



**Qatar University**  
**College of Education - Psychological Sciences Department**  
**Course Syllabus**

➤ **Course Information:**

**Course Title:** Curriculum and Methods for Severe and Profound Disabilities

**Course number and CRN:** SPED 433

**Prerequisite:** SPED 430

**Credit Hours (CR HRS):** 3

**Department:** Psychological Sciences

**Class meeting time:** M /W 8-9.30

**Location:** B04 - 299

➤ **Instructor Information:**

**Instructor's name:** Prof..Osamah Bataineh

**Email:** obataineh@qu.edu.qa

**Office Hours:** M/W 12.30 –2:00 T 2:00-3:30

**Office Number:** B04 – 140

➤ **College of Education Conceptual Framework:**

““Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership”.

**College of Education Unit Learning Outcomes:**

**Teaching:**

- 1. **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
- 2. **Pedagogy:** Plan effective instruction to maximize student learning.
- 3. **Technology:** Use current and emerging technologies in instructionally powerful ways.
- 4. **Diversity:** Foster successful learning experiences for all students by addressing individual differences.

**Scholarship:**

- 5. **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
- 6. **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

**Leadership:**

- 7. **Ethical Values:** Apply professional ethics in all educational contexts.
- 8. **Initiative:** Lead positive change in education.

➤ **Course Description:**

Students focus on the instructional and organizational skills necessary for teaching students who receive special education services. Topics of primary emphasis include developing effective individualized education plans; preparing and delivering exemplary lesson plans; and identifying instructional best practice strategies that promote effective classroom organization and instruction. Students create lesson plans using best practice strategies

➤ **Course Objectives:**

1. Demonstrate knowledge of the characteristics and service needs of individuals of varying ages and a variety of types of severe/profound disorders.
2. Demonstrate knowledge of administrative arrangements, service delivery systems, school-care giver relationships, and curricular content bases related to educational services for individuals' birth through 21 years of age who have severe/profound disorders and multiple disabilities.
3. Identify the array of residential, vocational, and leisure services available for students with severe/profound disorders, and multiple disabilities.

➤ **Course Learning Outcomes:**

1. Demonstrate understanding of the procedures for designing effective and coherent instruction for all learners,
2. Demonstrate understanding of the learning processes and factors that impact student learning and demonstrate this knowledge by planning effective classroom inclusive practices,
3. Establish a classroom climate that fosters learning, equity, and excellence and use this knowledge to respond to individual learning needs.

➤ **Textbooks & Readings:**

• **Required textbook:**

- Best, S. J., Heller, K. W., & Bigge, J. L. (2009). *Teaching individuals with physical or multiple disabilities*. Pearson/Merrill Prentice Hall.

➤ **Supportive Textbooks and references:**

- Ahramelyoum (2017). The inclusion decree 252 regarding enrolling pupils with mild disabilities in mainstream school. Retrieved from <https://ahramalyoum.com/2017/08/06>
- Alsayedhassan, B., Banda, D., & Griffin-Shirey, N. (2016). A review of picture exchange communication interventions implemented by parents and practitioners. *Child and Family Behavior Therapy*, 38( 3), 191– 208. <https://doi.org/10.1080/07317107.2016.1203135>
- American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders-5 (DSM-5)*. Washington, DC: American Psychiatric Association.
- Baio, J. (2012). Prevalence of autism spectrum disorders: Autism and developmental disabilities monitoring network, 14 sites, United States (2008). *Morbidity and mortality weekly report, surveillance summaries*. Centers for Disease Control and Prevention, 61( 3), 1– 19.
- Blair, K. C., Lee, I.-S., Cho, S., & Dunlap, G. (2011). Positive behavior support through family–school collaboration for young children with autism. *Topic in Early Childhood Special Education*, 31( 1), 1– 15. <https://doi.org/10.1177/0271121410377510>
- Blake, J., Rubenstein, E., Tsai, P., Rahman, H., Rieth, S., Ali, H., & Lee, L. (2017). Lessons learned while developing, adapting and implementing a pilot parent-mediated behavioural intervention for children with autism spectrum disorder in rural Bangladesh. *Autism*, 21( 5), 611– 621. <https://doi.org/10.1177/1362361316683890>
- Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., ... Fox, L. (2002). Positive behavior support: Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4( 1), 4– 16. <https://doi.org/10.1177/109830070200400102>
- Gobrial, E. (2012). Mind the gap: The human rights of children with intellectual disabilities in Egypt. *Journal of Intellectual Disability Research*, 56( 11), 1058– 1064. <https://doi.org/10.1111/j.1365-2788.2012.01650.x>
- Gobrial, E., & Raghavan, R. (2012). Prevalence of anxiety disorder in children and young people with intellectual disabilities and autism. *Advances in Mental Health and Intellectual Disabilities*, 6( 3), 130– 140. <https://doi.org/10.1108/20441281211227193>

- Goepel, J., & Sharpe, S. (2014). Inclusive primary teaching: A critical approach to equality and special educational needs (critical teaching). Northwich, UK: Critical Publishing Ltd.
- Hadidi, S., & Al Khateeb, G. (2015). Special education in Arab countries: Current challenges. *International Journal of Disability, Development and Education*, 62( 5), 518– 530. <https://doi.org/10.1080/1034912X.2015.1049127>
- Hart, J. E., & Whalon, K. (2013). Misbehavior or missed opportunity? Challenges in interpreting the behavior of young children with autism spectrum disorder. *Early Childhood*
- Hallahan, D.P., & Kauffman, J.M. (2009). *Exceptional Learners: Introduction to Special Education*. 11th ed. Needham Heights, MA: Allyn and Bacon Education Journal, 41( 4), 257– 263. <https://doi.org/10.1007/s10643-012-0527-8>

### ➤ Supportive Websites:

- <http://www.ldonline.org> <http://www.lewisschool.org>
- <http://www-hoover.stanford.edu> <http://www.nild.net>
- <http://www.pacificnet.net/~mandel/SpecialEducation.html>
- [www.athealth.com](http://www.athealth.com) <http://www.werathah.com>
- <http://www.vocationallearning.org.u> <http://www.ldresources.com>
- <http://www.idebate.org/main/home.asp> <http://www.psychtest.com>
- <http://www.ldonline.org> <http://www.lewisschool.org>
- <http://www-hoover.stanford.edu> <http://www.nild.net>

### ➤ Course Requirements:

1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered “F Barred” if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor’s permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered “F Absent” if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points’ deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student’s name, his ID, the instructor’s name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

### ➤ Use of Blackboard:

1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➤ **Course Matrix:**

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/ Artifacts)
1-2-7	1,2, 3, 4,5,	1	1,3	Exams Lesson Plans Microteaching Field-based experience
1-2-4	1, 2, 3, 5, 6	2	2,3	Exams -Lesson Plans Microteaching
1-2-7	2	3	2	Action –Research Project
1-2-3	2,3	3	2,3	Exams Lesson Plans Microteaching

➤ **Course Outline:**

Week	Topic	Readings/Tasks
1	Course Overview	Chapter 1
2	Inclusion & School Restructuring	Chapter 2
3	Fostering Family & Professional Partnerships	Chapter 3
4	Positive Behavior Support	Chapter 4
5	Developing and Implementation of Educational Programs Measurement, Analysis, and Evaluation	Chapter 5
6	Promoting Participation in Natural Environments by Accommodating Motor Disabilities	Chapter 6
7	Teaching Basic Self-Care Skills	Chapter 7
<b>8</b>	<b>Midterm Exam (Mon. Oct 12 )</b>	
9	Non symbolic Communication	Chapter 8
10	Assistive Technology	Chapter 9
11	Augmentative Communication	Chapter 10
12	Teaching Functional Communication Skills	Chapter 11
13	Teaching Functional Academics	Chapter 12
14	Peer Relations	Chapter 13
<b>15</b>	<b>Final Exam</b>	

➤ **Course assessments (Assignments):**

- **Microteaching and Field-Based Experience (20%)** Students will teach a mini-lesson in school emphasizing inquiry-based learning and in alignment with Qatar Teaching National Standards. Every candidate will take 20 minutes for presentation followed by class reflection and feedback.
- **IEP (10%)** Students will create IEP and will be used for microteachings
- **Observation Checklist (10%)** . Students are required to visit a school and attend one class. They should observe one students using observation checklist. This is done according to specific rubrics that are included in the work field package provided by the department. It has also to be carried out under the course teacher supervision.
- **Midterm Exam (30%)**. A mid-term exam will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
- **Final Exam (30%)**. A final exam will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

➤ **Grades distribution:**

N	Assessment tools	Grade	Submission date
1.	Microteaching and Field-Based Experience	20%	
2.	IEP	10%	
3	Observation Checklist	10%	
4.	Exams	60%	
<b>Total = 100</b>			

➤ **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➤ **Academic Integrity:**

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog: [http://www.qu.edu.qa/static\\_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf](http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf) The Qatar University Code of conduct: <http://www.qu.edu.qa/students/code-of-conduct>

➤ **Intellectual Property (IP) violations / Plagiarism:**

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➤ **Dishonesty:**

“Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures”. Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

### ➤ **Student Learning Support:**

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: <http://www.qu.edu.qa/students/support-and-development/student-learning-support>

### ➤ **Success Oasis at the College of Education:**

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: [cedso@qu.edu.qa](mailto:cedso@qu.edu.qa)

### ➤ **Special Needs Support:**

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at: <http://www.qu.edu.qa/students/support-and-development/special-needs>

### ➤ **Student Complaints Policy:**

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: <http://www.qu.edu.qa/students/services/complaints>

A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

## **Appendices**

### ➤ **Qatar National Professional Standards for Teachers:**

- 1.Planning for student progress and achievement.
- 2.Engaging students and developing them as learners.
- 3.Creating safe, supportive and challenging learning environments.
- 4.Assessing students' learning and uses assessment data to improve achievement.
- 5.Demonstrating high professional practices and engaging in continuous professional Development.
- 6.Maintaining effective partnerships with parents and community.

➤ IEP Rubric

	<b>Not demonstrated or Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Target</b>	<b>Score/Level</b>
<b>Baseline Data</b>	No data observational or measurable data or data was collected and analyzed incorrectly.	Only observational data stated, no measurable data stated OR measurement principles and practices were used ineffectively.	Use knowledge of measurement principles and practices to collect and interpret assessment results in baseline data may be inferred; Data analysis is stated.	Clearly shows use knowledge of measurement principles and practices to collect and interpret assessment results to produce baseline data; results are clearly and thoroughly presented.	
<p><b>Standards USA- CEC Initial Level Special Educator Preparation Standards (2013)</b>  <b>Standard:</b>            Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.  <b>Key Element:</b>            4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</p>					
<b>Statement of Student's Strengths</b>	No information about strengths.	A strength is stated but not related to goal area.	Statement of the child's strengths is related to goal area, but the description is unclear.	PLEP includes a clear statement of the child's strengths closely related to goal area.	
<b>Needs Statement</b>	No needs statement	Needs statement present, but not consistent with development and individual differences or responsive to the needs of the individual.	Needs statement is consistent with development and individual differences and is responsive to the needs of the individual.	Needs statement clearly demonstrates understanding of development and individual differences, response to the needs of the individual, AND is consistent with the data.	
<p><b>Standards USA- CEC Initial Level Special Educator Preparation Standards (2013)</b>  <b>Standard:</b>            Standard 1: Learner Development and Individual Learning Differences - 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.  <b>Key Element:</b>            1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>					
<b>General Curriculum Support</b>	No statements or data about how the disability affects progress in the general curriculum	Briefly describes how the student's disability affects involvement and progress in general curriculum.	Describes how the student's disability affects involvement and progress in general curriculum and activities and targeted success in the general curriculum.	Clearly and thoroughly describes how the student's disability affects involvement and progress in general curriculum and activities, supports needed for success in general curriculum, AND the difference between the student's performance (baseline data) and targeted success in the general curriculum.	
<p><b>Standards International- Qatar University CED Standards- Masters in Special Education (2013) PLO:</b>            PLO 4. Foster successful learning experiences for all students by addressing individual differences.  <b>USA- CEC Initial Level Special Educator Preparation Standards (2013)</b></p>					

	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
	<p><b>Standard:</b> Standard 3: Curricular Content Knowledge - 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p><b>Key Element:</b> 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</p>				
Goals as Related to Needs	No relationship between the identified needs and goals.	Limited relationship to needs identified; many needs not represented in goals statements.	Most goals emerge from the data analysis; most needs represented in goals statements.	All goals clearly emerge from the data analysis and include all needs identified.	
Behaviors/Skills and Outcomes	The goal does not clearly describe the behavior/skill to be changed, nor does it relate to the measures/outcomes or to the characteristics of the individual.	The goal clearly describes the behavior/skill to be changed, but does not relate to the measures/outcomes or to characteristics of the individual.	The goal describes the behavior/skill to be changed and relates to the individual's abilities, interests, learning environments, or cultural and linguistic factors. Measurable outcomes are discussed, but may not be clear.	The goal clearly describes the behavior/skill to be changed, and relates it to measures/outcomes and the individual's abilities, interests, learning environments, and cultural and linguistic factors.	
	<p><b>Standards</b>  <b>USA- CEC Initial Level Special Educator Preparation Standards (2013)</b>  <b>Standard:</b>            Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.  <b>Key Element:</b> 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.</p>				
Direction of Change	Goals are not appropriate to the needs of the student, not measurable; direction of change is not clear.	Most goals are appropriate to the individual needs of the student and indicate direction of change.	All goals are appropriate to the individual needs of the student, consistent and indicate direction of change. Some, but not all, are measurable.	All goals are clearly aligned with the individual needs of the student; all goals are measurable and clearly indicate direction of change.	
Student Performance Objective	Objective does not state the condition.	Objective clearly states a condition for student performance, although the statement may be lacking in clarity and appropriateness.	Objective states an appropriate condition for student performance, although the statement may be lacking in clarity.	Objective clearly states an appropriate condition for student performance.	
Targeted Skills / Behavior	Objective does not describe skill or behavior.	Objective describes skill or behavior, but description is poor in quality.	Objective describes skill or behavior, although clarity may be lacking.	Targeted behaviors/Skills	
Presentation of Student Progress	There are not any charts, graphs, and little or no data is collected on the student's IEP goals/objectives.	Each goal/objective does not have a chart, graph, or other method used in collecting data, but there is evidence of regular data collection or, each goal has a graph but no evidence of	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used, data is collected and documented less often than according to the IEP.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used to promote progress, student performance on the objective. Data is collected and documented according to the IEP.	



	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
		regular data collection.		Student progress is recorded on a chart, graph, or other method is used for each student goal/objective, included in the student's file. Data is collected and documented according to the IEP.	
	<b>Standards USA- CEC Initial Level Special Educator Preparation Standards (2013)</b> <b>Standard:</b> Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. <b>Key Element:</b> 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.				

### ➤ Observation Report

	Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Item 1	Observation report is poorly organized, with no coherent progression of ideas or content, and numerous lapses in logic.	Observation report is acceptable, with unclear progression of ideas and content	Observation report is good organized, with a clear progression of ideas and content ?	Observation report is well organized, with a clear progression of ideas and content.	
Item 2	Observation report is? very weak and displays no chronological organization whatsoever, but instead skips around chaotically between topics?.	Observation report is displays no chronological organization whatsoever, but instead skips around chaotically between topics.	The Observation report is organized chronologically according to evidence obtained by the student while? observing the child and its follow-up in a scientific manner using observation tool of social behavior	Observation report is organized in chronological order according to the evidence and testimony and information obtained by the student while observing the child, and scientific follow-up, while he/she observes the child and its follow-up using the observation tool and follow-up social behavior of the film's hero, scientifically accurate	
Item 3	Observation report is badly written, with an unacceptable number of grammatical and spelling errors.	Observation report is poorly written, with an unacceptable number of grammatical and spelling errors.	Observation report is moderately written, with some grammatical and spelling errors.	Observation report is well written, with a mastery of the Arabic/English language, spelling, & sentence structure.	
Item 4	The Observation report is incorrectly formatted and the assigned format of Times Roman, Simplified Arabic font, double-spaced, with 1"? margins are not done.	The Observation report is not formatted very well, but the assigned format of Times Roman, Simplified Arabic font, double-spaced, with 1"? margins are done.	The Observation report is formatted in some way other than the assigned format of Times Roman, Simplified Arabic font, double-spaced, with 1"? margins?.	The Observation report is properly formatted (Times Roman, Simplified Arabic font, double-spaced, with 1"? margins).	
Item 5	There are no Illustrations.	Illustrations are unclear and irrelevant to the topics being discussed	Illustrations are not used or are unclear and/or irrelevant to the topics being discussed	Illustrations are clear, labeled correctly, and relevant to the topics being discussed	
Item 6	Student has not stated amount to indicate the subject of the observed	Student has stated only a minimal amount to indicate the subject of	Student has most stated all evidences to indicate the subject of	Student has clearly stated all evidences to indicate the subject of	

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Target</b>	<b>Score/Level</b>
	child and his/her problems, and how to reach a solution to this problem, in a scientific manner?.	the observed child and his/her problems and how to reach a solution to this problem in a scientific manner	the child problem, and his/her problems and how to reach a solution to this problem in a scientific manner.	the observed child and his/ her problems and how to reach a solution to this problem in a scientific manner.	
	<b>Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b> <b>PLO:</b> PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.				
Item 7	Student has? not made numerous factual errors of geology?.	Student made ??numerous errors function in the Observation report , but he has provided some evidence that observed already images are correct and function.	Student presented all the evidence and facts already observed correctly and function? but made a few minor errors.	Student presented all the evidence and facts already observed in the correctly and function.	

### ➤ Micro -Teach Scoring Rubric

	<b>Undemonstrated or Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Target</b>	<b>Score/Level</b>
Language as a system	Candidate shows little or no awareness of the components of language and language as an integrative system. Candidate makes too many language mistakes.	Candidate is aware of the components of language and language as an integrative system. Candidate makes some language mistakes.	Candidate can use the components of language and language as an integrative system to inform instruction with ELLs. Candidate makes minor language mistakes.	Candidate can use the components of language and language as an integrative system to create instructional plans for ELLs, to design and use instructional activities and strategies that develop student English language skills and facilitate student learning. Candidate serves as a good model of English language use.	
Language Acquisition and Development	Candidate shows little to no awareness of the theories and research in language acquisition and development, and little to no awareness of the sociocultural, psychological, and political variables within a community of ELLs; demonstrates little to no recognition of individual differences among ELLs (e.g., age, L1 literacy level, personality, motivation, socioeconomic status). Candidate does not use learners' L1 to support their learning of L2 and content.	Candidate shows awareness of the theories and research in language acquisition and development as well as awareness of the sociocultural, psychological, and political variables within a community of ELLs, but does not incorporate this into teaching. Candidate allows ELLs to use their L1 to facilitate their understanding or participation in class.	Candidate demonstrates understanding of the theories and research in language acquisition and development, and of the social, psychological, and political nature of learning an L2 and integrates this knowledge in L2 instruction. Whenever possible, candidate uses the L1 as a foundation and resource for learning English in the classroom.	Candidate applies (a) theories and research in language acquisition and development, (b) knowledge of sociocultural, psychological, and political variables that affect L2 learning, and (c) knowledge of learner variables in order to support ELLs' English language and literacy learning. Candidate uses the L1 in the classroom to support literacy and content learning.	
Plan standards-based ESL and content instruction. (3.a)	Candidate shows little or no awareness of ESL based instruction, and ELLs' various approaches to learning.  Little or no evidence of candidate's awareness of students' language proficiency, learning	Candidate demonstrates awareness of standards-based ESL instruction and recognizes ELLs' various approaches to learning. Candidate demonstrates awareness of students' language proficiency, learning styles, and	Candidate plans standards-based ESL instruction lesson appropriate to individual student needs, and plans activities at the appropriate language levels, integrating students' cultural	Candidate designs effective standards-based ESL instruction that fosters student-centered learning and assists students in meeting learning objectives, designs multilevel activities, and is flexible in grouping students to	

	Undemonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
	styles, and prior knowledge.	prior knowledge in instructional plans.	backgrounds and learning styles.	meet instructional needs of linguistically and culturally diverse student populations.	
Implementing and Managing Standards-Based ESL and Content Instruction (3.b)	<p>Candidate has no or little awareness of standards relevant to ESL and content instruction at the national level.</p> <p>Candidate is aware of the need for authentic uses of academic language in ESL and content-area learning and the need to design activities and assessments that incorporate both.</p> <p>Candidate devotes a whole lesson to teaching one single language skill.</p>	<p>Candidate is familiar with standards relevant to ESL and content instruction at the national level.</p> <p>Candidate plans for activities and assignments that develop authentic uses of academic language.</p> <p>Candidate is aware that integrated learning activities build meaning through practice.</p>	<p>Candidate provides standards-based ESL and content instruction from relevant national, state, and local frameworks, and plans for and implements activities that develop authentic uses of academic language as students access content-area learning objectives, and that integrate reading, writing, listening and speaking.</p> <p>Candidate models activities to demonstrate ways students may integrate skills, and clearly states both a language objective and a content objective.</p>	<p>Candidate designs and implements activities that develop authentic uses of academic language as students access content-area learning material.</p> <p>Candidate provides multiple or extended opportunities for reading, writing, listening and speaking, integrates skill and content areas, and clearly states strong and measurable language and content objectives.</p>	
Using resources and technology effectively in ESL and content instruction	<p>Candidate has little or no awareness that materials should be appropriate for students' age and language proficiency.</p> <p>Candidate uses a limited range of materials and resources (e.g., they only use the textbook, or only use print materials).</p>	<p>Candidate is aware that materials should be appropriate for students' age and language proficiency, and incorporates a variety of resources and/or technology but resources do not match lesson objectives.</p>	<p>Candidate selects print and visual materials that are appropriate for students' age, learning style, and language proficiency, and incorporates technology and other resources (realia, manipulatives, etc.) into the lesson to enhance activities and learning.</p>	<p>Candidate builds on students' culture to develop and use appropriate and various types of materials and resources that foster interactive and student-centered learning and support students to meet lesson content and language objectives.</p>	
Classroom-based assessment for ESL	<p>Candidate does not use any assessment to assess ELLs' improvements in content and in language skills.</p>	<p>Candidate uses a formative assessment or a summative assessment to assess ELLs' improvements in content and in language skills.</p>	<p>Candidate uses a formative assessment and a summative assessment to assess ELLs' knowledge in the content areas at varying levels of English language and literacy ability.</p>	<p>Candidate constructs and uses various summative and formative assessments to assess ELLs' improvements in content and in language skills at all levels of language proficiency and literacy.</p>	



**Pledge**

I am the student: -----

Course Title: -----

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: -----

- ID: -----

- Signature: -----

- Date: -----

(Please sign this part and hand it in to your instructor).