشرك الطالب في استخدام تكنولوجيا المعلومات لتنظيم المعلومات والبحث عنها، بما في ذلك استخدام التقنيات المساندة حسب حاجة الطالب ومستوى أدائه.					

6.4 Evaluates ICT-based learning strategies and resources. يقيم استراتيجيات التعلم التكنولوجية التي يستخدمها.

6.5 Accesses and manages information on student learning using ICT resources. يُنظم ويدير معلومات الطالب باستخدام تكنولوجيا التعليم والتكنولوجيا المساندة.

Evidence الدليل

G. ASSESSMENT التقييم .ي

* Student learning is assessed and reported تقييم تعلم الطالب وكتابة التقرير

Response Legend:
مستهدفtarget = **4** = satisfactoryمقبول = **3** = needs improvementيحتاج إلى تحسين = **2** = unsatisfactoryغير مقبول = **1**

	1	2	3	4	N/A
7.1 Monitors student closely during the lessons to guide them toward quality learning and performance. يتابع الطالب عن قرب أثناء تدريسه، بهدف تحسين أدائه وتعلمه.					
7.2 Plans valid and reliable assessments, aligned to objectives, مُناسبة وتتماشى مع الأهداف					
7.3 Assesses and reports students' learning using multiple methods of assessment. يُقيم الطالب ويكتب تقرير الطالب باستخدام طرقا تقييم متعددة.					
7.4 Provides clear, accurate, and concise feedback to student on the outcomes of assessment. يقدم تغذية راجعة واضحة ودقيقة وموجزة للطالب حول مخرجات التقييم.					
7.5 Reviews assessments for continued appropriateness. يراجع التقييمات باستمرار لضمان استمراريةِ مناسبتِها.					

Evidence الدليل

H. USING PEDAGOGY TO IMPROVE LEARNING ح. استخدام طرق التدريس لتحسين التَّعُلم

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

Response Legend:
حقق الهدفtarget = **4** = satisfactoryمقبول = **3** = needs improvementيحتاج إلى تحسين = **2** = unsatisfactoryغير مقبول = **1**

	1	2	3	4	N/A
8.1 Demonstrates (models) inquiry-based practices that support student learning. يقدم نماذجا أو ممارسات معتمدة على الاستقصاء والبحث بصورة تدعم تعلم الطالب.					
8.2 Creates and maintains an environment that respects diversity. يُصمم بيئة تحترم تنوع خصائص الآخرين ويحافظ عليها					
8.3 Intervenes appropriately and safely with individuals in crisis. يستخدم إستراتيجيات التدخل الملائمة في بيئة آمنة مع الطلبة من ذوي مشكلات التعلم أو من ذوي الاعاقة					
8.4 Designs and implements learning experiences that help student reach their individual learning goals (IEP). أهداف الخطة التربوية الفردية.					

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8.5 Identifies and accesses community services to support student with exceptionalities. يحدد وتمكن من الوصول إلى الخدمات المجتمعية لدعم الطالب من ذوي مشكلات التعلم أو من ذوي الإعاقة

Evidence الدليل

I. SUBJECT AREA KNOWLEDGE ط. المعرفة بالمادة الدراسية

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

Response Legend:
1 = غير مقبولunsatisfactory **2** = يحتاج إلى تحسينneeds improvement **3** = مقبولsatisfactory **4** = حقق الهدفtarget

	1	2	3	4	N/A
9.1 Demonstrates knowledge of subject content, structures, and tools of inquiry. يتمكن من محتوى المادة الدراسية، وتنظيمها وأدوات البحث فيها.					
9.2 Use general and specialized content knowledge for teaching across curricular content areas to individualize learning. يدرس محتوى المادة التعليمة في التربية العامة، ويكيفها وفقاً لمستوى الطالب وأداء ه التعليمي					
9.3 Modifies general and specialized curricula to make them accessible to individuals with exceptionalities. يُعدل المادة التعليمية في التربية العامة، ويُكيفها ليكون الطالب من ذوي مشكلات التعلم أو من وذي الإعاقة أكثر وصولاً للمادة التعليمية.					
9.4 Organizes content knowledge in meaningful learning progressions. ينظّم المحتوى المعرفي للطالب ل لتمكني الطالب من فهمه والاستمرار في التقدم في التعلم.					

Evidence الدليل

A. PROFESSIONAL TEAMS الفِرَق المهنية أ.

* 10. Student teacher **works as a member of professional teams** يعمل الطالب المعلم كعضوٍ في الفِرَق المهنية.

Response Legend:
1 = غير مقبول unsatisfactory **2** = يحتاج إلى تحسين needs improvement **3** = مقبول satisfactory **4** = حقق الهدف target

	1	2	3	4	N/A
10.1 Meets personal work-related goals and priorities. يحقق الأهداف والأولويات الشخصية المرتبطة بالعمل					
10.2 Provides guidance and direction to parents, educators, tutors, and volunteers. يزوّد بنصائح وتوجيهات لأولياء الأمور، والتربويين، والمعلمين المساعدين، والمتطوعين					
10.3 Works with others to maximize student learning. يعمل مع الآخرين لرفع مستوى تعلّم الطلبة إلى أقصى درجة.العمل مع الآخرين لرفع مستوى تعلم الطلبة إلى أقصى درجة					
10.4 Serves as a collaborative resource to colleagues. يخدم كمصدر داعم وتعاوني مع زملاء					

* 11. Student teacher **builds partnerships with families and the community** يبني الطالب المعلم علاقات شراكة مع الأسر والمجتمع

Response Legend:
1 = غير مقبول unsatisfactory **2** = يحتاج إلى تحسين needs improvement **3** = مقبول satisfactory **4** = حقق الهدف target

	1	2	3	4	N/A
11.1 Builds relationships with families and the broader community to enhance student learning. يبني علاقات شراكة مع الأسر والمجتمع ككل بهدف تحسين تعلّم الطلبة.					
11.2 Establishes learning environments that acknowledge students' families and communities ينشىء بيئات تعلم فيها تقدير لأسر الطلبة ومجتمعاتهم.					
11.3 Promotes special education through advocacy and mentoring. يدعم التربية الخاصة من خلال المتابعة والدفاع عنها					

* **12.** Student teacher **reflects on, evaluates, and improves professional practice.** يتفكر الطالب المعلم في الممارسات المهنية و تقييمها و تطويرها

Response Legend:
حقق الهدف = target **4** = satisfactoryمقبول **3** = needs improvementيحتاج إلى تحسين **2** = unsatisfactoryغير مقبول **1** =

	1	2	3	4	N/A
12.1 Reflects critically on professional practice. يتفكر بصورة ناقدة في الممارسات المهنية.					
12.2 Engages in personal and professional development. يشارك في التطوير المهني والشخصي.					
12.3 Contributes to learning communities and other professional networks. يسهم في مجتمعات التعلم والهيئات المهنية الأخرى					
12.4 Recognizes the role of the SEC policies in school governance. يتعرّف على سياسات دور المجلس الأعلى للتعليم في إدارة المدرسة.					
12.5 Meets ethical, accountability, and professional requirements. يحقق متطلبات المسؤولية الأخلاقية والمهنية.					

Evidence الدليل

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

A. PROFESSIONAL BEHAVIORS د. السلوكيات المهنية
* **1.0 Attendance and Punctuality** الحضور ودقة المواعيد *

Response Legend:
مستهدف = target **4** = satisfactoryمقبول **3** = needs improvementيحتاج إلى تحسين **2** = unsatisfactoryغير مقبول **1** =

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

* **2.0 Professionalism** المهنية

Response Legend:
مستهدف = target **4** = satisfactoryمقبول **3** = needs improvementيحتاج إلى تحسين **2** = unsatisfactoryغير مقبول **1** =

	1	2	3	4	N/A
2.1 Dresses appropriately. يرتدي ملابس مناسبة					
2.2 Demonstrates preparedness. يُظهر الاستعداد					

2.3 Demonstrates a positive attitude. يُظهر سلوكاً إيجابياً

2.4 Willingly accepts responsibilities. يَقبل المسؤوليات برضاً

2.5 Completes tasks as instructed. يُكمل المهام حسب الإرشادات

2.6 Seeks advice and/or feedback. يَطلب النصيحة و/أو الملاحظات

2.7 Accepts feedback constructively. يَقبل الملاحظات بشكل بناء

2.8 Demonstrates respect for mentor, students, parents, and others
إظهار الاحترام للموجه والطلاب والآباء والآخرين

2.9 Assumes responsibility for routine tasks without being asked
repeatedly. تولي المسئولية عن المهام الروتينية بدون تكرار الطلب

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

PART III. PROFESSIONAL DISPOSITIONS التوجهات المهنية

* Teaching, Research/Scholarship & Leadership التدريس والبحث العلمي والقيادة

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

	1	2	3	4	N/A
1. Upholds high standards for content knowledge for all students. يحافظ على معايير مرتفعة لمعرفة المحتوى لدى جميع الطلبة					
2. Recognizes the importance of using challenging experiences that accommodate various students' individual differences and patterns of learning and development يدرك أهمية استخدام خبرات ذات تحدي لتلائم الفروق الفردية لدى الطلبة وأنماط التعلم والتطور لديهم					
3. Demonstrates ability to select strategies that foster critical thinking, creativity and problem solving يظهر القدرة على تبني الاستراتيجيات التي تعزز التفكير الناقد والإبداع وحل المشكلات					
4. Demonstrates willingness to adopt most appropriate instructional resources, including technology يظهر رغبة في تبني مصادر التعلم الأكثر مناسبة، بما في ذلك المصادر التكنولوجية					
5. Values the idea that safe learning environments promote active learning يقدر فكرة أن بيئات التعلم الآمنة تحفز التعلم النشط					
6. Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction يظهر القدرة على استخدام وسائل تقييم متعددة لدعم تعلم الطلبة والبناء على نتائجها في التدريس المستقبلي					
7. Demonstrates ability to plan lessons that enable students to meet rigorous learning goals يظهر القدرة على تخطيط الدروس التي تمكن الطلاب من تحقيق أهداف تعلم عالية					
8. Demonstrates the ability to solve problems and take appropriate decisions يظهر القدرة على حل المشكلات واتخاذ القرارات المناسبة					
	1	2	3	4	N/A

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

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

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

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

Comments (ملاحظات)

Appendix (10) Parents contact report form

Name of the student-teacher: _____ **Date:** _____

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

Age: _____ **class:** _____

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

The topic of discussion during the meeting:

Guardian feedback: (what is the guardian's perspective?)

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

Student teacher comment: (what was completed-or not-in this meeting)

Student teacher _____   **Mentor** _____

The assessment rubric of the parent contact conference

First: To parents: The report shows what parents present about the following aspects:	Yes(1 mark)	No (0mark)	Notes
1. The problem of the student or the topic about which the meeting took place.			
2. Student behavior at home			
3. Parental expectations about the student's responsibilities at school			
Second: The teacher: The report shows what the teacher provides about the following aspects:			
4. Reflect on the positive aspects, strengths, and weakness of the student's performance or behaviour			
5. Clear knowledge of the student's performance and assessment, which helps to understand the student's problem.			
6. Parents' knowledge of the teacher's roles in the school and the school's policy.			
7. Identifying the level of student performance, the extent of his progress, and the aspects that need to be addressed, with examples.			
Third: The teacher's suggestions contained in the report			
8. Provide suggestions, activities, and tools for the family to use at home for student learning and progress			
9. Offer suggestions to help support positive classroom practices			
10. The report shows collaboration with parents in developing solutions to support student learning or improve behavior			
The total			

Final Score: The total is divided by 2 for the final score out of 5			

Communication with the parents' log

Date and time	Parent's name/ student's name	Contact type/ details	Notes	Signature of the mentor

The student teacher---The mentor -----------------------------

Appendix (11) guidelines for the weekly reflection journal

The reflection journal is a place for observations, reflections, and questions. Your college supervisor should be available to comment on your observations and answer your questions. The supervisor can also help you learn how to go deeper with your teaching experience, by offering another point of view in some cases. In writing the journal, you are not obliged to comment on every topic weekly, but you should be sure to be exposed to these topics constantly throughout the semester. A weekly magazine should include comments on the following:

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

a. How did you feel when you started teaching students?

b. Do you feel anxious and stressed even if you have some work experience?

c. Were you satisfied or disappointed about a certain event this week?

2. Consistent, sequential and in-depth presentation of field experience throughout the semester. Examples of this:

a. What objective do you aim to improve in your plan?

b. What specific actions have you taken or want to take this week?

c. Have there been any cases that happened unexpectedly with students? How was your participation in it? What do you think about this case?

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

a. Did you expect before starting field training that changing some habits would be this difficult?

b. What evidence of professionalism have you seen in your behavior and the behavior of your colleagues?

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

a. Has a student or colleague mentioned something to you in confidence and confidentially? How should you handle that information?

b. Provide examples of your support for education and considering it as a profession.

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

a. Have you participated in any professional development sessions this week? What was it about?

b. Is there any topic in professional growth that you would like to learn more about? What is it?

c. Do your professional growth needs change as you gain more experience as a teacher? Why do you think so?

ملحق رقم (12) السلم التقييمي لصحيفة التفكر النصفي والنهائي

Mid and Final Reflective Journals Rubric

(TaskStream Assignment)

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Reflectivity التأمل	Reflections do not reveal the thoughts, feelings, or insights of the candidate. التأمل لا يبين أفكار، مشاعر أو رؤى المرشح.	Reflections reveal some (limited) personal experiences, thoughts, feelings, or insights. التأمل يبين بعض التجارب الشخصية المحدودة ، والأفكار، والمشاعر، والرؤى.	Reflections provide personal experiences, noting some personal thoughts, feelings, or insights. التأمل يقدم تجارب شخصية، يبين بعض الأفكار الشخصية، والمشاعر، والرؤى.	Reflections are deeply thoughtful, providing personal thoughts, feelings, and insights. التأملات تكون مدروسة بعمق، وتقدم أفكاراً شخصية، ومشاعر، ورؤى.
Thoroughness الشمول	Very limited number of reflections; brief and/or incomplete. عدد محدود من التأملات، وتكون مختصرة و/أو غير مكتملة.	Set of reflections provides some insight into experience, but lacks thoroughness and/or depth. مجموعة من التأملات تتضمن بعض التجارب وتفتقر الشمول و/أو العمق.	Set of reflections provides an overview of experience. مجموعة من التأملات تقدم لمحة عامة عن الخبرات والتجارب.	Set of reflections is substantive, thorough and provides an in-depth view of experience. مجموعة من التأملات تكون موضوعية، وتقدم صورة عميقة عن الخبرات التجارب.
Variety التنوع	Reflections are repetitive and portray a very limited number of aspects of teaching and learning. التأملات مكررة وتعطي صورة محدودة جداً عن	A limited number of aspects of teaching and learning are discussed. عدد محدود من مجالات التعلم والتعليم يتم مناقشتها.	Several important aspects of teaching and learning are discussed. عدد من المجالات المهمة في عملية التعلم والتعليم يتم مناقشتها.	Narratives on a broad and range of experiences provide in-depth perspectives on numerous aspects of teaching and learning.

	Unsatisfactory **غير مقبول**	**Needs** **Improvement** **يحتاج الى تحسين**	**Satisfactory** **مقبول**	**Target** **مستهدف**
	مجالات التعلم والتعليم.			السرد على نطاق واسع من التجارب والخبرات يقدم وجهات نظر عميقة حول جوانب عدة من التعلم والتعليم.
Professionalism المهنية	There are serious errors in professionalism. هناك بعض الأخطاء الكبيرة في المهنية.	There are some errors in professionalism in several of the reflections; none serious. هناك بعض الأخطاء المهنية في بعض من التأملات، ولكنها ليست أخطاء ذات اثر كبير	Overall, the reflections exhibit high standards of confidentiality, ethics, and respect for teaching as a profession. إجمالياً، التأملات تقدم مقياس عالي من السرية، الأخلاق، والاحترام للتعليم كمهنة.	The entire set of reflections exhibits high standards of confidentiality, ethics, and respect for teaching as a profession. كل التأملات تقدم مقياس عالي من السرية، الأخلاق، والاحترام للتعليم كمهنة.
Growth التطور	No professional growth is demonstrated. لا يوجد شرح للتطور.	There is some evidence of candidate growth in skill, understanding, or professionalism; however, it is not clearly demonstrated. يوجد بعض الأدلة على تطور مهارات المرشح، وتطور فهمه أو مهنيته، ولكن دون وجود شرح واضح.	Overall, the reflections demonstrate candidate growth in skill, understanding, or professionalism. إجمالا، التأملات تشرح تطور مهارات المرشح، وتطور فهمه ومهنيته.	The set of reflections clearly demonstrate candidate growth in skill, understanding, and professionalism. مجموعة من التأملات تشرح بوضوح تطور مهارات المرشح، وتطور فهمه ومهنيته.

Introduction

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

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

- Demonstrate the appropriate use of technology in teaching.

- Demonstrate students' appropriate use of technology for learning.

- Demonstrate awareness of appropriate technology to enhance learning by additional support students.

Task:

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

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

- Language lesson: using the interactive blackboard in Arabic or English, ask students to write the name of each of the images shown.

- Social studies: using a printed transparency of the map of the state of Qatar on a head-projector, ask students to locate Doha, and other cities and towns within the borders. Then ask the students to draw routes between them on their own maps.

Math: using calculators and the interactive grid on the board, calculate which of the two figures needs a longer fence.

- Physics: using motion detectors, a graphic program, determine which vibrational movements are similar in motion to the presented curves.

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

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

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

- Social studies: students create a PowerPoint slideshow with audio and video integration inside the presentation to show the architectural differences between old and New Doha, and show the cultural influence throughout history.

- Language: students make spoken audio recordings for them of different words, phrases, sounds and analyze them in order to improve pronunciation more clearly.

- Chemistry: students use the modeling software to create virtual chemical molecules and balance chemical equations.

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

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

Examples of appropriate technology to enhance student learning additional support:

- Students with vision problems use alternative colors to display large print text on the screen.

- A student with difficulty using the keyboard uses a dictation application to record class notes.

السلم التقييمي لمشروع الدرس التكنولوجي

Technology for Teaching and Learning Project

	Unsatisfactory **غير مقبول**	**Needs Improvement** **يحتاج الى تحسين**	**Satisfactory** **مقبول**	**Target** **مستهدف**
Technology in teaching التكنولوجيا في التعليم	Teacher uses technology to display information. يستخدم المعلم التكنولوجيا لعرض المعلومات	Teacher uses technology to present information that is appropriate for students. Technology provides little or no help in support of the learning opportunity for students. يستخدم المعلم التكنولوجيا لتقديم معلومات مناسبة للطلاب. توفر التكنولوجيا مساعدة ضئيلة أو معدومة في دعم فرصة التعلم للطلاب.	Teacher uses interactive technology or technologies to present lesson that is appropriate for students. Technology supports lesson objectives. Technology is helpful to the learning opportunity provided to students. يستخدم المعلم التكنولوجيا أو التقنيات التفاعلية لتقديم الدرس الذي يتناسب مع الطلاب. تدعم التكنولوجيا أهداف الدرس. التكنولوجيا مفيدة لفرص التعلم المقدمة للطلاب.	Teacher creatively uses diverse technologies to make learning more motivating, authentic, and effective. Technology is interactive, engaging, and clearly supports lesson objectives. Technology is essential to the learning opportunity provided to students. يستخدم المعلم تقنيات متنوعة بأسلوب مبدع لجعل التعلم أكثر تحفيزا، أصيلا، وأكثر فعالية. التكنولوجيا المستخدمة تفاعلية، وتدعم المشاركة. وتدعم التكنولوجيا بوضوح أهداف الدرس. التكنولوجيا ضرورية لفرص التعلم المقدمة للطلاب.

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Technology for learning التكنولوجيا للتعلم	Students use technology for single-purpose tasks isolated from lessons and objectives. يستخدم الطلاب التكنولوجيا للمهام ذات الغرض الواحد والمعزولة عن الدروس والأهداف.	Students use technology, but for routine, low-level word processing, presentation, and/or spreadsheet processes and functions. يستخدم الطلاب التكنولوجيا، ولكن للاعمال الروتينية، ومعالجة النصوص، والعرض، و/أو العمليات / جداول البيانات.	Students use technology effectively in a learning opportunity that would be difficult or impossible to do without technology. يستخدم الطلاب التكنولوجيا بشكل فعال في التعلم التي سيكون من الصعب أو من المستحيل الاستغناء عن التكنولوجيا بها.	Students engage with technologies that enable them to create, investigate, and/or analysis information. The use of technology empowers students to be self-directed learners. ينشغل الطلاب في التكنولوجيا التي تمكنهم من الخلق والبحث فيها و / أو تحليل البيانات. ان استخدام التكنولوجيا يساعد في تمكين الطلاب ليكونوا متعلمين ذاتيين.
Assistive technologies التكنولوجيا المساعدة	Little to no attention to the identification of or use of assistive technologies. تحديد أو استخدام التكنولوجيا المساعدة.	Identifies assistive technologies and identifies students' needs, but does not match ATs to specific needs. يعرف التكنولوجيات المساعدة ويحدد احتياجات الطلاب، ولكن لا يطابق التكنولوجيا المساعدة مع احتياجات الطالب المحددة.	Identifies appropriate assistive technologies to enhance learning of students with specific exceptionalities. يعرف التكنولوجيات المساعدة الملائمة لتعزيز التعلم لدى طلاب ذوو الحاجات الخاصة المحددة.	Identifies creative uses of readily available technologies to enhance the learning opportunities of students with exceptionalities, correctly matching the solution to the learning challenge and learning objective.

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
				يتعرف للاستخدامات المبتكرة من التكنولوجيات المتاحة لتعزيز فرص التعلم لطلاب الدعم الإضافي، بحيث يطابق الحل للتحدي مع هدف التعلم بشكل صحيح.
Creativity and Higher Level Thinking الإبداع ومستويات التفكير العليا	Technology use does not encourage or allow for higher-level thinking or creativity. استخدام التكنولوجيا لا يشجع او يسمح على التفكير او الابداع بمستويات عليا	Technology use allows for creativity and higher -level thinking, although in a limited way. استخدام التكنولوجيا يسمح للإبداع والتفكير بمستويات عليا ، ولكن بطريقة محدودة	Technology use allows for creativity and higher -level thinking. استخدام التكنولوجيا يسمح للإبداع والتفكير بمستويات عليا.	Technology use encourages creativity and higher-level thinking. استخدام التكنولوجيا يشجع الإبداع والتفكير بمستويات عليا.
Reflection التفكر	Reflection discusses student learning. تناقش صحف التفكر كيفية تعلم الطلاب	Reflection discusses student learning; may identify connections between technology and learning. تناقش صحف التفكر كيفية تعلم الطلاب، من الممكن ان تبين العلاقات بين التكنولوجيا والتعلم	Reflection discusses students learning; identifies ways in which technology affects learning. تناقش صحف التفكر كيفية تعلم الطلاب . وتحدد الطرق التي تؤثر التكنولوجيا على التعلم.	Reflection focuses on student learning; clearly and insightfully identifies the ways in which technology interacts, enhances, or restricts learning. تركز صحف التفكر على تعلم الطلاب وتعرف بوضوح الطرق التي تتفاعل بها التكنولوجيا أو

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
				تعززها، أو تقيد بها التعلم.

Appendix (14) Teaching unit guidelines
TaskStream requirement

Objective

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

Details

1. The unit should consist of a set of sequential lessons that cover various topics within this concept.

2. The objectives of the unit should be in line with the established curriculum of the school and the subject taught.

3. The unit should take four (4) to six (6) time sets (classes) to teach.

4. Correction criteria for lesson plans and educational unit will be used to evaluate your work. Be sure to use them to get additional information on how to supplement your unit. The correct criteria can be found in the appendix.

Unit Plan Modification Rubric

مصفوفة   تقييم تكييف الوحدة

	unsatisfactory **Unacceptable**	**Needs improvement** **Needs improvement**	satisfactory acceptable	target targeted
	Unsatisfactory غير مقبول	**Needs Improvement** يحتاج الى تحسين	**Satisfactory** مقبول	**Target** مستهدف
Objectives الأهداف	Few objectives are aligned with Qatar National Curriculum Standards or written clearly in measurable terms, or few are appropriate for each lesson and for students. القليل من الأهداف تتماشى مع معايير المناهج الوطنية القطرية ومكتوبة بشكل واضح قابل للقياس، ومناسبة للدروس وللطلاب.	Some objectives are aligned with Qatar National Curriculum Standards and written clearly in measurable terms, and appropriate for each lesson and for students. بعض الأهداف تتماشى مع معايير المناهج الوطنية القطرية ومكتوبة بشكل واضح قابل للقياس، ومناسبة للدروس وللطلاب.	Most objectives are aligned with Qatar National Curriculum Standards and written clearly in measurable terms, and appropriate for each lesson and for students. معظم الأهداف تتماشى مع معايير المناهج الوطنية القطرية ومكتوبة بشكل واضح قابل للقياس، ومناسبة للدروس وللطلاب.	All objectives are aligned with Qatar National Curriculum Standards and written clearly in measurable terms, and appropriate for each lesson and for students. جميع الأهداف تتماشى مع معايير المناهج الوطنية القطرية ومكتوبة بشكل واضح قابل للقياس، ومناسبة للدروس وللطلاب.
Content المحتوى	Many content errors and shows little understanding of the major ideas of the	Some content knowledge errors; some understanding of the major ideas	Most content knowledge is accurate presented and reflects the	All content knowledge is accurate and clearly presented; knowledge reflects the major

	discipline. All content represents a single content area. العديد من الأخطاء في المحتوى واظهار القليل من الفهم وللأفكار الرئيسية للموضوع. كل المحتوى يمثل مجالا واحدا فقط من الموضوعات	of the discipline. All content represents a single content area. بعض الأخطاء في المحتوى المعرفي. بعض الفهم للأفكار الرئيسية في الموضوع. كل المحتوى يمثل مجالا واحدا فقط من المحتوى	important ideas of the discipline. Unit includes content from several disciplines. معظم محتويات المحتوى المعرفي دقيقة وتعكس الأفكار الهامة للموضوع. وتشمل الوحدة التعليمية عدة تخصصات.	ideas of the discipline. Unit includes content from each of the disciplines of language arts (Arabic or English), math, science, and social studies. المحتوى المعرفي بأكمله دقيق ومقدم بوضوح؛ ويعكس المعرفة والأفكار الرئيسية للموضوع. وتشمل الوحدة محتويات من كل تخصصات اللغة (العربية أو الإنجليزية)، والرياضيات، والعلوم، والدراسات الاجتماعية.
Language arts-Integration تكامل الفنون اللغوية	Uses few concepts from reading, language and student development, to teach reading, writing, speaking, viewing, listening, and thinking skills محاولات قليلة لاستخدام مفاهيم القراءة واللغة ونمو الطالب ، لتعليم القراءة والكتابة والمحادثة والمشاهدة، والاستماع، ومهارات التفكير	Uses some concepts from reading, language and student development, to teach reading, writing, speaking, viewing, listening, and thinking skills يستخدم القليل مفاهيم القراءة واللغة ونمو الطالب ، لتعليم القراءة والكتابة والمحادثة والمشاهدة، والاستماع، ومهارات التفكير	Uses many concepts from reading, language and student development, to teach reading, writing, speaking, viewing, listening, and thinking skills يستخدما بعض مفاهيم القراءة واللغة ونمو الطالب ، لتعليم القراءة والكتابة والمحادثة والمشاهدة، والاستماع، ومهارات التفكير	Uses all concepts from reading, language and student development, to teach reading, writing, speaking, viewing, listening, and thinking skills in several lessons is realistic يستخدم المفاهيم من القراءة واللغة ونمو الطالب ، لتعليم القراءة والكتابة والمحادثة والمشاهدة، والاستماع، ومهارات التفكير في العديد من الدروس واقعية

Alignment of Instruction and Objectives مواءمة التعليمات و الأهداف	Few lessons, activities, and assignments are linked to objectives. القليل من الدروس، الأنشطة، والمهام مرتبطة بالأهداف	Some lessons, activities, and assignments are linked to objectives. بعض الدروس، الأنشطة، والمهام مرتبطة بالأهداف	Most lessons, activities, and assignments are linked to objectives. معظم الدروس، الأنشطة، والمهام مرتبطة بالأهداف	All lessons, activities, and assignments are linked to objectives. جميع الدروس، الأنشطة، والمهام مرتبطة بالأهداف
Technology التكنولوجيا	Available technology is not used or is used inappropriately. لا تستخدم التكنولوجيا المتاحة أو انها تستخدم بشكل غير مناسب	Available technology is used but does little to support the objectives and to engage learners. التكنولوجيا المتاحة مستخدمة، ولكنها قليلا ما تدعم الأهداف أو تعمل على مشاركة المتعلم	Available technology is used appropriately, somewhat supports the objectives, and engages learners. تستخدم التكنولوجيا المتاحة بشكل جيد، والى حد ما تدعم الأهداف، وتعمل على مشاركة المتعلم	Available technology is used appropriately, supports the objectives, and engages learners. تستخدم التكنولوجيا المتاحة بشكل جيد، وتدعم الأهداف، وتعمل على مشاركة المتعلم
Instructional Strategies and Assignments الاستراتيجيات التعليمية والمهمات	Employs no variety of instructional strategies and assignments. Instruction is teacher-centered; almost no opportunity for active learning or creative thought. ليس هناك اي تنوع في استخدام الاستراتيجيات التعليمية. والتدريس مرتكز على المعلم. تقريبا لا يوجد اي	Employs little variety of instructional strategies and assignments. Most activities are teacher-centered. Little opportunity for creative thought. استخدام محدود للاستراتيجيات التعليمية والمهام. معظم الأنشطة تركز على المعلم. مع	Employs some variety of instructional strategies and assignments to meet stated objectives. Most activities are student-centered and active learning and higher-level thinking are encouraged in some activities, but not consistently. هناك بعض التنوع من الاستراتيجيات والمهام لتلبية	Employs a variety of instructional strategies and assignments to meet stated objectives. All learning activities are student-centered, and most employ active learning. Many activities require higher level thinking skills and provide opportunities for creativity. تستخدم مجموعة متنوعة من الاستراتيجيات والمهام لتلبية

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	فرصة للتعلم النشط أو التفكير الإبداعي.	وجود فرص ضئيلة للتفكير الإبداعي	الأهداف المعلنة التعليمية. معظم أنشطة التعلم تركز على الطالب ويشجع توظيف التعلم النشط ومهارات التفكير العليا، ولكن ليس بشكل دائم.	الأهداف المعلنة التعليمية. جميع أنشطة التعلم تركز على الطالب، وأغلبها يوظف التعلم النشط. تتطلب العديد من الأنشطة مهارات التفكير عليا وتوفر فرصا للإبداع.
Differentiation of Instruction مراعاة /التمايز الفروق في التدريس	Differentiation is not used. مراعاة /لا يستخدم التمايز الفروق في التدريس	Differentiation is used across few lessons to meet the needs of students. مراعاة /يستخدم التمايز الفروق في القليل من الدروس لتلبية احتياجات الطلبة.	Differentiation is used across some lessons to meet the needs of students. مراعاة /يستخدم التمايز الفروق لبعض الدروس لتلبية احتياجات الطلبة.	Differentiation is used across all lessons to meet the needs of students. مراعاة /يستخدم التمايز الفروق في جميع الدروس لتلبية احتياجات الطلبة.
Assessment التقييم	Lessons do not contain an assessment, or no assessments are aligned with the objectives. الدروس لا تحتوي على تقييم، أو أن التقييم لا يتماشى مع الأهداف.	Few lessons contain an assessment that is aligned with objective(s), or lessons include an assessment that is not aligned with the objectives. بعض الدروس تحتوي على تقييم يتلاءم مع الأهداف، أو الدروس تشمل تقييما لا يتماشى مع الأهداف.	Most lessons contain an assessment that is aligned with objectives. جميع الدروس تحتوي على الأقل تقييما يتلاءم مع الأهداف.	All lessons contain at least assessments that are aligned with objectives. جميع الدروس تحتوي على الأقل تقييمات تواءم مع الأهداف.
Lesson and unit coherence	Lessons are minimally organized. Unit does not reflect knowledge about	Lessons are somewhat organized and move students somewhat toward achieving	Lessons are organized and move students toward achieving objectives. Some lessons reflect	Lessons are sequentially organized and move students toward achieving objectives. Set of

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

Appendix (15) guidelines for assessment analysis
Taskstream requirements

Introduction

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

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

Amendments may be obligatory when applied to some specific cases.

Adaptations

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

The description

- Select a group of 3-5 daily lessons on the same topic or concept.

- Design a test to reflect what students should know, understand or apply at the end of this set of lessons. It will be easier to analyze if the answers to the questions are in the form of true or false.

- Later, you can analyze which items are worth more than one mark.

- Apply the test before starting teaching and record their marks in a spreadsheet. Give "1 "for the correct answer, and " 0 " if the answer is wrong.

- List down their marks for each question, as well as their overall score. Upon completion of the lessons, ask the students to take the same test, and list down their new marks in the same way as in the stage of the pre-test.

- When you have both sets of data for each student on each question, the following questions will be useful for analysis and reflection.

Data collection

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

Analysis

1. Arithmetic mean and median, for both pre-and post-test

a. How can they be compared?

b. What does this tell you about the results?

2. Items with the most correct responses or the highest marks

a. At the stage of pre-test, what does it mean?

b. At the stage of post-test, what does it mean?

3. Repetition of the correct answers to one of the questions

a. Has it changed or has it stayed the same?

b. Was the change positive or negative?

4. Questions reflecting Bloom's Taxonomy levels

a. What is the level of the most frequently asked questions in the test?

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

Presentation of results

1. Use the graph provided in the tables program (EXCEL) to produce a graph or to arrange the data in the table.

2. Use the table or drawing that you have created to reflect on the results.

Consequences

1. When comparing the arithmetic mean and median, for the pre-test and post-test, what does this indicate?

2. Has there been a change in the set of questions with the correct answers, has their number decreased, has it remained the same, or has it increased? What does this mean?

3. When comparing questions from the pre-test with the same questions on the post-test:

a. What does it mean if a few students answered correctly after teaching?

b. What does it mean if more students answered correctly after teaching?

c. If there are some questions that did not show any change between the pre-and post-tests, what should we conclude?

4. What are some of the implications of analyzing test questions based on Bloom's Taxonomy?

a. From which level of Bloom's Taxonomy were the most questions?

b. From which level of Bloom's Taxonomy were the most correct responses?

Advanced Analysis

1. Use spreadsheets to do content analysis.

a. What questions reflect the same content?

b. Select Bloom's levels for all questions.

c. How many correct answers to each of the questions are there within the same concept or content?

Reflection

1. How did you benefit from displaying the results in tables or graphs?

2. What have you learned about student learning by doing this activity?

3. How can you use this information in planning future lessons?

معايير تصحيح مشروع ممارسات التقييم

Assessment Practices Project Rubric

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
Data collection جمع البيانات	Data is collected but show no clear	Data represents student performance but may not be clear.	Data validly and reliably represents student performance	Data validly and reliably are extremely helpful,

	Unsatisfactory غير مقبول	**Needs Improvement** يحتاج الى تحسين	**Satisfactory** مقبول	**Target** مستهدف
	representation of student performance. تم جمع البيانات ولكنها لا تعكس اداء الطلبة بشكل واضح	البيانات تمثل اداء الطلبة، ولكن من الممكن ان لا تكون واضحة	صدق وثبات البيانات يمثل أداء الطلبة	representing student performance clearly and meaningfully. صدق وثبات البيانات مفيد جدا، ويمثل أداء الطلبة بشكل واضح وهادف.
Data display عرض البيانات	Data is recorded and displayed, but analysis and interpretation are difficult or impossible. البيانات مسجلة ومعروضه، ولكن من الصعب او الاستحالة القيام بتحليلها أو تفسيرها	Data is recorded and displayed, and minimally facilitates analysis or interpretations. البيانات مسجلة ومعروضه، وتسهل جزئيا عملية التحليل والتفسير	Data is appropriately and adequately recorded and/or displayed to facilitate analysis and interpretation. البيانات مسجلة بشكل جيد ومتناسق و/ أو يتم عرضها لتسهيل تحليلها وتفسيرها	Data is recorded and displayed in such a way that analysis and interpretation are clear, logical, and obvious. يتم تسجيل البيانات وعرضها في بحيث أن تحليل وتفسير البيانات واضحة ومنطقية.
Data analysis تحليل البيانات	Minimal processes are applied to the data, and analysis is disconnected from the actual data processes. يتم تطبيق الحد الأدنى من الإجراءات على البيانات، ويتم فصل التحليل عن الإجراءات الفعلية.	Processes are applied to the data, but they may be inconsistent and/or inconclusive. يتم تطبيق الإجراءات على البيانات، ولكنها قد تكون غير متناسقة و/ أو غير حاسمة. يتم تطبيق اجراءات مناسبة ودقيقة للبيانات.	Appropriate and accurate processes are applied to the data. يتم تطبيق اجراءات مناسبة ودقيقة للبيانات.	Data is thoroughly analyzed using the most appropriate means. يتم تحليل البيانات بدقة باستخدام الوسائل المناسبة.
Data interpretation تفسير البيانات	Interpretations and/or conclusions are disjointed from the data.	Processes are applied to the data, but they may be inconsistent and/or	Interpretations and/or conclusions are logical and are appropriately	Interpretations and conclusions clearly emerge

	Unsatisfactory غير مقبول	Needs Improvement يحتاج الى تحسين	Satisfactory مقبول	Target مستهدف
	أو / التفسيرات و الاستناجات غير مرتبطة بالبيانات.	inconclusive. Interpretations and/or conclusions are drawn from the data, but the evidence supporting them is not provided. يتم تطبيق الإجراءات على البيانات، ولكنها قد تكون غير حاسمة / متناسقة و/أو. أو / التفسيرات و الاستناجات تستخلص من البيانات، ولكن الأدلة المؤيدة لها غير متوفرة	supported by evidence from the data analysis. أو / التفسيرات و الاستناجات منطقية، ومدعمه بشكل مناسب من الأدلة من تحليل البيانات.	from the data analysis and are presented in a professional, concise, and thorough manner. التفسيرات والاستناجات تظهر بوضوح من تحليل البيانات وتعرض بطريقة مهنية وموجزة، وشاملة.
Implications for instruction تداعيات التعليم	Implications are not supported by the data and are not appropriate to the students, content, or teaching/learning situation. التداعيات/ التطبيقات غير مدعومة بالبيانات، وغير مناسبة للمحتوى والوضع التدريسي / التعلمي للطلاب	Implications are somewhat related to the data, but my not be clearly supported by it. Stated implications may not be appropriate to identified students, content, and teaching/learning situation. التداعيات/ التطبيقات مرتبطة الى حد ما بالبيانات. ومن الممكن ان لا تكون مدعومة بالبيانات، او ان تكون ومناسبة للمحتوى والوضع التدريسي / التعلمي للطلاب	Implications are supported by the data and are appropriate to the identified students, content, and teaching/learning situation. التداعيات/ التطبيقات مدعمة بالبيانات، ومناسبة للمحتوى والوضع التدريسي / التعلمي للطلاب	Multiple implications are clearly supported by the data, and are appropriate to the identified students, content, and teaching/learning situation. العديد من التداعيات/ التطبيقات مدعمة بالبيانات، ومناسبة للمحتوى والوضع التدريسي / التعلمي للطلاب

E-folio Rubric

Appendix (16) the Assessment rubric of the E-folio

Standard/level	4 Achieve the goal	3 Satisfactory	2 Needs improvement	1 Unsatisfactory	level/ grade
Content – literacy and conversation **ACEI 2.1**	The evidence is clear and convincing to know the correct and comprehensive content in both reading, writing and conversation appropriate for the primary stage and in identifying and arranging the main concepts.	Evidence is valid for knowledge of the content both in reading, writing, conversational and in the identification of basic concepts.	The evidence is sufficient to know the content in both reading, writing and conversation and is suitable for the primary stage; with a few mistakes, but they are not significant.	There are many mistakes in the knowledge of the content in reading, writing, or conversation, or there is insufficient evidence in the field to make a correct judgment.	
Content - Knowledge of Science **ACEI 2.2**	The evidence is clear and convincing in the knowledge of the correct and comprehensive content in science and is suitable for the primary stage and in the identification and arrangement of	The evidence is valid for knowledge of the content in science and is suitable for the primary stage, and in the identification of the main concepts.	The evidence is sufficient to know the content in science and is suitable for the primary stage; errors are few, but they are not significant.	There are many errors in the knowledge of the content in science or there is insufficient evidence in the field to make a correct judgment.	

	the main concepts.				
Content-Knowledge of Mathematics ACEI 2.3	The evidence is clear and convincing in the knowledge of the correct and comprehensive content in mathematics and is suitable for the primary stage and in the identification and arrangement of the main concepts.	The evidence is valid for knowledge of the content in mathematics and is suitable both for the primary level, and in the identification of basic concepts.	The evidence is enough to know the content in mathematics and is suitable for primary school; errors are few, but they are not significant.	There are many errors in knowing the content in mathematics, or the evidence is insufficient in the field to issue a correct judgment.	
Content-Knowledge of social studies ACEI 2.4	The evidence is clear and convincing to know the correct and comprehensive content in social studies, appropriate for the primary stage, and to identify and arrange the basic concepts.	Evidence is valid for content knowledge in social studies and it is Suitable for the primary stage, and in defining basic concepts.	The guides are sufficient to know the content of social studies and are suitable for the elementary Errors are few, but ;level not important.	There are many errors in knowing the content in social studies, or the evidence is sufficient in the area to issue a correct judgment.	
Content-Knowledge of	The evidence is clear and	The evidence is valid for knowledge of the	The evidence is sufficient to know the content in Arts	Many errors in the content of knowledge	

the Arts ACEI 2.5	convincing to know the correct and comprehensive content in the arts appropriate to the primary stage and to identify and arrange the basic concepts.	content in the Arts and is suitable both for the primary stage, and in the identification of basic concepts.	and is suitable for primary school; errors are few, but insignificant.	in the arts, or the evidence is not sufficient in thefield to issue a correct judgment.	
Content-Knowledge for Students ACEI 1.0	The evidence is clear and convincing that the student understands the principles of human development, learning, motivation and plans education accordingly.	The evidence is valid that educational plans are in line with current theories on human development, learning and motivation.	Some evidence is true that the educational plans prepared by the student are in line with the current theories of human development, learning and motivation.	There is little (or no) evidence that the educational plans prepared by the student are in line with current theories of human development, learning and motivation.	
Content-Content Knowledge-Special Teaching Methods I 3.1	Multiple examples of a set of content-specific strategies in the instruction that are based on knowledge of students, learning theory, subject,	Examples of strategies for content and integration of education are based on knowledge of students, learning theory, subject, curricular goals, and society.	Some examples of content-specific strategies, but limited in number or unclear on the basis of knowledge of students, learning theory, subject, teaching goals, society.	There are few or no examples of content-specific strategies that are not based on knowledge of students, learning theory, subject matter, curricular goals, and society.	

	curricular goals, and society.				
Pedagogy (planning)- the educational environment ACEI3.1	Educational plans include almost all of the following elements: learning objectives that are in line with curriculum standards; learning experiences appropriate to students ' developmental levels; innovative and flexible learning and teaching strategies; appropriate and diverse educational materials, sources, methods of assessment and feedback.	Educational plans include many of the following elements: learning objectives that are in line with curriculum standards; learning experiences appropriate to students ' developmental levels; innovative and flexible learning and teaching strategies; appropriate and diverse educational materials, sources, methods of assessment and feedback.	Educational plans include the following: Learning objectives, learning activities List of materials and sources, some means of assessment	Plans for education lack several basic elements.	
Pedagogy – planning) - educational environment ACEI 1.0	It supports students 'individual development, knowledge	It supports the individual development of students, the acquisition of knowledge and motivation and includes	There is some evidence that includes the following: philosophy of learning, a plan for classroom management,	There is little evidence that there are plans to create or maintain a positive learning environment; but it	

	acquisition, and motivation, and includes almost all of the following: a philosophy centered on student learning; developing an effective classroom management plan; teaching topics and issues that encourage students' critical thinking skills; giving opportunities for students to work collaboratively in multiple ways (e.g. pairs, groups, etc...)	many of the following actions: a philosophy centered on student learning, developing an effective classroom management plan; teaching topics and issues that encourage students ' critical thinking skills; giving opportunities for students to work collaboratively	opportunities for students to work collaboratively; there is no clear evidence of support for the development of students individually and their acquisition of knowledge	does not support the development of students individually, their acquisition of knowledge, and the development of their motivation.	
Teaching Methods (Planning)- Behavior Management ACEI 1.0	Provides a clear behavior management plan that is based on understanding the child's human development and rewarding positive behaviors.	Provides a behavior management plan which is consistent with the theories of the child's human development and reward positive behaviors.	Provides a behavior management plan that rewards positive behavior.	There is little evidence that a behavior management plan exists, or that the behavior management plan is inconsistent with theories of child human development.	

Pedagogy - Assessment ACEI 4.0	It explains most of the following: formative and final assessments are frequent and appropriate; multiple means of assessment including standard and alternative performance assessments; curriculum and teaching adjustment based on assessment analysis.	It explains many of the following: formative and final assessments are appropriate; multiple means of assessment; adjustment of the curriculum and education based on the analysis of the assessment.	It explaines the following: multiple means of formative and overall assessments; modification of the curriculum or education based on assessments	There is little clarification of the means of assessment or not to use assessment results to modify teaching and learning.	
Technology-Personal and Professional Use ACEI 5.1	Demonstrates advanced competencies in the use of standard technology tools, including: communication by e-mail; word processing, creation of spreadsheets, searching the internet; use of office references; the teacher	Demonstrates the core competencies in the use of standard technology tools using several of the following actions: communication by e-mail; word processing; spreadsheets; searching the internet; the teacher manages information related to student learning using ICT resources.	Demonstrates core competencies in the use of: email and communication; and word processing.	Lack of core competencies appears in the use of technolog..	

	manages information related to student learning using ICT resources.				
Technology-Educational Use ACEI 3.4	It explains most of the following: identification and evaluation of typical educational electronic resources; identification and use of multimedia to support learning goals; lesson planning instructions involving students ' use of technology to achieve learning objectives; development of technology-based resources for educational use(example: cognitive journey/ web quest).	It explains many of the following: identification and evaluation of typical educational electronic resources; identification and use of multimedia to support learning goals; lesson planning instructions involving students ' use of technology to achieve learning objectives; development of technology-based resources for educational use(example: cognitive journey/ web quest).	Demonstrates: integration of educational electronic resources into teaching; use of multimedia to support learning objectives.	Little or no evidence is given of the use of technology to achieve learning objectives.	

Diversity-Differentiation ACEI 3.2	It explains most of the following: educational plans that include appropriate equipment and modifications for students with special needs; classroom policies that require interaction between students and respect for others, including those with diverse needs; providing some useful and appropriate materials and information about social services to support students with personal or academic problems.	It explains most of the following: educational plans that include equipment or modifications for students with special needs; classroom policies that support respect for all students, including those with diverse needs	Includes modifications for students with special needs in some educational plans.	There is little or no evidence that education is differentiated or that it supports diverse student needs.	
Modeling and Teaching Problem Solving Skills ACEI 3.3	It explains most of the following: the identification of strategies and sources that facilitate the	It explains some of the following: identifying strategies and resources that facilitate the development of critical thinking skills;	Demonstrates more than one opportunity for students to use critical thinking to solve problems	Little or no evidence of students' personal use of problem-solving or critical thinking skills.	

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	development of critical thinking skills; the facilitation and skills of independent problem solving; the use of critical thinking to solve problems in education.	facilitating independent problem-solving skills; and using critical thinking to solve problems in education.			
Academic Research Assessment ACEI 5.1	It explains most of the following: identifying appropriate and useful academic information; evaluating academic research, using appropriate criteria; applying information derived from research to improve teaching and learning.	It explains some of the following: identifying appropriate and useful academic information; evaluating academic research, using appropriate criteria; applying information derived from research to improve teaching and learning.	Demonstrates the ability to read and understand academic research.	There is little or no evidence to use the survey in teaching and learning.	
Scientific Investigation- Participates in research ACEI 5.1	Design and conduct high-quality research that is applied in education and that can work for	Design quality research that is applied in education and that can work on positive change in the problems of education.	Design research on a problem in education.	Little or no evidence of personal research in the field of education.	

	positive change in educational problems.				
Ethical Relationships and Cooperation with Students and Parents ACEI 5.3	A clear commitment to ethical values in the following areas: relationships with students, including those with special needs or from diverse backgrounds; relationships with supervisors and colleagues; relationships with parents and the local community of stakeholders; activities related to school policies; activities related to intellectual property (unauthorized use and / or plegiarism); demonstrated through narrative and active investigation of	In general, the options in the application of sound ethical values are in the following areas: relationships with students, including those with special needs or from diverse backgrounds; relationships with supervisors and colleagues; relationships with parents and the local community of stakeholders; activities related to school policies; activities related to intellectual property (unauthorized use and / or plegiarism.	Some lapses or mistakes in the application of ethical values in all of the following: relationships with students, including those with special needs or from diverse backgrounds; relationships with supervisors and colleagues; relationships with parents and the local community of stakeholders; activities related to school policies; activities related to intellectual property.	There were several opportunities for ethical values to be applied that were ignored in many of the following areas: relationships with students; relationships with other stakeholders; school policies; intellectual property.	

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	ethical issues and considered options.			
Initiative-Outreach and Communication ACEI 3.5	Gives many examples of extensive mass communication, which promotes cooperation with peers, parents and students.	Gives one or more examples of extensive mass communication, which promotes cooperation with peers, parents and students.	Gives an example of communication that has strengthened cooperation with peers, parents or students.	Strengthening cooperation by communicating with peers, parents or students was not worthwhile.	
Initiative-building partnership with colleagues and society ACEI 5.4	Provides at least three creative and effective examples of his partnership creation with colleagues and/or with the community, and in each example makes one or more proposals for maintaining and/or strengthening the partnership. All are examples that clearly support student learning and interest.	Provides at least two examples of his partnership creation with colleagues and/or with the community, and in each example makes one or more proposals for maintaining and/or strengthening the partnership. All are examples that clearly support student learning and interest.	Demonstrates awareness of the importance of establishing partnerships, but there is no more than one example that is poorly provided for the learning and interest of students.	There is little or no evidence of establishing or maintaining a partnership with colleagues or with the community.	

University supervisor assessment form

To be completed electronically

Major of the student-teacher: _____ Date_____ :

Name of Supervisor_____ :

Rating: 3 = excellent 2 = satisfactory 1 = unsatisfactory

_____The visits were useful and on time.

_____The remarks were purposeful and acceptable.

_____Help and support were constantly provided.

_____ The meetings were constructive and in-depth.

_____ The feedback in the reflection journal was helpful.

_____Knowledge of teaching methods and styles is constantly visible.

_____The feedback of my daily preparation supported my professional development.

_____The feedback of my daily teaching supported my professional development.

_____Professional behavior has always been exemplary.

Comments:

_____

_____

_____

_____

Return the form to:

          Field Supervisor (Senior) for educational training

          College of Education

          Qatar University

Mentor assessment form

To be completed electronically

Major of the student-teacher: _____ Date_____ :

Name of Supervisor_____ :

Rating: 3 = excellent 2 = satisfactory 1 = unsatisfactory

_____The visits were useful and on time.

_____The remarks were purposeful and acceptable.

_____Help and support were constantly provided.

_____ The meetings were constructive and in-depth.

_____ The feedback in the reflection journal was helpful.

_____Knowledge of teaching methods and style is constantly visible.

_____The feedback of my daily preparation supported my professional development.

_____The feedback of my daily teaching supported my professional development.

_____Professional behavior has always been exemplary.

Would you recommend assigning more student teachers with this mentor

Yes _____   No _____

Comments:

_____

_____

_____

_____

Return the form to:

        Field Supervisor (Senior) for educational training

        College of Education

        Qatar University

Remedial intervention form

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

Name of the student-teacher _____ Date _____ the school _____ grade / content _____ mentor

_____
University supervisor _____

The following concerns have been explicitly discussed with the Student Teacher, Mentor, and Supervisor:

The following data support these concerns:

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

Appointment for Reassessment

I have read and obtained a copy of this document

Signature of the student-teacher _____ Date: _____
Signature of the supervisor _____ Date: _____
_____ Signature of the mentor _____Date:

Task values and grading system

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

Task	Maximum mark
Parent meeting report	5
Paper file and weekly journals	5
Midterm and final journal report	20
Unit Adaptation*	40
Mid-term assessment of performance in field training (CEES)	average of 4
Final assessment of performance in field training (CEES) *	average of 4
Technological lesson (technology for learning project)	20
Assessment practices	20
Intervention plan (includes individual educational plan-behavior modification plan)	20
E.folio*	44
Seminar	20

*Note: you must meet these requirements and obtain an average success level or higher in order to achieve a pass mark in field training, which is C
*The ratio for each task will be calculated by a special equation.

Grading system at Qatar University
A = 90 - 100
B+ = 85 – 89.99
B = 80 – 84.99
C+ = 75 – 79.99
C = 70–74.99
D+ = 65 - 69.99
D = 60 - 64.99

Acknowledgment of adherence to the handbook

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

Name of the student-teacher_____ :

Signature: _____ Date_____ :

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

Ms. Intisar Mustafa Ali

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

Qatar University

Instructional unit guidelines
TaskStream Course

Objective

A unit plan, consisting of complete lesson plans and supporting materials, should target a concept, not a topic, in the curriculum. The aim of the unit is to develop rich and specific learning experiences and attitudes to teach students the target concept. It should include extensive use of technology for learning, multiple opportunities for active student participation, and carefully differentiated teaching and assessment to enable all learners to succeed.

Details

1. The unit should consist of a set of sequential lessons that cover various topics within this concept.

2. The objectives of the unit should be in line with the curriculum prescribed for the school and the subject taught.

3. The unit should take four (4) to six (6) time sets (classes) to teach.

4. Correction criteria for lesson plans and educational unit will be used to evaluate your work. Be sure to use them to get additional information on how to supplement your unit. The correct criteria can be found in the appendix.

E-folio Rubric

	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target
Content knowledge of special education	Little to no evidence related to understanding of essential content in the field of education for students with disabilities.	Some knowledge (with minor inaccuracies) in at least two of the following as they relate to education for students with disabilities: 1) Human development 2) Laws and policies 3) Resources for teaching and learning 4) Research literature (theories and a accepted practices.	Evidence of accurate knowledge of and understanding of at least three of the following as they relate to education for students with disabilities: 1) Human development 2) Laws and policies 3) Resources for teaching and learning 4) Research literature (theories and a accepted practices.	Clear and convincing evidence of accurate and thorough knowledge of and understanding of all of the following as they relate to education for students with disabilities: 1) Human development 2) Laws and policies 3) Resources for teaching and learning 4) Research literature (theories and a accepted practices.
Content knowledge in the discipline(s)	Little to no evidence of knowledge in basic content in the discipline field(s) or serious inaccuracies.	Some knowledge (with minor inaccuracies) of basic content in the discipline field(s).	Evidence of accurate knowledge of basic content in the discipline field(s).	Clear and convincing evidence of accurate and thorough knowledge of content in the discipline field(s).
Pedagogy – Curriculum design and instruction	Little evidence of knowledge or understanding of curriculum and instruction for students with disabilities.	Includes some evidence (limited) for at least one of the following: Knowledge and understanding	Provides evidence for at least two of the following: Knowledge and understanding of the Qatar National Curriculum	Provides clear and convincing evidence for all of the following: Knowledge and understanding of the Qatar National

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	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target
		of the Qatar National Curriculum Standards Ability to evaluate curriculum for quality related to established principles of curriculum design Ability to create basic curricular materials (a well-designed unit plan with learning activities and assessments).	Standards and ability to apply them appropriately in instruction for students with disabilities, Ability to create AND modify curricular materials in the content areas for students with disabilities, and Considers the individual's unique characteristics in selecting, developing and adapting learning experiences.	Curriculum Standards and ability to apply them appropriately in instruction for students with disabilities, Ability to create AND modify curricular materials in the content areas for students with disabilities, and Considers the individual's unique characteristics in selecting, developing and adapting learning experiences.
Pedagogy – Classroom Environment	Little evidence of knowledge or understanding of how to create a positive classroom environment for students with disabilities	Includes some evidence (limited) for at least one of the following: 1) Collaboration with general educators to create safe, inclusive, and culturally responsive learning environments, 2) Use of motivational and instructional interventions to teach learners to adapt to different environments, and 3) Knowledge of safe intervention for	Provides evidence for at least two of the following: 1) Collaboration with general educators to create safe, inclusive, and culturally responsive learning environments, 2) Use of motivational and instructional interventions to teach learners to adapt to different environments, and 3) Knowledge of safe intervention for students in crisis.	Provides clear and convincing evidence of all of the following: 1) Collaboration with general educators to create safe, inclusive, and culturally responsive learning environments, 2) Use of motivational and instructional interventions to teach learners to adapt to different environments, and 3) Knowledge of safe intervention for students in crisis.

	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target
		students in crisis.		
Pedagogy – Assessment	Little evidence of knowledge or understanding of the design, administration, interpretation, or use of assessment for students with disabilities	Includes some evidence (limited) for at least two of the following: 1) Ability to select and use formal and informal assessments, 2) Use of measurement principles and practices to interpret and use assessment results, 3) Collaborate with parents and/or colleagues in use of multiple assessments, or 4) Provide feedback and guidance to learners related to assessment.	Provides evidence for at least three of the following: 1) Ability to select and use technically sound formal and informal assessments that minimize bias, 2) Use of measurement principles and practices to interpret and use assessment results, 3) Collaborate with parents and/or colleagues in use of multiple assessments, or 4) Provide feedback and guidance to learners related to assessment.	Provides clear and convincing evidence of all of the following: 1) Ability to select and use technically sound formal and informal assessments that minimize bias, 2) Use of measurement principles and practices to interpret and use assessment results, 3) Collaborate with parents and/or colleagues in use of multiple assessments, and 4) Provide feedback and guidance to learners related to assessment.
Technology –	Little evidence of knowledge or understanding of the use of technology for planning, instruction, assessment, or support for students with disabilities.	Includes some evidence (limited) for at least one of the following: Use of technology to support instruction assessment, planning, and deliver, and Knowledge of augmentative and alternative communication systems and a variety of	Provides evidence for at least one of the following: Provides clear and convincing evidence of all of the following: Use of technology to support instruction assessment, planning, and deliver, and Knowledge of augmentative and alternative communication systems and a	Provides clear and convincing evidence of both of the following: Use of technology to support instruction assessment, planning, and deliver, and Knowledge of augmentative and alternative communication systems and a variety of assistive technologies to support the development of communication and

	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target
		assistive technologies to support the development of communication and learning for students with disabilities.	variety of assistive technologies to support the development of communication and learning for students with disabilities.	learning for students with disabilities.
Diversity	Little to no evidence of an appreciation of the human and cultural issues that may affect education for students with disabilities.	Shows an appreciation of the human and cultural issues that may affect education for students with disabilities.	Some evidence of at least one of the following: Knowledge and understanding that diversity is a part of families, cultures, and schools, and the ways human issues interact with educational issues, and Collaboration with others in the cultural environment to support the education of students with disabilities.	Clear and convincing evidence that demonstrates the following: Knowledge and understanding that diversity is a part of families, cultures, and schools, and the ways human issues interact with educational issues, and Collaboration with others in the cultural environment to support the education of students with disabilities.
Problem-solving	Little or no evidence for personal use of encouragement for others to use critical thinking to solve problems	Some evidence for: Personal uses of critical thinking to solve problems in education, or Decisions and/or policy-making that encourage and reward problem-solving among colleagues and staff.	Some evidence for: Personal uses of critical thinking to solve problems in education, and Decisions and/or policy-making that encourage and reward problem-solving among colleagues and staff.	Clear and convincing evidence for: Personal uses of critical thinking to solve problems in education, and Decisions and/or policy-making that encourage and reward problem-solving among colleagues and staff.
Scholarly Inquiry – Engages in research	Little to no evidence of knowledge or use of scholarly	Some (limited) evidence of at least one of the following:	Some evidence of at least two of the following: 1) a sound	Provides clear and convincing evidence of all of the following: 1) a sound

	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target
	research in the field.	1) a sound knowledge of research in special education, 2) Collaboration to share expertise with colleagues, and 3) Engaging in personal research that contributes to knowledge in the field.	knowledge of research in special education, 2) Collaboration to share expertise with colleagues, and 3) Engaging in personal research that contributes to knowledge in the field.	knowledge of research in special education, 2) Collaboration to share expertise with colleagues, and 3) Engaging in personal research that contributes to knowledge in the field.
Ethical Values	Several serious errors in the application of ethics related to: students other stakeholders school policies intellectual property	Few serious errors in the application of ethics in the following: relationship with students, including those with special needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related intellectual property	Few errors, none serious, related to the application of ethics in the following: relationship with students, including those with special needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related intellectual property (unauthorized usage and/or plagiarism)	Clear commitment to ethical values in most of the following: relationship with students, including those with special needs or from diverse backgrounds relationships with supervisors and colleagues relationships with parents and community stakeholders activities related to school policies activities related intellectual property (unauthorized usage and/or plagiarism)
Initiative	Provides little to no evidence of creativity, leadership, or support for positive change in special education.	Demonstrates awareness and support for at least two of the following: 1) Improvement in professional practice,	Demonstrates action toward at least two of the following: 1) Improvement in professional practice, 2) Support of lifelong learning,	Demonstrates creativity and leadership in at least three of the following 1) Improvement in professional practice, 2) Support of lifelong learning,

	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target
		2) Support of lifelong learning, 3) Advocacy and mentoring in special education, or 4) Provision of guidance and direction to colleagues.	3) Advocacy and mentoring in special education, or 4) Provision of guidance and direction to colleagues.	3) Advocacy and mentoring in special education, or 4) Provision of guidance and direction to colleagues.

معايير تصحيح الملف الالكتروني – مترجم أعلاه

	4 الهدف	3 مرضى	2 يحتاج إلى تحسين	1 غير الواضحة أو غير مرضية
محتوى المعرفة للتعليم الخاص CEC1.1	أدلة واضحة ومقنعة لمعرفة دقيقة وشاملة وفهم كل ما يلي فيما يتعلق بالتعليم للطلبة من ذوي الإعاقة: 1) التنمية البشرية 2) قوانين وسياسات 3) الموارد المخصصة للتعليم والتعلم 4) أدب البحوث (النظريات والممارسات المقبولة.)	دليل على معرفة دقيقة وفهم في ثلاثة على الأقل مما يلي فيما يتعلق بالتعليم للطلبة من ذوي الإعاقة: 1) التنمية البشرية 2) قوانين وسياسات 3) الموارد المخصصة للتعليم والتعلم 4) أدب البحوث (النظريات والممارسات المقبولة.)	بعض المعرفة (مع أخطاء طفيفة) في اثنين على الأقل مما يلي فيما يتعلق بالتعليم للطلبة من ذوي الإعاقة: 1) التنمية البشرية 2) القوانين والسياسات 3) الموارد المخصصة للتعليم والتعلم 4) أدب البحوث (النظريات والممارسات المقبولة.)	قليل من أي أدلة تتصل بفهم المحتوى الأساسي في ميدان التعليم للطلبة من ذوي الإعاقة.
محتوى المعرفة في 3.1، 3.2، 3.3CEC	أدلة واضحة ومقنعة لمعرفة دقيقة وشاملة للمحتوى في حقل التعليم الخاص.	دليل على معرفة دقيقة بالمحتوى الأساسي في حقل التعليم الخاص.	بعض المعرفة (مع أخطاء طفيفة) للمحتوى الأساسي في حقل التعليم الخاص.	لا يوجد إلا القليل من الأدلة على المعرفة في المحتوى الأساسي في حقل التعليم الخاص أو أخطاء خطيرة فبما يتعلق بمجال التعليم الخاص.
علم أصول التدريس – تصميم المناهج والتدريس 1.2، 5.1،	ويقدم أدلة واضحة ومقنعة معرفة وفهم لكل مما يلي: "معايير المناهج الوطنية في قطر" والقدرة على تطبيق هذه المبادئ على نحو مناسب في تعليم الطلاب المعوقين، القدرة على	يوفر أدلة على معرفة دقيقة معرفة لواحد مما يلي: وفهم "معايير المناهج الوطنية في قطر" والقدرة على تطبيق هذه المبادئ على نحو مناسب في تعليم الطلاب المعوقين، القدرة على تصميم المناهج،	تشمل بعض الأدلة (محدودة) لواحد على معرفة :الأقل مما يلي وفهم "معايير المناهج "الوطنية في قطر، القدرة على تقييم المناهج الدراسية،	أدلة قليلة المعرفة أو الفهم للمناهج الدراسية والتدريس للطلاب ذوي الاحتياجات الخاصة.

	4 الهدف	3 مرضى	2 يحتاج إلى تحسين	1 غير الواضحة أو غير مرضية
5.6، 5.4 CEC	إنشاء وتعديل مواد المناهج الدراسية في مجالات المحتوى للطلاب ذوي الإعاقة، و وتعتبر الخصائص الفريدة للفرد في تحديد وتطوير وتكييف خبرات التعلم.	على إنشاء وتعديل مواد المناهج الدراسية في مجالات المحتوى للطلاب ذوي الإعاقة، و ويعتبر الخصائص الفريدة للفرد في تحديد وتطوير وتكييف خبرات التعلم.	القدرة على تصميم مواد المناهج الدراسية الأساسية (خطة وحدة مصممة تصميماً جيدا مع أنشطة وعمليات تقييم التعلم.)	
علم أصول التدريس – البيئة الصفية 2.1، 2.2، 2.3 CEC	ويقدم أدلة واضحة ومقنعة لكل مما يلي: 1) التعاون مع المربين عامة لإنشاء آمنة، وشاملة، ومستجيبة ثقافيا، بيئات التعلم 2) استخدام التدخلات تحفيزية وتعليمية لتعليم المتعلمين للتكيف مع البيئات المختلفة، و 3) المعرفة بالتدخل آمنة للطلاب في الأزمة.	يوفر أدلة لأثنين على الأقل مما يلي: 1) التعاون مع المربين لإنشاء بيئات التعلم أمنة، وشاملة، ومستجيبة ثقافيا، 2) استخدام التدخلات تحفيزية والتعليمية لتعليم المتعلمين كيفية التكيف مع البيئات المختلفة، و 3) المعرفة بالتدخل الآمن للطلاب في الأزمة.	تشمل بعض الأدلة (محدودة) لواحد على الأقل مما يلي: 1) التعاون مع المربين لإنشاء بيئات تعلم آمنة، وشاملة، ومستجيبة ثقافيا، 2) استخدام التدخلات تحفيزية والتعليمية لتعليم المتعلمين كيفية التكيف مع البيئات المختلفة، و 3) المعرفة بالتدخل الآمن للطلاب في الأزمة.	هناك أدلة تذكر على وجود معرفة أو فهم كيفية إنشاء بيئة إيجابية في الفصول الدراسية للطلبة ذوي الاحتياجات الخاصة.
علم أصول التدريس – التقييم 4.1، 4.2، 4.3. 4CEC	ويقدم أدلة واضحة ومقنعة لكل مما يلي: 1) القدرة على تحديد واستخدام التقييمات الرسمية وغير الرسمية من الناحية الفنية أن التقليل من التحيز، 2) تستخدم لقياس المبادئ والممارسات لتفسير	يقدم الأدلة على ثلاثة على الأقل مما يلي: 1) القدرة على تحديد واستخدام التقييمات الرسمية وغير الرسمية من الناحية الفنية أن التقليل من التحيز، 2) تستخدم لقياس المبادئ والممارسات لتفسير	تشمل بعض الأدلة (محدودة) لأثنين على الأقل مما يلي: 1) القدرة على تحديد واستخدام التقييمات الرسمية وغير الرسمية، 2) تستخدم لقياس المبادئ والممارسات لتفسير واستخدام نتائج	هناك أدلة تذكر على وجود المعرفة أو الفهم للتصميم، والإدارة، وتفسير، أو استخدام التقييم للطلاب ذوي الاحتياجات الخاصة.

	4 الهدف	3 مرضى	2 يحتاج إلى تحسين	1 غير الواضحة أو غير مرضية
	واستخدام نتائج التقييم، 3) أن تتعاون مع اولياء الأمور و/أو الزملاء في استخدام تقييمات متعددة، و 4) تقديم تعليقات وتوجيهات للدارسين المتصلة بالتقييم.	واستخدام نتائج التقييم، 3) أن تتعاون مع اولياء الأمور و/أو الزملاء في استخدام تقييمات متعددة، أو 4) تقديم تعليقات وتوجيهات للدارسين المتصلة بالتقييم.	التقييم، 3) أن تتعاون مع اولياء الأمور و/أو الزملاء في استخدام تقييمات متعددة، أو 4) تقديم تعليقات وتوجيهات للدارسين المتصلة بالتقييم.	
التكنولوجيا – 5.3، 5.2 CEC	ويقدم أدلة واضحة ومقنعة لكل مما يلي: استخدام التكنولوجيا لدعم تقييم التعليم، والتخطيط، وتسليم، و المعرفة بنظم الاتصال المعززة والبديلة، ومجموعة متنوعة من التقنيات لدعم تطوير الاتصالات والتعلم للطلبة ذوي الاحتياجات الخاصة.	يقدم أدلة على الأقل لواحد من الإجراءات التالية: استخدام التكنولوجيا لدعم تقييم التعليم، والتخطيط، وتسليم، و المعرفة بنظم الاتصال المعززة والبديلة، ومجموعة متنوعة من التقنيات لدعم تطوير الاتصالات والتعلم للطلبة ذوي الاحتياجات الخاصة.	تشمل بعض الأدلة (محدودة) لواحد على الأقل مما يلي: استخدام التكنولوجيا لدعم تقييم التعليم، والتخطيط، وتسليم، و المعرفة بنظم الاتصال المعززة والبديلة، ومجموعة متنوعة من التقنيات لدعم تطوير الاتصالات والتعلم للطلبة ذوي الاحتياجات الخاصة.	القليل من الأدلة للمعرفة أو الفهم لاستخدام التكنولوجيا للتخطيط، والتدريس، والتقييم، أو الدعم للطلاب ذوي الاحتياجات الخاصة.
التنوع 6.3، 7.3CEC	أدلة واضحة ومقنعة على معرفة وفهم أن: ما يلي التنوع جزء من الأسر، والثقافات، والمدارس، وقضايا الإنسان سبل التفاعل مع القضايا التربوية، و التعاون مع الآخرين في	على الأقل واحد من الإجراءات التالية: معرفة وفهم أن التنوع جزء من الأسر، والثقافات، والمدارس، وقضايا الإنسان سبل التفاعل مع القضايا التربوية، و التعاون مع الآخرين في	يظهر تقديراً للقضايا الإنسانية والثقافية التي قد تؤثر على التعليم للطلبة من ذوي الاحتياجات الخاصة.	إلا القليل إلى أي دليل على التقدير للقضايا الإنسانية والثقافية التي قد تؤثر على التعليم للطلبة من ذوي الاحتياجات الخاصة.

1 غير الواضحة أو غير مرضية	2 يحتاج إلى تحسين	3 مرضى	4 الهدف	
		البيئة الثقافية لدعم تعليم الطلاب ذوي الاحتياجات الخاصة.	البيئة الثقافية لدعم تعليم الطلاب ذوي الاحتياجات الخاصة.	
أدلة قليلة أو لا أدلة للتشجيع الشخصي على استخدام التفكير الناقد لحل مشاكل الآخرين	بعض الأدلة على (دليل واحد على الأقل) الاستخدامات الشخصية للتفكير الناقد لحل المشاكل في مجال التعليم، أو القرارات و/أو السياسات التي تشجع على تكافئ حل المشاكل بين الزملاء والموظفين.	بعض الأدلة على (دليلين على الأقل) الاستخدامات الشخصية للتفكير الناقد لحل المشاكل في التعليم، و القرارات و/أو السياسات التي تشجع وتكافئ حل المشاكل بين الزملاء والموظفين.	أدلة واضحة ومقنعة التي تشمل معظم الاتي: الاستخدامات الشخصية للتفكير الناقد لحل المشاكل في التعليم، و القرارات و/أو السياسات التي تشجع وتكافئ حل المشاكل بين الزملاء والموظفين.	حل المشاكل CEC 5.4, 5.7, 7.1
أدلة قليلة أو لا أدلة على المعرفة أو استخدام البحوث العلمية في الميدان.	بعض الأدلة (محدودة) واحد على الأقل مما يلي: (1 معرفة سليمة للبحوث في مجال التربية الخاصة، (2 التعاون تبادل الخبرات مع الزملاء، و (3 الاضطلاع بالبحوث الشخصية يسهم في المعرفة في هذا المجال.	بعض الأدلة على اثنين من الأقل مما يلي: (1 معرفة سليمة للبحوث في مجال التربية الخاصة، (2 التعاون و تبادل الخبرات مع الزملاء، و (3 الاضطلاع بالبحوث الشخصية التي تسهم في المعرفة في هذا المجال.	ويقدم أدلة واضحة ومقنعة لكل ما يلي: 1) معرفة سليمة للبحوث في مجال التربية الخاصة، (2 التعاون تبادل الخبرات مع الزملاء، و (3 الاضطلاع بالبحوث الشخصية يسهم في المعرفة في هذا المجال.	التحقيق العلمي – يشارك في أبحاث CEC7.2
عدة أخطاء خطيرة في تطبيق الأخلاقيات المتصلة بالطلاب،:أصحاب المصلحة السياسات الآخرين،	بعض أخطاء الجسيمة في تطبيق القواعد الأخلاقية العلاقة مع :فيما يلي الطلاب، بمن فيهم ذوي الاحتياجات الخاصة أو من خلفيات متنوعة،	أخطاء قليلة، لا شيء خطير ، تتصل بتطبيق القواعد الأخلاقية فيما يلي العلاقة مع الطلاب، بمن فيهم ذوي الاحتياجات الخاصة أو من خلفيات	التزام واضح بالقيم الأخلاقية في معظم ما :يلي العلاقة مع الطلاب، بمن فيهم ذوي الاحتياجات الخاصة أو من خلفيات علاقات مع متنوعة،	القيم الأخلاقية 6.1 CEC

	4 الهدف	3 مرضى	2 يحتاج إلى تحسين	1 غير الواضحة أو غير مرضية
	المشرفين والزملاء، العلاقات مع الآباء والأمهات، وأصحاب المصلحة في المجتمع، الأنشطة ذات الصلة بالسياسات المدرسية، الأنشطة المتعلقة بالملكية الفكرية (الاستخدام غير المصرح به و/أو الانتحال.)	علاقات مع متنوعة، المشرفين والزملاء، العلاقات مع الآباء والأمهات، وأصحاب المصلحة في المجتمع، الأنشطة ذات الصلة بالسياسات المدرسية، والأنشطة المتعلقة بالملكية الفكرية (الاستخدام غير المصرح به و/أو الانتحال.)	العلاقات مع المشرفين والعلاقات مع الزملاء، وأصحاب المصلحة في المجتمع، والأنشطة ذات الصلة بالسياسات المدرسية، والأنشطة المتصلة الملكية الفكرية.	والملكية المدرسية، الفكرية.
مبادرة 6.2, 6.4, 6.5, 6.6 CEC	يوضح الإبداع والقيادة في كل مما يلي: 1) تحسين الممارسة المهنية، 2) الدعم للتعلم مدى الحياة، 3) الدعوة والإرشاد في مجال التربية الخاصة، أو 4) تقديم الإرشاد والتوجيه لزملائه.	يوضح الإجراء تجاه ثلاث على الأقل مما يلي: 1) تحسين الممارسة المهنية، 2) الدعم للتعلم مدى الحياة، 3) الدعوة والإرشاد في مجال التربية الخاصة، أو 4) تقديم الإرشاد والتوجيه لزملائه.	يوضح الوعي والدعم لمثالين على الأقل ما يلي: 1) تحسين الممارسة المهنية، 2) الدعم للتعلم مدى الحياة، 3) الدعوة والإرشاد في مجال التربية الخاصة، أو 4) تقديم الإرشاد والتوجيه لزملائه.	أدلة قليلة أو لا أدلة على الإبداع، والقيادة، أو دعم للتغيير الإيجابي في التعليم الخاص.