**1. Completers Performance Evaluation Based on Classroom Observations**

**1.1 Descriptive analysis of Completers students' classroom observation data**

**Table 1:** Sample Description

|  |  |  |  |
| --- | --- | --- | --- |
| Variables | Categories | Frequency | Percent |
| Completers Specialism | science | 4 | 22% |
| Physical Education | 4 | 22% |
| Childhood | 1 | 6% |
| Math | 1 | 6% |
| English | 2 | 11% |
| Islamic Education | 2 | 11% |
| Social Studies | 2 | 11% |
| Arabic | 2 | 11% |
| Total | 18 | 100% |
| Completer Background | Bachelor | 15 | 83% |
| Diploma | 3 | 17% |
| Total | 18 | 100% |
| School Educational Level | Childhood | 1 | 6% |
| Primary | 7 | 39% |
| Intermediate | 9 | 50% |
| Secondary | 1 | 6% |
| Total | 18 | 100% |
| School Gender | Boys | 7 | 39% |
| Girls | 11 | 61% |
| Total | 18 | 100% |

**Figure 1:** Sample Description

Table 1 presents a descriptive analysis of classroom observation data for students who have completed their education, categorized by their specializations, educational background, the educational level of the observed schools, and the gender distribution of these schools. Here's a summary of the key points:

1. **Completers Specialism:** The data shows a relatively even distribution between specializations in Science and Physical Education, each constituting 22%, while specializations such as Childhood and Math are less common, each at 6%. Other specializations like English, Islamic Education, Social Studies, and Arabic each represent 11%.
2. **Completer Background:** The majority of completers (83%) hold a bachelor’s degree, whereas a smaller percentage (17%) hold a Diploma.
3. **School Educational Level:** The data indicates that the majority of observed classes were at the Intermediate level (50%), followed by Primary (39%), with equal percentages (6%) for Childhood and Secondary levels.
4. **School Gender:** The data shows a higher percentage of observed classes in girls' schools (61%) compared to boys' schools (39%).

The table provides an overview of the diversity in completers' specializations and educational backgrounds, as well as the distribution of observed classes by educational level and school gender, offering insights into trends in this educational area.

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**Areas for Improvement**: For future improvement we make the following suggestions:

1. **Increase Sample Size:** If possible, expand the number of graduates and observed classrooms to improve the accuracy and generalizability of the results.
2. **In-depth Analysis of Specializations:** Assess the performance and interaction of graduates in the classroom based on their specializations to see how different specializations might affect teaching and learning methods.
3. **Long-term Impact Study**: Conduct follow-ups to evaluate how the graduates' classroom experiences influence their career paths and professional development.
4. **Teacher-Student Interaction Assessment:** Analyze the dynamics within the classrooms, including how students interact with graduates based on their educational background and specialization.
5. **Explore Gender Impact:** Analyze how the gender of schools (boys or girls) might influence the graduates' experiences and preferred teaching methods.
6. **Qualitative Evaluation**: In addition to quantitative analysis, conduct interviews or focus groups with graduates to gain deeper insights into their experiences and challenges.
7. **Comparison Across Educational Levels:** Analyze how teaching strategies and classroom interactions differ across various educational levels (from childhood to secondary).
8. **Utilization of Technology:** Explore how the use of technology in classrooms can enhance the learning experience for both students and graduates.
9. **Temporal Data Analysis:** If data are available over different periods, analyze trends and changes over time in specialization areas, education, and educational levels.

**Table 2:** Descriptive Analysis of Completers Performance

|  |  |  |  |
| --- | --- | --- | --- |
| Question No. | Questions | Mean | S. D |
| Content |   |   |
| Q1 | The teacher provides a variety of opportunities that support student learning and development | 3.46 | 0.474 |
| Q3 | The teacher as sufficient content of his professional field | 3.61 | 0.432 |
| Q6 | The teacher plans integrated and coherent instruction to meet the learning needs of all students | 3.57 | 0.483 |
| Q7 | The teacher provides student-centered instruction that is characterized by clarity, variety, and flexibility | 3.63 | 0.441 |
| Q9 | The teacher uses a variety of activities and supporting learning resources | 3.48 | 0.488 |
| Q12 | The teacher fosters successful learning experiences for all students by addressing individual differences | 3.76 | 0.410 |
|   | Content Average | 3.59 | 0.337 |
| Technology |   |   |
| Q8 | The teacher employs technology to support student learning effectively | 3.60 | 0.447 |
| Assessments |   |   |
| Q2 | The teacher establishes a classroom environment of respect and support that provides a culture for learning | 3.91 | 0.250 |
| Q4 | The teacher motivates learners and engage them in critical thinking by teaching a variety of perspectives and concepts | 3.46 | 0.487 |
| Q5 | The teacher engages in assessment activities and use the data for instructional decision making and student improvement | 3.41 | 0.555 |
| Q10 | The teacher prepares and documents all types of assessment | 3.31 | 0.566 |
| Q11 | The teacher marks students’ work regularly | 3.37 | 0.582 |
|   | Assessment Average | 3.49 | 0.372 |
|  Overall Average | 3.55 | 0.318 |
|  Overall Mean / 100 | 88.72 |   |

Table (2) presents a summary of evaluations collected about completers' performance across various domains, including content, technology use, and assessments, based on multiple responses to a questionnaire. It shows the mean scores (Mean) and standard deviations (S. D) for each question, as well as averages for each section and an overall average.

**Key Observations:**

* **Content**: There's a focus on providing diverse learning opportunities and meeting the needs of all students. Teachers plan integrated instruction and use a variety of activities. Question Q12, addressing the adaptation to individual differences among students, received the highest rating (3.76), indicating a particular strength in this area.
* **Technology**: The use of technology to support learning is positively rated (3.60), reflecting effective integration of technology into the teaching process.
* **Assessments**: Ratings vary from motivating learners and engaging them in critical thinking with a variety of perspectives and concepts to using data for instructional decision-making and student improvement. Question Q2, related to establishing a respectful and supportive classroom environment, scored the highest (3.91), highlighting the importance of a positive learning environment.
* **Overall Average** (3.55) and **Overall Mean / 100** (88.72) indicate generally good performance across all evaluated areas.

**Conclusions:**

* **Major Strength**: The ability to create a supportive and respectful learning environment and address individual differences among students stands out.
* **Areas for Improvement**: While the evaluations generally show good performance, there is room for improvement in engaging with students and using data for educational decisions, as evidenced by the relatively lower ratings in Q10 and Q11.
* **Technological Integration** is considered a strength, indicating a move towards using modern tools in education.

**Table 3:** Score Distribution and Percentage Breakdown of completers Performance

|  |  |  |
| --- | --- | --- |
| Overall Mean/100 | Frequency | Percent |
| Less than 80 | 2 | 11.1% |
| 80-84 | 3 | 16.7% |
| 85-89 | 7 | 38.9% |
| 90-100 | 6 | 33.3% |
| More than 80 | 18 | 88.9% |

Table 3 above displays the distribution of scores (overall mean / 100) for a specific group, segmented into various score ranges and includes the percentage of each category out of the total.

What stands out in the table is that a vast majority of the students (88.9%) achieved scores above 80 out of 100, indicating a high level of performance within this group. The distribution of percentages suggests a strong concentration towards higher performance, especially in the ranges above 85.

**Figure 2:** Score Distribution and Percentage Breakdown of completers Performance

**1.2 Differences and Relationships analysis due to Educational Variables**

**Table 4:** Analysis of Overall Mean Differences by Educational Variables

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables | Categories | N | Mean | Test statistic | Sig. | df |
| School Gender | Boys | 7 | 3.71 | 0.210 | 0.080 | 16 |
|  | Girls | 11 | 3.45 |  |  |  |
| Completer Specialism | Science | 4 | 3.95 | 8.290 | 0.002 | 7 |
|  | Physical Education | 4 | 3.46 |  |  |  |
|  | Childhood | 1 | 2.96 |  |  |  |
|  | Math | 1 | 3.50 |  |  |  |
|  | English | 2 | 3.34 |  |  |  |
|  | Islamic Education | 2 | 3.79 |  |  |  |
|  | Social Studies | 2 | 3.56 |  |  |  |
|  | Arabic | 2 | 3.21 |  |  |  |
|  | Total | 18 | 3.55 |  |  |  |
| Completer Background | Bachelor | 15 | 3.56 | 0.045 | 0.835 | 1 |
|  | Diploma | 3 | 3.51 |  |  |  |
|  | Total | 18 | 3.55 |  |  |  |
| School Educational Level | Childhood | 1 | 2.96 | 1.499 | 0.258 | 3 |
|  | Primary | 7 | 3.52 |  |  |  |
|  | Intermediate | 9 | 3.63 |  |  |  |
|  | Secondary | 1 | 3.58 |  |  |  |
|  | Total | 18 | 3.55 |  |  |  |

In the analysis of the variations in the overall mean due to a variety of educational variables, we present the following findings organized according to the studied variables:

**School Gender**

Minor differences in the overall mean were observed between boys' and girls' schools, with boys' schools recording an average of 3.7143 compared to 3.4455 for girls' schools. Despite these differences, they were not statistically significant as indicated by the statistical test (Sig. = 0.080), suggesting no notable differences between genders in this context.

**Completer Specialization**

The data showed variability in the overall mean among different completer specializations, with the Science specialization standing out with the highest average of 3.9525. These differences were statistically significant (Sig. = 0.002), confirming the impact of the type of specialization on the overall mean.

**Completer Background**

There were no statistically significant differences in the overall mean between graduates according to their educational background, whether they had a Bachelor's degree or a Diploma (Sig. = 0.835). This means that the educational background of the graduates did not significantly affect the overall mean in this study.

**School Educational Level**

Comparing the overall mean based on the educational level of the school, no statistically significant differences were found (Sig. = 0.258). The averages ranged from 2.960 for Early Childhood to 3.6344 for Intermediate level, indicating that the educational level of the school did not have a significant impact on the overall mean.

Through this analysis, we can conclude that the specialization of completers was the only variable that showed significant statistically significant differences affecting the overall mean, while no notable differences were related to the school gender, the educational background of the completers, or the educational level of the school.

**Table 5 :** Correlation Analysis of Educational Variables: Content, IT Use, Assessment, and Overall Student Performance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  Domain |   | Content | IT | Assessment | Overall Average |
| Content    | Pearson Correlation | 1 | 0.400 | .755\*\* | .942\*\* |
| Sig. (2-tailed) |  | 0.100 | 0.000 | 0.000 |
| N |  | 18 | 18 | 18 |
| IT   | Pearson Correlation |  | 1 | 0.299 | .471\* |
| Sig. (2-tailed) |  |  | 0.227 | 0.048 |
| N |  |  | 18 | 18 |
| Assessment    | Pearson Correlation |  |  | 1 | .921\*\* |
| Sig. (2-tailed) |  |  |  | 0.000 |
| N |  |  |  | 18 |
| Overall Average   | Pearson Correlation |  |  |  | 1 |
| Sig. (2-tailed) |   |   |   |   |
| N |   |   |   |   |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). |
| \*. Correlation is significant at the 0.05 level (2-tailed). |

Table 5 presents the results of a correlation analysis using the Pearson Correlation coefficient between four variables: Content, Information Technology (IT), Assessment, and Overall Average, with a sample size (N) of 18 for each variable.

**The Results present:**

* **Content and Assessment**: There is a very strong correlation (r = .755, p < 0.01), indicating a significant positive relationship between these two variables.
* **Content and Overall Average**: There is also a very strong correlation (r = .942, p < 0.01), suggesting a strong positive relationship between the quality of content and the overall performance of students.
* **Content and IT**: The correlation is moderate (r = 0.400) but not statistically significant at the 0.05 level (p = 0.100), indicating that the relationship between content quality and the use of information technology might not be strong or noticeable.
* **IT and Overall Average**: There is a weak to moderate correlation (r = .471) which is statistically significant at the 0.05 level (p = 0.048), suggesting a positive relationship between the use of technology and overall performance.
* **Assessment and Overall Average**: A very strong correlation (r = .921, p < 0.01) exists, indicating a strong positive relationship between student assessments and their overall average score.

**General Observations:**

* Significant positive relationships exist between most of the variables, especially between content, assessment, and the overall average, indicating that the quality of content and assessments have a significant impact on students' overall performance.
* The relationship between the use of IT and other variables is either moderate or weak, suggesting that the impact of information technology may be limited or conditional on other factors not explored in this analysis.

**Part A: Qualitative analysis for the Interviews data from completers 2022-2023**

1. Qualitative analysis by questions

**Q1: How would you evaluate your work performance in professional knowledge, overall teaching skills, and professional dispositions?**

The answers of teachers from different disciplines and educational levels to question (1 ) argued their perceptions of their professional knowledge, teaching skills and professional behavior. Responses vary in depth and specificity but generally include reflections on educational experiences, professional development and self-improvement.

* **Themes**
	1. **Empowerment Through Continuous Learning:**This theme underscores the commitment to professional growth through educational opportunities.
	2. **Bridging Theory and Practice:**Highlights the practical implementation of pedagogical theories and knowledge in real-world teaching.
	3. **Community of Practice:**This theme focuses on the role of collaborative environments in enhancing professional development and teaching efficacy.
	4. **Reflective Practice for Personal and Professional Growth:**Reflects the ongoing process of self-evaluation and adaptation to improve teaching effectiveness.
* **Analysis and Insights**

The analysis reveals a strong emphasis among teachers on the importance of continuous professional development, practical application of knowledge, collaborative learning environments, and reflective practices. Teachers across various subjects and educational levels are committed to improving their professional knowledge, teaching skills, and professional dispositions through formal education, practical experience, and peer engagement. This dedication to growth and adaptation highlights a dynamic approach to teaching, where educators continuously seek to enhance their effectiveness in response to evolving educational demands and student needs.

**Q2: How would you evaluate your current performance at work regarding making academic and learning gains with the students you teach? Is there any evidence demonstrating your students' achievements? Any additional insights?**

* **Themes**
	1. **Effective Evaluation and Feedback Mechanisms**: Teachers use various tools to evaluate their performance and seek feedback to identify areas for improvement.
	2. **Creating a Positive Learning Environment**: Critical strategies are employed to build positive relationships with students, use incentives, and engage in activities beyond the curriculum.
	3. **Challenges and Continuous Improvement**: Teachers acknowledge the existence of challenges and emphasize the importance of adapting teaching strategies to meet diverse student needs.
	4. **Focus on Practical and Engaging Learning**: There is a clear focus on making learning practical and engaging through modelling, practical applications, and interactive technologies.
	5. **Comprehensive Approach to Education**: Teachers focus not only on academic achievements but also on behavioural improvements, classroom management, and the development of a well-rounded individual.
* **Analysis and Insights**

The responses reflect a dedicated group of educators who employ various methods to evaluate and improve their teaching performance, with a clear focus on the impact on student learning and achievement. While successes are celebrated, challenges are acknowledged, demonstrating a commitment to continuous improvement. The use of moral and material incentives and practical and engaging learning experiences suggests a holistic approach to education that values academic and personal development. Teachers' commitment to professional development and adapting their teaching strategies highlights a proactive approach to ensuring all students benefit from their education.

**Q3: How would you relate your current performance at work to the teacher preparation program you used to study at?**

The responses come from teachers across various subjects who reflect on how their teacher preparation program has impacted their teaching practices. They mention specific courses, field training, and the overall influence of their academic experiences on their professional development.

* **Themes**
	1. **Practical Pedagogy and Classroom Management**: This theme encapsulates how specific courses on teaching methods, classroom management, and child development directly benefit current teaching practices.
	2. **Constructing a Professional Educator Identity**: This theme reflects on the role of teacher preparation programs in shaping teachers' professional selves, imbuing them with foundational principles and ethical considerations.
	3. **Identifying and Bridging Educational Gaps**: Highlights the areas where teachers felt underprepared, prompting self-driven learning, especially in technology use and practical teaching strategies.
	4. **Lifelong Learning as a Teaching Philosophy**: Though not explicitly stated, the data suggests a commitment to ongoing professional development as a critical aspect of teaching efficacy.
* **Analysis and Insights**

The analysis reveals a strong connection between the teacher preparation programs and current teaching practices, with specific coursework and field training frequently cited as foundational to effective teaching. Teachers appreciate the practical skills and professional identity fostered by their education while recognizing areas requiring further development. This balance between appreciating the solid grounding provided by their programs and acknowledging the necessity for continued growth reflects a dynamic teaching landscape where educators must evolve continuously to meet changing educational demands.

**Q4: Additional reflections on how your experiences in the teacher preparation program affect your current work?**

* **Themes**
	1. **Foundational Mentorship and Support**: Highlights the lasting impact of guidance received from educators during teacher preparation on current teaching philosophies and practices.
	2. **Balancing Theoretical Insights and Practical Experiences**: This theme reflects on the necessity for a balanced approach in teacher preparation programs between imparting theoretical knowledge and providing practical teaching experiences.
	3. **Navigating Field Training Complexities**: Discusses the multifaceted challenges and rewards of field training, emphasizing the need for support and the value of real-world teaching exposure.
	4. **Skill Development for Modern Classrooms**: Acknowledges the comprehensive skills acquired through teacher preparation programs that are crucial for practical, innovative teaching and learning environments.
	5. **Direct Influence on Professional Practice**: Demonstrates the clear linkage between the experiences in teacher preparation programs and the application of learned skills and strategies in current teaching roles.
* **Analysis and Insights**

The thematic analysis reveals a complex picture of how teacher preparation programs impact current teaching practices. Teachers express gratitude for the mentorship and foundational knowledge they received, yet they also highlight a desire for a greater emphasis on practical teaching experiences. The reflections underscore the importance of balancing theoretical knowledge with practical applications, the challenges and learning opportunities presented by field training, and the comprehensive development of teaching skills that these programs facilitate. Overall, the reflections indicate that teacher preparation programs play a crucial role in shaping educators' approaches to teaching, their ability to navigate classroom dynamics, and their overall professional development.

**Q5: Would you like to add Any additional comments?**

* **Themes**
	1. **Call for Comprehensive Practical Integration**: Emphasizes the widespread request for enhanced practical training and application opportunities throughout the teacher preparation program to solidify learning and prepare for actual classroom dynamics.
	2. **Advocating for Program Depth Through Duration**: Reflects concerns that the current program lengths are insufficient for thorough engagement with and absorption of the material, suggesting extensions could provide a more robust educational foundation.
	3. **Specialized Content for Focused Competence**: Captures the need for content more closely aligned with the specific challenges teachers face, such as behavior management in younger children and addressing the needs of students with special education requirements.
	4. **Empowerment Through Planning and Implementation**: This theme highlights the critical role of developing autonomous planning and teaching strategies, underscoring the transition from theory to practice.
* **Analysis and Insights**

Teacher feedback suggests a consensus on the need for teacher preparation programs to enhance their practical training components, extend program durations to deepen engagement with content and tailor course offerings to address specific educational challenges more effectively. Additionally, fostering independent lesson planning and execution skills is essential for real-world teaching effectiveness. These insights offer valuable directions for future program development, aiming to more closely align educational preparation with the complexities and demands of the teaching profession.

1. Strength points, weaknesses, and areas for development

Analyzing the interview data from the 2022-2023 program's teacher completers, several strengths, weaknesses, and areas for development emerge across the diverse responses. These reflections are based on their evaluations regarding professional knowledge, overall teaching skills, and professional dispositions, as well as their current work performance, linkage to their teacher preparation program, and additional reflections and comments.

* **Strengths:**

1. **Professional Development and Continuous Learning**: Many teachers highlighted their commitment to professional development through workshops, seminars, and continuous learning, both within their schools and externally. This demonstrates a strong foundation in professional knowledge and a commitment to improving teaching skills.
2. **Adaptability and Diverse Instructional Strategies**: Several teachers mentioned their ability to adapt teaching strategies to meet the diverse needs of their students, incorporating various methods such as technology, play, and direct instruction to enhance learning outcomes.
3. **Collaboration and Ethical Conduct**: The emphasis on ethical conduct, collaboration with colleagues, and commitment to student well-being is a notable strength. Teachers expressed a sense of community and the importance of working together to support student learning.
4. **Self-reflection and Improvement**: A recurring theme is the teachers' ability to reflect on their teaching practices, identify areas for improvement, and take initiative to enhance their skills. This reflective practice is crucial for ongoing professional development.
* **Weaknesses and Areas for Development:**

1. **Practical Application of Theoretical Knowledge**: A common concern among respondents is the gap between theoretical knowledge and its practical application in the classroom. Teachers felt that their preparation programs could have provided more hands-on teaching experiences better to prepare them for the complexities of real-world teaching.
2. **Management of Diverse Learning Needs**: While some teachers are adept at managing diverse learning needs, others indicate a need for further development. Specifically, more strategies and tools to cater to the wide range of student abilities and learning styles could enhance teaching effectiveness.
3. **Use of Technology in Education**: Although some teachers are incorporating technology into their classrooms, there is a desire for more robust training in this area. The rapid integration of technology into education calls for ongoing professional development to keep pace with new digital tools and learning platforms.
4. **Communication with Parents and Community Engagement**: Enhancing communication skills with parents and guardians is an area for growth. Developing strategies for more effective engagement with the broader learning community can further support student achievements.

 **Recommendations for Development:**

1. **Enhanced Field Training**: Increase the amount of field training and practical teaching experiences in teacher preparation programs. This could involve more classroom observations, teaching practicums, and opportunities for real-world application of theoretical knowledge.
2. **Focused Training on Technology Integration**: Develop targeted training programs on the effective use of technology in teaching and learning. This should include not just the use of digital tools but also strategies for digital literacy and online safety.
3. **Customized Strategies for Diverse Learning Needs**: Provide specialized training on adapting teaching methods to meet the diverse needs of students, including those with special educational needs, language barriers, and varying academic abilities.
4. **Strengthen Communication and Collaboration Skills**: Offer workshops and seminars on enhancing communication with parents, community engagement, and collaborative educational approaches. This could help build stronger school-community partnerships and support networks for students.

In summary, while there are evident strengths among the teacher completers, such as commitment to professional development and adaptability in teaching methods, there is a clear need for more practical training, improved management of diverse learning needs, enhanced technology use, and better communication with the learning community.

**Part B: Qualitative analysis for the Interviews data from school administrators and subject coordinators 2022-2023**

1. Qualitative analysis by questions

**Q1: How would you evaluate your satisfaction with this teacher in terms of professional knowledge, overall teaching skills, and professional dispositions?**

Responses from various administrators and coordinators provide insights into the evaluation of teachers across different subjects and educational levels. Feedback covers professional knowledge, teaching skills, and professional dispositions, focusing on observed improvements, adherence to academic standards, and applying innovative strategies.

* **Themes**
1. **Dynamic Professional Evolution**: This theme captures teachers' continuous improvement and professional growth, reflecting their commitment to enhancing their teaching skills and knowledge base.
2. **Innovative Pedagogical Practices**: This section highlights the application of innovative teaching methods and the effective use of technology to enhance learning outcomes, demonstrating teachers' adaptability and creativity.
3. **Collaborative Professional Ethos**: Emphasises the value of collaboration in seeking and applying feedback and participating actively in professional development communities.
4. **Exemplary Educational Commitment**: This reflects the dedication teachers show to maintaining high standards of education, fostering inclusive and supportive classroom atmospheres, and prioritising the well-being and success of their students.
* **Analysis and Insights**

The analysis reveals school administrators' and subject coordinators' high satisfaction with teachers' professional knowledge, teaching skills, and professional dispositions. It underscores the importance of continuous professional development, innovative teaching strategies, and fostering collaborative and ethical professional relationships. Teachers' commitment to educational excellence is critical in creating enriching and inclusive learning environments that support student success. These insights provide valuable feedback for educators aiming to refine their practice and for teacher preparation programs seeking to align their curricula with the needs of the field.

**Q2: How would you evaluate the teacher's current performance at work regarding making academic and learning gains with the students? Is there any evidence demonstrating the students' achievements? Any additional insights or examples?**

An analysis of participants' answers to question (2) regarding teachers' performance in facilitating academic and learning gains provides a comprehensive look at the effectiveness and impact of teaching strategies on student achievements.

* **Themes**
1. **Strategic Pedagogical Excellence**: Captures the implementation of innovative and effective teaching strategies that directly contribute to student learning and academic success.
2. **Commitment to Professional Advancement**: Highlights the teachers' dedication to personal and professional development, fostering a culture of continuous improvement and collaboration.
3. **Holistic Student Development**: Reflects the importance of engaging students in activities beyond the traditional curriculum, emphasising the role of extracurricular involvement in broader educational achievements.
4. **Documented Success in Learning Outcomes**: Underscores the tangible evidence of student progress and academic achievements from teachers' efforts and methodologies.
* **Analysis and Insights**

The analysis demonstrates a positive evaluation of teachers' performances in promoting academic and learning gains, supported by specific examples and evidence of student achievements. The themes identified indicate a strong focus on innovative teaching methods, professional development, student engagement in extracurricular activities, and significant academic gains. These insights reveal teachers' multifaceted approach to enhancing student learning experiences and outcomes, aligning with broader educational goals and visions.

**Q3: Generally speaking, how would you evaluate graduates from the College of Education QU in comparison with graduates from other places in terms of professional knowledge, overall teaching abilities, and professionalism? Do you have any examples?**

The analysis of the participants' answers to question 3 related to the evaluation of graduates from the College of Education at Qatar University (QU) compared to graduates from other institutions focuses on professional knowledge, teaching abilities, and professionalism.

* **Themes**
1. **Comprehensive Educational Theories with Practical Gaps**: This theme underscores the respondents' appreciation for the theoretical preparation QU graduates receive while highlighting the need for more robust practical training.
2. **Professionalism as a Hallmark of QU Graduates**: This section reflects on the strong professional demeanor of QU graduates, seen in their ethical practices, dedication to professional growth, and effective communication and collaboration within the educational community.
3. **Diverse Teaching Competencies with Room for Specialisation**: While QU graduates are viewed as capable educators, there's a call for deeper specialisation and enhanced teaching strategies, especially for dealing with specific student demographics or subjects.
* **Analysis and Insights**

The analysis reveals that school administrators and subject coordinators highly regard QU College of Education graduates, particularly valuing their professional knowledge and overall professionalism. However, there is a clear consensus on the need for a greater focus on practical teaching skills and specialised training to fully prepare graduates for the complexities of the classroom. Additionally, while QU graduates are recognised for successfully integrating into the educational field, enhancing their specialisation in certain areas could further their effectiveness and confidence in specific teaching contexts.

**Q4: Any additional comments about this teacher?**

Analysis of participants' answers to question 4 in relation to their additional comments about teachers included revealing important topics related to teacher performance, development needs, and contributions to the school environment.

* **Themes**
1. **Role Modeling Excellence**: Captures the commendation of teachers as ideals of professional conduct and educational achievement, serving as inspirations to students and fellow educators.
2. **Catalysts for Student Success**: Reflects on teachers' significant contributions to student learning and development, highlighting improvements in critical thinking, communication, and academic performance.
3. **Commitment to Lifelong Learning**: This statement underscores the importance of continuous professional development and adaptability as key components of effective teaching, with a specific call for advancement in technological proficiency.
4. **Cultivators of Educational Culture**: Identifies teachers' contributions to their schools' broader educational and cultural missions, demonstrating leadership in integrating educational values and fostering a sense of national identity among students.
* **Analysis and Insights**

The analysis reveals a positive view from school administrators and subject coordinators on teachers' contributions to student development and the school environment. Teachers are praised for their professional performance, impactful teaching methods, and role as mentors and role models within the educational community. Additionally, there is a clear recognition of the importance of ongoing professional development, with a specific emphasis on technological skills and practical training. The feedback also highlights teachers' active involvement in enhancing the school's cultural and educational values, further cementing their role as integral members of the school community. These insights offer valuable perspectives on teachers' multifaceted roles in shaping educational outcomes and school culture.

1. Strength points, weaknesses, and areas for development

From the interview data with school administrators and subject coordinators regarding the performance and attributes of teachers in various disciplines for the 2022-2023 academic year, several strengths, weaknesses, and areas for development can be identified. The data spans a range of subjects and levels, offering a comprehensive view of educator effectiveness and areas for improvement within the educational environment.

* **Strengths:**
1. **Professional Development and Adaptability**: Teachers are engaged in continuous professional development, and many have shown notable improvement in teaching performance through training, classroom observations, and the adoption of innovative strategies like artificial intelligence in lesson delivery.
2. **Engagement and Methodology:** There is a high level of satisfaction with teachers' educational skills and methodologies and their ability to integrate current and relevant information into lessons, cater to diverse learning styles, and manage classrooms effectively.
3. **Professional Knowledge and Dispositions:** Teachers display a strong foundation in professional knowledge, with graduates from the College of Education at Qatar University highlighted for their solid pedagogical skills and professionalism. Teachers are also commended for their ethical standards, student care, and positive relationships with colleagues and parents.
* **Weaknesses**
1. **Inconsistent Student Achievement:** While many teachers demonstrate the ability to impact student learning and achievement significantly, there are mentions of areas where student performance did not improve or where more intensive support was needed, particularly highlighted in the Math, Intermediate, Girl's segment.
2. **Need for Enhanced Practical Skills**: Feedback emphasises practical teaching skills and real-world classroom management. This suggests that theoretical knowledge from university education needs to be more effectively translated into practical application.
* **Recommendations for Development:**
1. **Enhancing Practical Training:** There's a clear call for more robust field training and practical experiences for teaching graduates, particularly those from Qatar University, better to prepare them for the realities of the classroom.
2. **Focus on Technology and Innovation**: While some teachers are utilising innovative methods, they suggest that more teachers integrate technology and artificial intelligence into their teaching to enhance student learning and engagement.
3. **Customised Support for Students:** Teachers could benefit from further developing strategies for differentiated instruction and targeted support, especially in cases where students are not achieving as expected.

Overall, the data paints a picture of a committed teaching workforce engaged in professional development and adopting innovative teaching methods. However, there remains a need for more practical training and hands-on experiences for teachers, especially in adapting teaching methodologies to meet the diverse needs of their students. Enhancing practical skills, integrating technology, and providing more customised student support are crucial areas for development. Addressing these areas further elevates the quality of education and student achievement.